

**2nd HALF YEARLY MONITORING REPORT OF
MIZORAM UNIVERSITY ON SSA
FOR THE PERIOD OF
1ST Feb, 2010 - 31ST July, 2010**

DISTRICTS COVERED

- 1. LAWNGTLAI**
- 2. SAIHA**



1. SECOND (2nd) HALF YEARLY MONITORING REPORT OF MIZORAM UNIVERSITY: AIZAWL. (MONITORING INSTITUTIONS) ON SSA AND MDM FOR THE STATE OF MIZORAM FOR THE PERIOD FROM 1ST FEBRUARY, 2010 to 31ST JULY, 2010

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	Mizoram University, Aizawl.
2.	Period of the report	1 ST Feb., 2010 to 31 ST July, 2010
3.	No. of Districts allocated	Two Districts
4.	District names	1.Lawngtlai 2.Saiha
5.	Date of visit to the Districts / EGS / Schools (Information is to be given for district wise i.e. District 1, District 2 etc)	1. <u>Lawngtlai District:</u> 3 rd to 10 th July 2010 2. <u>Saiha District:</u> 3 rd to 10 th July 2010
6.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated Information is to be given for district wise i.e. District 1, District 2,etc)	1.<u>Lawngtlai District:</u> a)Primary Schools: 220 b)Upper Primary Schools: 111 c)EGS Centres: Nil d)NRBC Centres: 3 e)RBC Centres: 3 f) AIE Centres: 6 2.<u>Saiha District:</u> a)Primary Schools: 114 b)Upper Primary Schools: 65 c)EGS Centres: Nil d)AIE Centres: 3 e)NRBC Centres : 4 f) RBC Centres : 2 g) Mobile School : 1 h) School Camp : 1
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored Information is to be given for district wise i.e. District 1, District 2, District 3 etc)	1. <u>Lawngtlai District:</u> 12 P/S (including 1 AIE Centre) and 8 M/S 2. <u>Saiha District</u> : 14 P/S and 10 M/S.

8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	Yes
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).	No.
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	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	Yes
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Yes
13.	Whether your institution is a lead institute, 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 Districts Report

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

District 1 :(Lawngtlai District)	No new PS and UPS were sanctioned in the district during the current financial year 2009-10.
District 2: (Saiha District)	No new PS and UPS were sanctioned in the district during the current financial year 2009-10.

(b) Civil Works:

	The information received from SPO shows that during 2009-10, the approved Civil Works for Lawngtlai District were 1 UBRC, 7 new PS, 115 Separate Toilet for Girls, 50 Boundary Walls, 10 Separation Walls, 100 Electrifications, 120 Child Friendly Elements and 35 Additional Classrooms. Funds for these works have already been released. On the other hand, as per the information received from DPO of the said district, the targets for Civil Works (including spill over) and progress for 2009-10
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<p>District 1 :(Lawngtlai District)</p>	<p>were 24 School Buildings, 100 Additional Classrooms, 276 Toilets, 103 Kitchen Sheds and 1 UBRC. It was also reported that all these targets were already achieved and the works have been completed.</p> <p>During field visit, the MI observers were informed by the schools that they were unhappy with the way civil works had been carried out. As the works were given by the District Education Committee (DEC) to certain work agencies mainly politicians and/or their family members and relatives with profit motive, construction works were generally of low quality that did not meet the expectation of the concerned school headmasters and teachers. As per their report, headmasters and teachers were ignorant about the sanctioned amount and the guidelines for completion of the works. Beyond making verbal request to the workers for quality construction, they could do nothing as the contractors could draw the final bill without getting completion certificate from the concerned headmasters.</p>
<p>District 2: (Saiha District)</p>	<p>The information submitted by the SPO and DPO relating to the targets of civil work in the district under reference, was not in agreement. For instance, the SPO reported that the approved Civil Works for Saiha District during 2009-10, were 1 UBRC, 99 Toilets, 50 Boundary Walls, 100 Electrifications, 62 Child Friendly Elements and 44 Additional Classrooms and funds for these works have already been released. On the other hand, as per the information received from DPO, the target for civil work were Additional Classroom is 55, out of which 35 are already completed, 15 are in progress while there are 5 yet to be started. Target for Toilet is 99 which have already been completed. The district under reference has approved 220 Separate Toilet for Girls, 150 have already been completed, and 50 are in progress while 20 are not yet started. 72 Kitchen Sheds have been sanctioned and constructed, 100 Boundary Walls have been sanctioned out of which 95 have been completed and 5 not started yet. The target for 21 Child Friendly Element, 45 Electrification, 1 Residential Hostel and 1 UBRC has also been already achieved.</p> <p>The MI observers during the field visit found that almost all sample schools had the kitchen shed, ramps (few) common toilet, separate toilet (few) for girls, water facility (few with PHE water Connection), electricity, barbered wire boundary walls(few)etc. However, the quality of civil works especially in case of kitchen sheds, toilets etc was not satisfactory. The MI observers during their interactions with VEC members expressed their unhappiness with the way civil works had been carried out. As the works were given by the District Education Committee (DEC) to certain work agencies mainly politicians and/or their family members and relatives with profit motive, construction works were generally of low quality that did not meet the expectation of the concerned school headmasters and teachers. Beyond making verbal request to the workers for quality construction, they could do nothing as the contractors could draw the final bill without getting completion certificate from the concerned headmasters.</p>

(c) Textbooks:

District 1 :(Lawngtlai District)	<p>As per the information submitted by DPO Lawngtlai, 12489 Primary School children have been provided with free textbooks out of which 5642 are girls. In the Upper Primary Schools, 10207 children have been provided free textbooks, out of which 4351 are girls. All the students belong to ST. The textbooks were received by DPO on 27th January 2010 which was distributed to schools on 2nd February 2010. The delay in distribution of the textbooks as per the same report was due to late receipt of textbooks from suppliers by SPO.</p>
District 2: (Saiha District)	<p>As per the information submitted by SPO, Textbooks for 10770 students have been released for Saiha district for the current academic year, (2010-11). The DPO, Saiha District, on the other hand, as per their report claimed that 10100 children of primary schools and upper primary schools have been provided free textbooks. Out of these children, 6784 are girls. It may be noted that all of these children, to whom free textbooks have been provided, belong to ST category. It was also reported that there was no delay in the distribution of textbooks.</p>

(d) School grants:

District 1 :(Lawngtlai District)	<p>The number of schools for which school grants have been approved is 242 Primary Schools and 131 Upper Primary Schools. The grants were released to the DPO Lawngtlai from the SPO on 10.02.2010 and the same were released by the DPO to the schools on 25.02.2010. Guidelines for utilization of the school grants were circulated to the schools by the DPO. The DPO also reported that out of the school grants, amounts of Rs 24,000/- and Rs 14,000/- were utilized for centralized purchase of Chalk and School Calendar respectively.</p> <p>The MI observers found that school grants were released directly to the schools in the name of School Management Committee (SMC) in which only the concerned Headmaster and teachers were members and that no VEC was involved in the fund flow. The school headmaster keeps accounts of expenditure from school grants including maintenance grants and teacher grants. School grants were utilized mainly for minor repairing works, purchase of stationery and facilities needed by the schools, furniture etc.</p>
District 2: (Saiha District)	<p><i>The School Grant for the current financial year for Saiha District, as per the information received from the SPO, was approved for 112 PS and 79 UPS. As per the information received from the DPC's Office, the number of schools to whom school grant has been approved is 114 primary schools and 65 upper primary schools. It was also reported that the school grant for the current year (2010) was distributed in cash and no amount from school grant was used by the DPO for centralized purchase.</i></p>

(e) Teachers and Teachers Training:

District 1 :(Lawngtlai District)	<p>As per the information received from SPO, the target number of teachers to be given In-service Training is 1581 which has been achieved. The target number of teachers for Orientation Training is 82 whereas it is 63 teachers for Refresher Training. The same report claims that these targets have already been achieved. The DPO, in its report, provides the following information regarding teachers' training in the district:-</p> <p>1. In-service Training: The target number of teachers to be provided in-service training is 791 for the year 2009-10 and 1604 for 2010-11. However, the actual number of teachers given such training for the year 2009-10 is only 589.</p> <p>2. Induction/Orientation Training: The target number of newly appointed teachers to be given orientation training is 82 and this target number has already been achieved.</p> <p>3. Refresher Training: Out of the target number of 40 teachers to be given Refresher Training, 15 have been trained under IGNOU for CPE course. There are still 202 untrained teachers left to be covered in the district.</p>
District 2: (Saiha District)	<p>The number of teachers for whom training has been approved, as per the information received from SPO, was 1090 teachers for 20 days, 55 for 30 days and 96 for 60 days. 10 days training has also been approved and sanctioned for training of BRCCs/CRCCs.</p> <p>As per the information received from the DPC Office, in the current academic year, 86 EVs were appointed who have not yet been given any kind of training. The details about the various kind of training claimed to be given to the teachers are as follows:-</p> <p>1. In-Service Training: The target number of teachers to be given in-service training was 650 teachers. Out of these, 425 teachers have so far been given in-service training.</p> <p>2. Orientation Training: The target number of newly appointed teachers to be given Orientation Training as per information, was 69 and all of them have been trained.</p> <p>3. Refresher Training: The DPO has reported that the target number of teachers to be given Refresher Training is 95 out of which 51 have already been given training.</p> <p>The DPC has also reported that there are still 44 untrained teachers in the district.</p>

(f) Teaching Learning Material (TLM) grants:

District 1 :(Lawngtlai District)	<p>The DPC reported that an amount of Rs 8.33 lakhs only was received as TLM grant on 10th February, 2010. The same was released on 25th February 2010 to 997 PS teachers and 647 UPS teachers.</p>
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District 2: (Saiha District)	The information received from SPD's Office stated that Teachers' Grant for Saiha District has been approved and released for 737 PS teachers, 449 UPS teachers and 10 Class VIII teachers (2009-10). However no information with regard to the total amount of TLM grant and the date of its receipt from the SPO, date of its release to the schools was provided by the DPO.
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(g) EGS & AIE:

District 1 :(Lawngtlai District)	As per the information received from the DPC Office there is no EGS centre in the district under reference. However there are 6 AIE Centres, 3 NRBC and 3 RBC centres in the district. The information obtained from the SPO reveals that in the year 2009-10, the target number of children for enrolment in EGS was nil, AIE was 430, NRBC 279, RBC 334 and School Camp 107 and the targets were achieved.
District 2: (Saiha District)	As per the information received from the SPD's Office, there is no EGS Centre in the district. However, 3 AIE, 4 NRBC, 2 RBC, are approved for the district, all of which are attached to regular schools. The district also has 1 Mobile School and 1 School Camp which are started this year. The information received from DPC Office also show that there is no EGS Centre in the district. However, there are 3 AIE, 4 NRBC, 2 RBC, 1 Mobile School and 1 School Camp in the district at present all of which are started this year.

(h) Children with Special Needs (CWSN):

District 1 :(Lawngtlai District)	According to the report received from DPO Lawngtlai, 363 Children with Special Needs have been identified in the district in 2010-11. Out of these, 352 children have been enrolled and only 14 of them have been provided with the required aids and appliances.
District 2: (Saiha District)	The district has identified 378 CWSN of which 369 were stated to be enrolled. The report received from DPC also claimed that 164 CWSN have been provided with the required aids and appliances.

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

District 1(Lawngtlai District)	The NPEGEL is not in operation in Lawngtlai District.
District 2: (Saiha District)	The NPEGEL is not in operation in Saiha district.

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

District 1 :(Lawngtlai Distt)	The KGBV is not in operation in Lawngtlai district.
District 2: (Saiha District)	The KGBV is not in operation in Saiha district.

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

District 1 :(Lawngtlai Distt)	The district under reference has established EMIS with the requisite number of computers, printers and manpower.
District 2: (Saiha District)	EMIS with the required number of computers, printers and manpower (computer operators) has been established in Saiha district.

(l) Research and Evaluation:

District 1 :(Lawngtlai Distt)	The information obtained from both the SPO and DPO reveals that no research or evaluation activities have been approved or sanctioned for the district during the current academic year.
District 2: (Saiha District)	There was no research approved or sanctioned for Saiha District according to the information received from SPO..

(m) Functioning of the VEC:

District 1 :(Lawngtlai District)	<p>As per the information received from SPD's Office, the total number of VECs constituted in Lawngtlai district is 149. On the other hand, the information obtained from the DPO reveals that there are 155 Village/School Level Management Committees (SLMC) constituted. The SPO as well as the DPO reported that guidelines on delegation of powers to VECs and adequate representation of women had been communicated to all the VECs in the district. As per the report of SPD, 100% of the VECs have been oriented and that there is a Coordinator specifically taking charge of Community mobilization. The report obtained from the DPO stated that training on Mid-Day Meal for VEC/SLMC was conducted on 29th October 2009 where only the Chairmen and Secretaries were called for the training. The DPO also claims that VECs/SLMCs maintain proper records of funds received by them.</p> <p>On visiting the district, members of the MI team found that most VECs of the sample schools were not functioning. The main reason claimed by school teachers was non-receipt of funds for civil works due to direct engagement of party workers or their relatives as work agencies/contractors for civil works practiced by the District Council. With this practice, neither the VEC members nor the school teachers including the Headmasters have any say in the construction work and related civil works. The DPO, on the other hand, reported that many VECs in the district could not discharge their functions effectively due to problems in operating bank accounts in distant towns/villages that gave rise to extra expenditure, mistrust and dishonesty in some cases etc. As per the power to dissolve non effective VECs and to hand over the</p>
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	responsibility to other body/authority given to DEC by VEC manual, the DPO issued notification for the constitution of SMC in all the elementary schools in the district within April, 2009. The notification states that the constitution of SMC does not necessarily de-function the existing VECs where successful but should continue to work in cooperation with the SMC, which is composed of concerned school headmaster and teachers.
District 2: (Saiha District)	As per the information received from SPO, 75 VECs have been constituted in the district, and guidelines on delegation of powers and adequate representation of women in VEC have been provided to all VECs. The DPO also claimed that the guidelines delegation of powers to VECs have been received and communicated to all the VECs in the district. However, guidelines regarding adequate representation of women in VEC/SMC have not been received by them. The DPO claims that VECs maintain proper records of SSA grants. It was also reported that 92% of members of VEC have been oriented by DPO.

(n) Staffing at State and District Level:

District 1 :(Lawngtlai District)	The DPO has 30 staff members of which 7 are on deputation and the rest of 23 are on contract. The 2 BRCs in the district have 18 staff members. At the same time, the 19 CRCs in the district have 19 staff members all of them CRCCs. As there are no posts lying vacant, no action needs to be taken in this regard.
District 2: (Saiha District)	As per the information received from DPC, 19 posts have been sanctioned for DPO and all posts have been filled, no post is lying vacant. Out of the 19 posts, 3 have been filled on deputation and the remaining 16 have been appointed on contract.

(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 :(Lawngtlai District)	<ol style="list-style-type: none"> 1. More than 90%of population in the district belongs to ST category as well as religious minority (Christians) 2. Overall position of girls education in terms of female literacy and enrolment at all levels of education in the state, including the district under reference is quite satisfactory and encouraging.
District 2: (Saiha District)	<ol style="list-style-type: none"> 1. More than 90%of population in the district belongs to ST category as well as religious minority (Christians) 2. Overall position of girls education in terms of female literacy and enrolment at all levels of education in the state, including the district under reference is quite satisfactory and encouraging.

(p) Any other issues relevant to SSA implementation

<p>District 1 : (Lawngtlai District)</p>	<p>SSA Girls' Hostel: The district runs one SSA Girls' Hostel at Lawngtlai- III, Lawngtlai. The MI observers visited the hostel, met the workers and hostellers and obtained the following information: The hostel was established in 2006 with a seat capacity of 20. It is run in a land and building owned by Lai Women Association. The building is a two-storied semi concrete building with wooden floors and GI sheet roof. There are 8 rooms with 20 beds for hostellers, one room for the warden, one common room with TV set, 2 toilets and 2 bathrooms. One floor of very nearby Assam type building in the same compound is used for kitchen cum store room and dining room. Besides the warden, a chowkidar and a cook look after the hostel. The warden is with educational qualification of pre-university and has been working here since 2006. Results of the hostellers in final examinations are follow:</p> <table border="1"> <thead> <tr> <th>Year.</th> <th>Distn.</th> <th>I Div.</th> <th>II Div.</th> <th>III Div.</th> <th>Simple pass</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>-</td> <td>2</td> <td>10</td> <td>-</td> <td>3</td> </tr> <tr> <td>2008</td> <td>-</td> <td>3</td> <td>8</td> <td>5</td> <td>1</td> </tr> <tr> <td>2009</td> <td>2</td> <td>1</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>The present incumbents comprise of 12 girls from Bru community and 8 girls from Lai community who have their own dialects other than Mizo. Had there not been this hostel, it appears that most of these girls would not have continued to study. The warden, during MI's visit, reported that most parents of these girl hostellers could not afford fares for their children's going to their villages and coming back to the hostel. As a result, the girls had to stay back in the hostel during vacations thereby requiring the warden also to stay back and to look after the hostellers all through the year without any vacation or break. As Lawngtlai district is composed of Lai and Chakma Autonomous District Councils accommodating backward communities, it is greatly in need of more hostels and other innovative interventions of SSA.</p> <p>Pipe Band Academy: Pipe Band Academy, Model English School, Lawngtlai- I has started functioning w.e.f. 29th March, 2010. At the time of field visit, training course was being run under the guidance of four policemen deputed for this purpose. The DPC had requested the 2nd Battalion MAP, Lunglei to depute 4 members of the Battalion's pipe band. Enrolment strength was 22 consisting of 14 boys and 8 girls out of which 1 was band major, 9 were drummers and 12 pipers. Members were selected mainly from class V and class VI so as not to disturb class VII students from appearing Middle School Leaving Certificate Examination. Training was conducted every working day i.e. Monday to Friday between 6:00 am and 8:00 am and again from 1:00 pm to 3:00 in the school.</p> <p>It was learnt from the school that students enrolled in this Pipe Band Academy found great interest in learning the skill and as a result they learned the skill very fast. As self discipline is easily inculcated through</p>	Year.	Distn.	I Div.	II Div.	III Div.	Simple pass	2007	-	2	10	-	3	2008	-	3	8	5	1	2009	2	1	4	4	4
Year.	Distn.	I Div.	II Div.	III Div.	Simple pass																				
2007	-	2	10	-	3																				
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2009	2	1	4	4	4																				

	interesting leisure time activities, activities of this kind are needed for children of other schools also. Besides, they are needed to do away with many social evils rampant amongst the youths including students of today's society.
District 2: (Saiha District)	The MI observers, on their visit to the district, did not find any AIE, NRBC and RBC Centres, School Camp and Mobile School centres in the district, these centres do not function physically as separate centres, rather these have been attached to regular schools. Funds received as well as the teachers appointed in the name of these centres are attached to schools having less number of teachers.. This practice, the MI observers felt was not in line with the concept of the scheme and may thus be modified or stopped. The field visit to the sample schools also reveal that Saiha District has a good number of schools with poor buildings, which, as reported by the VECs and the school personnel, is largely due to the centralized civil works through contractors. The poor upkeep of the majority of sample schools, is a clear indication that maintenance grant is being mismanaged. School buildings are rarely painted and white washed. Class rooms in the absence any white washing or distemper mainten Many

(q) Mid Day Meal

District 1: (Lawngtlai District)	<ol style="list-style-type: none"> 1. As per responses of the teachers and students, 90% of the sample schools from the district under reference serve hot cooked meal on daily basis. 2. The supply of food grains for MDM was regular in only 15% of the schools. 3. Out of the total sample, 30% of the schools reported that they had buffer stock of foodgrains. 4. All sample schools (100%) reported that food grain was not delivered at the school, rather they had to make their own arrangement for its transportation to the school. 5. None of the sample schools received cooking cost for MDM in advance. 6. 100% of the sample schools reported that they had to purchase cooking ingredients on credit which created a lot of problem for them. 7. There was no case of discrimination on the basis of gender or caste in cooking and serving of MDM. 8. Only 15% of the sample schools displayed the weekly menu for MDM and also adhered to it. At the same time, 75% reported that they had prepared weekly menu and they also adhered to it. 9. Responses of the teachers and students reveal that 15% of the sample schools serve the same food every day. However, a limited variety of food is served by 85% of the school. The daily menu comprises of rice with any of the following: dal, potatoes, pumpkin, green vegetables available as per season. Eggs are sometimes served to students in 80% of the schools while fruits are served by 25% of the schools on rare occasions. Wheat preparations are
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	<p>rarely served.</p> <p>10. All children from the sample schools expressed their happiness and satisfaction with the quantity and quality of MDM served to them in schools.</p> <p>11. 100% of sample schools give Iron to their students. Folic acid is given by none of the schools while vitamin A is given by only 5% and deworming medicine also by only 5% of the sample schools to their children.</p> <p>12. None of the sample schools maintains health cards for their children.</p> <p>13. All the sample schools have cooks specifically appointed for MDM service.</p> <p>14. None of the sample schools have engaged self help groups or contractors for cooking or serving of MDM</p> <p>15. All sample schools have adequate number of cooks/helpers to meet the MDM requirements.</p> <p>16. In every sample schools cook is paid remuneration of Rs. 1500/- per month. (This enhanced remuneration from Rs 1200/- has been paid from May, 2010 and all the helpers, who were previously paid Rs 800/- as remuneration have now been promoted as cooks).</p> <p>17. All cooks and helpers in the sample schools do not get their remuneration every month but bi-monthly or quarterly.</p> <p>18. In terms of gender composition 14.7% of the cooks are males and 85.3% are females.</p> <p>19. In terms of social composition, except for .03% (OBC), all the cooks and helpers in the sample schools belong to ST category.</p> <p>20. 95% of the sample schools have received funds for construction of Kitchen sheds and have been using these for MDM service. However, sanction for construction of kitchen shed has not been received by 5% of the sample schools.</p> <p>21. 85% of the sample schools have potable water for cooking while 95% have for drinking purpose.</p> <p>22. Adequate utensils for cooking and serving MDM are found in 75% of the sample schools, while utensils are not sufficient in 25% of the sample schools.</p> <p>23. All of the sample schools (100%) depend only on firewood for cooking of MDM.</p> <p>24. In terms of safety 95% of sample schools in the district are good, while 5% are poor. Same is the case in terms of hygiene. In terms of cleanliness, all (100%) of the sample schools are good while discipline is good in 60% and fair in 40% of the sample schools.</p> <p>25. All sample schools encourage children to wash hands before and after MDM.</p> <p>26. Discipline and order is maintained by 100% of the sample schools with children while taking MDM.</p> <p>27. Cooking process is by and large safe and storage of fuel is also found to be safe in all the sample schools visited by MI.</p> <p>28. Participation of parents is reported to be fair in 40% and poor in 60% of the</p>
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	<p>sample schools. Participation of members of VECs in the inspection and supervision of MDM is good in 15%, fair in 55% and poor in 30% of the schools visited.</p> <p>29. Participation of teachers in the management and supervision of MDM is very good in 60% of the sample schools while it is good in 40%.</p> <p>30. State Level Officers have not inspected 90% of the sample schools in relation to MDM programme while 10% reported that they were rarely inspected.</p> <p>31. Out of the sample schools, 10% reported that they had never been inspected by District Level Officers in relation to MDM while 90% reported that the visit was very rare.</p> <p>32. Inspection of MDM programme by Block Level Officers is also reported as 'never' by 30% of the sample schools while it is 'rarely' in 70%. Regular inspection of MDM service is done by Circle Level Officer in 5% of the sample schools while the percentage is as high as 90% for rare visit and 5% as never.</p> <p>33. Out of the total sample schools, 95% claimed that the introduction of MDM has improved the attendance, 100% reported an improvement in the general well being of children while improvement of enrollment was reported by 80%.</p>
<p>District 2: (Saiha District)</p>	<ol style="list-style-type: none"> 1. Around 4.17% of the sample schools from the district under reference did not serve hot cooked meal on daily basis. As per the inputs received from the students, on the day of visit, these schools served MDM on alternate days. 2. Around 95.83% of the sample schools from the district reported that the supply of food grains for MDM was irregular. 3. All sample schools (100%) reported that food grain was not delivered at the school. The schools, thus, had to make their own arrangement for its transportation to the school. 4. In view of the absence of provision for the release of buffer stock of food grains for one month, many sample schools, on the day of the visit of MI Observers, did not have the adequate stock of food grains. 5. Maintenance of records of food grains, conversion cost and beneficiaries of MDM were not satisfactory. 6. Many sample schools had false enrolment of students and were receiving more food grain than their actual entitlement 7. None of the sample school had ever received the cooking cost in advance. It was generally released to the schools quarterly through their respective VECs. 8. In view of the non-release of cooking cost in advance, almost all sample schools from the district under reference had to purchase cooking ingredients on credit 9. All sample schools reported that they had been receiving the conversion cost in cash through their respective VECs. 10. The members of sample VECs reported that they received cooking cost for MDM through bank account. 11. No case of discrimination on the basis of gender or caste in cooking and

	<p>serving of MDM were reported.</p> <p>10. Around 95.83% of the sample schools did not display the weekly menu for MDM</p> <p>11. The daily menu includes rice and dal regularly, potato frequently, and pumpkin and green vegetables occasionally.</p> <p>12. As per the report from students, teachers and the Menu Register, 33.33% of the sample schools serve fruits and 66.67% serve eggs to the students occasionally.</p> <p>13. All the children from 95.83% of the sample schools expressed their satisfaction with the quantity and quality of MDM served to them in school. At the same time, children from 4.17% of the sample schools expressed their unhappiness, as MDM was served to them only on alternate days.</p> <p>14. More than 80% of sample schools never served micro-nutrients (Iron, folic acid, and vitamin-A and de-worming medicine) to children, and the remaining 20% served it only once or twice</p> <p>15. None of the sample schools maintained health cards for their students.</p> <p>16. All sample schools have appointed cooks for MDM service.</p> <p>17. None of the sample schools had engaged any self help group or contractor for MDM.</p> <p>18. All sample schools had adequate number of cooks to meet the MDM requirements.</p> <p>19. The cooks and helpers in all sample schools were paid the remuneration of Rs.1200/- and Rs.800/-respectively. However, The has been revised to Rs.1500/- from May, 2010 for both the cook as well as the helper.</p> <p>20. All cooks and helpers in the sample schools reported that they do not get their remuneration on a monthly basis.</p> <p>21. In term of gender composition majority of the cooks (91.67%) in the sample schools are females.</p> <p>22. All the cooks and helpers in the sample schools belong to ST category.</p> <p>23. All(100%) sample schools had constructed their kitchen sheds and were using these for MDM. However, in one sample primary school, the condition of the kitchen shed was so bad that it was not being used and the MDM was cooked at the residence of the headmistress.</p> <p>24. The potable water for cooking was available in 87.5% of the sample schools while 12.5% did not have it. As regards to drinking water, 16.67% of the schools visited did not have water for drinking purpose.</p> <p>25. Around 8.33% of sample schools did not have adequate utensils for cooking and serving MDM</p> <p>26. Majority of the sample schools (91.66%) were dependent solely on firewood for cooking of MDM, whereas, 8.34% used both LPG and firewood as per their requirements.</p> <p>27. In terms of safety 16.67% of sample schools in the district were very good, 37.5% were good while 25% were fair and 20.83% were poor.</p> <p>28. In terms of hygiene and cleanliness, 37.5% of the sample schools are good</p>
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	<p>while 45.83% are fair and the rest (16.67%) are poor. Good discipline is maintained in 83.33% of the sample schools while it is fair in 16.67% of the schools.</p> <p>29. All sample schools claimed to encourage children to wash hands before and after MDM.</p> <p>30. Discipline and order is maintained by children in 100% of the sample schools while taking MDM</p> <p>31. Cooking process was safe in 83.33% of the sample schools while it was unsafe in 16.67%.</p> <p>32. Storage of fuel was safe in 66.67% of the sample schools while it was not safe in the rest of the schools.</p> <p>33. Participation of parents in the inspection and supervision of MDM was fair in only 4.17% of sample schools and poor in 95.83%. On the other hand, as many as 58.33% of the sample school reported that participation of members of VEC in the inspection and supervision of MDM was fair, while it was poor in 41.67%.</p> <p>34. Teachers participation in the management and supervision of MDM was good in as many as 75% of sample school, fair in 20.83% and poor in 4.17%.</p> <p>35. Contribution by parents and community to MDM in cash/kind in almost all sample schools was reported to be very poor.</p> <p>36. Around 87.5% of sample schools reported that State Level Officers had never come for inspection and supervision of MDM.</p> <p>37. Inspection and supervision of MDM programme by the District, Block and Circle Level Officers is also not regular.</p> <p>38. Around 95.83% of the sample schools claimed that the introduction of MDM has improved the enrolment and attendance of students, while 4.17% reported otherwise. However, when it came to general wellbeing of students due to introduction of MDM, 100% reported positively.</p>
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3. District Level Half Yearly Monitoring Report

A) LAWNGTLAI DISTRICT

1	Name of the District Monitored:	Lawngtlai
2	Total number of elementary schools / EGS / AIE Centers in the Districts	Primary schools: 220 Upper Primary Schools: 111 EGS Centres: Nil AIE Centres : 6 NRBC Centres: 3 RBC Centres: 3
3.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	12 Primary Schools (including 1 AIE Centre) and 8 Upper Primary Schools.
.4	Date of visit to the Districts/EGS/schools	3rd to 10th July 2010.
5	Tasks	The Monitoring Institute obtained information on the following areas and included those in the report.

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

(i)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project Office of SSA and to be updated by DPO in respect of the districts visited by MI.
	As per the report obtained from SPO and DPO of Lawngtlai district, no new school was approved for the current academic year.	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Not applicable, as no new school was approved in the current financial year	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school:	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Not applicable, as no new school was approved in the current financial year	

(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Not applicable, as no new school was approved in the current financial year	
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	Not applicable, as no new school was approved in the current financial year	
(vi)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	Not applicable, as no new school was approved in the current financial year	
(vii)	In the schools visited by MI whether one-time grant of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level has been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Not applicable, as no new school was approved in the current financial year	
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	Not applicable, as no new school was approved in the current financial year	

b) Civil Works:

	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
(i)	<p>The information received from SPO shows that during 2009-10, the approved Civil Works for Lawngtlai District were 1 UBRC, 7 new PS, 115 Separate Toilet for Girls, 50 Boundary Walls, 10 Separation Walls, 100 Electrifications, 120 Child Friendly Elements and 35 Additional Classrooms. Funds for these works have already been released.</p> <p>On the other hand, as per the information received from DPO of the said district, the targets for Civil Works (including spill over) and progress for 2009-10 are 24 School Buildings, 100 Additional Classrooms, 276 Toilets, 103 Kitchen Sheds and 1 UBRC. It was also reported that all these targets were already achieved and the works had been completed.</p> <p>During field visit, the MI observers were informed by the schools that they were unhappy with the way civil works had been carried out. As the works were given by the District Education Committee to work agencies who were mainly politicians and/or their family members and relatives with profit motive, construction works were generally of low quality that did not meet the expectation of the concerned school headmasters and teachers. As per their report, headmasters and teachers were ignorant about the sanctioned amount and the guidelines for completion of the works. Beyond making verbal request to the workers for quality construction, they could do nothing as the contractors could draw the final bill without getting completion certificate from the concerned headmasters.</p>	
(ii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.

	<p>The MI observers during their field visit found that no building grant was sanctioned for sample schools during 2009-10 but 79% of the schools had been given the sanction in between 2002 and 2008. No sanction for additional classroom was made for the sample schools in 2009-10 whereas only 5% of the sample schools had received funds for additional classrooms in 2007. Only 47% of the sample schools received drinking water facility in 2009-10, and that was in the form of readymade plastic (syntex) water tank. 21% of the schools had not received any drinking water facility and in the rest of the schools, cemented water tanks had been constructed either by PHE Department under convergence scheme or from the funds received from SSA some 5-8 years ago. In 68% of the schools, toilets had been constructed from SSA funds out of which sanction for majority of the schools was made before 2009-10. Toilets constructed some years ago by PHED under TSG were found in 16% of the schools. Electrification wiring had been completed in 79% of the schools but most of the schools were without connection. During 2009-10, kitchen sheds were constructed in 100% the sample upper primary schools and 17% of the sample primary schools. The AIE centre visited by the team was without any of the facilities mentioned above and was being run in a thatched hut constructed by the villagers who were mostly stone quarry workers.</p>	
	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(iii)	<p>As most VECs had stopped functioning from 2007, headmasters and teachers who had become members of SLMC were met and interviewed. Some of them had been office bearers or members in the VECs. Only 5% of the interviewees reported that VECs had been provided the necessary training for execution of civil works by technical persons some years ago. The rest claimed that they had not been trained and were not aware whether other members of VECs/SLMCs had received training or not. As they had nothing to do with execution of civil work, there was no need of getting training.</p>	
	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(iv)	<p>As per the inputs received from the DPO, the community manual for civil works has been prepared by the SPO and the copy is enclosed in every work order which is marked to the concerned JE and school headmaster. However, most of the headmasters and teachers were ignorant about the manual and the copy was not available with them. A copy of the community manual prepared by the SPO is given in Annexure</p>	
	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(v)	<p>Does not arise as there is no new school constructed this year.</p>	
	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
(vi)	<p>It was found from the visit of the sample schools that in Lawngtlai District, most of the VECs had stopped functioning as VEC since 2007, and funds were not transferred to VEC account. Construction works were handed over to individuals mainly politicians/party workers and their relatives who were selected by the District Council Members through DEC.</p>	

(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	As per the information received from the DPO, technical supervision of civil works at district and block level is done by 2 Junior Engineers in Lawngtlai District. Only 16% of the school headmasters reported their awareness of the supervision done by the JE. On the other hand, the rest 84% of the headmasters/teachers claimed that they had no knowledge about it as the Civil Works were generally done by the so called contractors.	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	None of the schools visited by MI observers had the knowledge about the number of times the technical supervisor visited civil works in their schools.	
(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilized from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	As per the information obtained from the SPO and the DPO, convergence with TSC was made some years ago but it has now been discontinued. Information on the quantum of funds utilized from Swajaldhara, TSC and SSA could not be provided by both the offices. Cemented concrete water tanks constructed some years ago by PHE Department under TSC were found in 2 (10.5%) sample schools. Readymade plastic (syntex) water tanks were found in 47% of the sample schools and these were provided from SSA funds in the year 2009-10. The schools had no idea about the quantum of funds utilized for these.	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The construction of drinking water facilities in schools was carried out by PHE some years ago in 10.5% of the schools, while it was done some years ago by the so-called contractors in 21% of the schools. 47% of the schools were supplied Syntex tanks for water storage in 2009-10.	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	There is no convergence with TSC in respect of toilet facilities at present but it had taken place some years ago in 16% of the sample schools visited by MI. The quantum of funds available from SSA as per the report of the DPO is Rs.15,000/-per toilet. However, the school headmasters and teachers did not know the amount available for this.	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).

	<p>The MI observers during their visit to the sample schools found no good quality construction in respect of school building, additional classroom, water tanks, toilets and kitchen sheds. In general, the quality of construction was inferior to that of other districts of the state. However, considering the remoteness of the area and the resultant high carrying-charge of construction materials, majority of the construction could be considered as of average quality. Moreover, the untidiness of many school buildings, classrooms, kitchen sheds and particularly toilets, may be accorded to absence of proper maintenance and cleanliness on the part of the schools.</p>	
	<p>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?</p>	<p>Status to be obtained from SPO and to be verified from schools visited by MI.</p>
(xiii)	<p>There is a civil works coordinator designated as State Project Engineer at SPO level who is with engineering background. He maintains monthly and quarterly progress reports as per standard format. To ensure and improve quality, he conducts quarterly meetings and visits construction sites as and when needed. The state has also engaged a third party for evaluation and monitoring of the quality of civil works. The third party engaged is B.M. Infrastructures, Ramhlun South who were signed up for a period of three years from 2006-07. This company visits all construction sites from the beginning till the end and submits its reports accordingly.</p>	

(c) Textbooks:

	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children is receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
(i)	<p>As per the information submitted by DPO Lawngtlai, 12489 primary school children have been provided with free textbooks, of which all belong to ST category. Similarly, out of 10207 upper primary school children who have been provided free textbooks, all of them belong to ST. The number of girls in the district to whom free text books have been distributed is 5642 in PS and 4351 in UPS. All the textbooks distributed are from SSA funds and none are distributed from government's fund. However, textbooks for all subjects could not be provided for all classes as the sanctioned unit cost of textbooks per child is less than the actual cost of the textbooks.</p>	
	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>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>
(ii)	<p>As per the information received from DPO, textbooks were received from SPO on 27th January 2010 and the same were distributed to the schools on 2nd February 2010. The visit of MI team to the sample schools also reveal that textbooks were distributed to students in the first week of February by all the sample schools. No instruction was received from SPO in this respect.</p>	

	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
(iii)	As per the information received from DPO, textbooks were distributed to the schools on 2nd February 2010 which was two weeks after the opening of the academic session. However, it could be distributed to the schools and to the students within one month from the opening of schools. The spot visit of the sample schools helps the MI observers to know that all the primary schools were opened on 15th January and all upper primary schools on 14th January 2010. It was also found from the field visit of the MI that 100% of the sample schools were able to distribute the textbooks within one month from the date of opening of schools	
	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
(iv)	It was found from field visits of the sample schools that free textbooks could not be distributed for all subjects. However, textbooks were distributed for all classes and to all eligible students. As per the inputs received from the DPO and SPO, free textbooks could not be provided for all subjects as the grant received was only Rs.150/- per student, which is not enough for buying all textbooks especially for higher classes and English medium schools.	

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	According to the information received from SPO and DPO, Lawngtlai district, school grants have been approved for 242 PS and 131 UPS for the current academic year. These grants were released by SPO to the DPC on 10th February 2010. The DPO in its report stated to have issued guidelines to the schools on how to utilize this grant. A copy of the guidelines is enclosed in annexure -	
(ii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	As per the information received from the DPO, school grants @ Rs. 5000/- have been released to 242 PS and 131 UPS on 25th February 2010 and guidelines for utilization of the grant was circulated to the schools. It was also found from the spot visit of the sample schools that all the sample schools except one AIE had received the school grants in between 25.2.2010 and 10.5.2010.	
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.

	The DPO in its report stated that amounts of Rs 24,000/- and Rs 14,000/- were used for centralized purchase of Chalk and School Calendar respectively.	
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The spot verification of the account books of sample schools visited reveals that 55% of the schools have received the grant in February 2010, 25% in March, 5% in April and 10% in May 2010. As stated earlier, 1 AIE (5%) has not received the grant. In 95% of the schools visited, there was no delay in receipt of the grant.	
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	After checking account books maintained by the schools, it was found that last year's school grants were utilized by the schools mainly on the following: Furniture for teachers and students, repair of school building and furniture, clearing and cleaning of school compound, stationery etc.	

(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	The information received from SPO stated that no additional teacher was sanctioned for Lawngtlai district. However, as per the information received from DPO, 82 additional teachers were sanctioned for upper primary schools under SSA. The total number of teachers who are in position as per the same report is 64 in PS and 246 in UPS.	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	In the report received from SPO, it is stated that the mode of recruitment of teachers is interview. The DPO in its report also stated that the mode of recruitment of teachers is as per the guidelines framed by SPO. The level or authority which recruits the teachers, as stated in the same report is Departmental Selection Committee constituted by SPO. The procedure followed in the recruitment of teachers, as reported by SPO is open notice followed by selection through interview.	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	All teachers under SSA are appointed on contract basis.	
(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	From the information obtained from DPO and former VEC members, it is confirmed that VECs are not empowered to make decentralized recruitment of teachers.	

(v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
In respect of elementary schools in the state, there is no sanctioned post. The number of teachers in position at the time of visit was 178 out of which 93 (52%) were in primary and 85 (48%) in upper primary schools. In primary schools visited, 82 (88%) teachers were present and 11 (12%) absent whereas in upper primary schools, 66 (78%) were present and 19 (22%) absent. As reported by the schools, there was no habitual absentee among the teachers.		
(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
The rapport between teachers and students was of average quality in all the sample schools (100%) visited by MI.		
(vii)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What were the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What were the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
The information obtained from SPO shows that the target number of teachers to be given in-service training in 2009-10 was 1581 and all were trained. However, the report of the DPO states that for the year 2009-10, 791 teachers were targeted for in-service training but 589 were actually trained. The district has a target of 1604 in-service teachers for the training for the year 2010-11.		
Training calendar for in-service teachers was prepared for 2009-10. The Venues for different blocks of these training are BRC Hall and CYLA hall at Lawngtlai, Bungtlang Middle School and DIET training hall, Thingkah. Content and module of the training comprise mainly of the following topics: Teaching of Mathematics, Geometry and English, Core Teaching Skills, Classroom abuses, Early Childhood Care and Education and School Readiness, data handling and role and functions of DIET. These are prepared by Lecturers of Mini DIET/DRC, Lawngtlai who are also trainers. There is no supervision/monitoring system to check quality of these trainings. However, verbal feedback is taken from the trainees at the end.		
The MI observers, on their visit learnt that 86% of teachers of the sample schools had undergone in-service trainings the duration of which ranges from 2 days to 1 week. Around 95% expressed their satisfaction with the training they had received and also mentioned that at the end of the training, they were asked to give feedback verbally and some of them gave it.		
(viii)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.

	According to report received from both SPO and DPO, the target number of newly appointed teachers to be given orientation training and actually trained is 82. The DPO in its report stated that 20 days Orientation training had been organized at BRC hall, Lawngtlai from 16 – 19, June, 2009 and at Mini DIET, Thingkah from 8th October to 8th November, 2009. The master trainers were Lecturers from Mini-DIET/ DRC. No monitoring was done for ensuring quality of the training.	
	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited)? What is SPO's planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
(ix)	The SPO in its report stated that the target number of teachers to be given refresher training of 60 days in 2009-10 was 63 and that all of them underwent the training. However, the DPO reported that 40 teachers were targeted for refresher training out of which only 15 teachers were trained through Certificate in Primary Education (CPE) Course at IGNOU Study Centre, Mini-DIET/ DRC, Thingkah through distance mode. The content of the course is Diploma in Primary Education, for which module has been prepared by NCERT. The monitoring system used is assessment and assignment. Number of untrained teachers left to be covered in the state is reported to be 573 while it is 202 in the sample district. The SPO has a plan to train all the untrained teachers by enrolling them in IGNOU for DPE/CPE course.	
	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
(x)	In respect of the schools visited by the MI, 95% of the teachers were happy and satisfied with the training they received. The teachers of the schools visited expressed that they would like to go for training in the methodology of teaching different school subjects.	
(xi)	The academic support given by BRC/CRC to the teachers, the frequency of such support: a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.

<p>BRC is responsible to organize various types of teacher training, to tabulate and analyse data received from CRCs and to submit the same to the DPO. CRCs are reported to be not conducting any type of teacher training at CRC level. They are mainly responsible for DISE data collection, 5% sample checking, supervision of textbook distribution and MDM in schools, household survey and circulation of information received from BRCs/the DPO to schools. One sample CRC is reported to have conducted cohort study on teachers' absenteeism and to have submitted the draft report to the concerned schools for their comments. The sample BRC, in its report, states that there is a calendar for trainings but not for follow up programmes. The BRCCs rarely visit schools whereas the CRCCs claimed to have paid frequent visits to schools in their clusters and to have provided some academic support to the teachers. However, 40% of teachers of the schools visited reported that the academic support provided by the BRCCs and CRCCs was not effective and the rest considered it as effective to some extent.</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 (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>
<p>The report of BRCC, Lawngtlai shows that the expected number of school visits to be made by BRCC is 180 whereas the sample CRCCs were not aware of the existence of any expected number of visits to be made by them. It was found from field visit of the sample schools that 10% of the schools were visited by BRCCs once a year, another 10% twice a year and the rest had not been visited. Besides, 15% of the schools were visited by CRCCs once every month, 5% were visited twice a month, 25% once a year, 20% twice a year and the rest 35% thrice a year.</p>	
<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>
<p>As per the information received, BRCCs do the following during school visits: (1) collection of data (2) MDM observation and monitoring and (3) academic support through discussion etc. The tasks performed by CRCCs during school visits are: collection of DISE data, 5% sample checking, supervision of textbook distribution and MDM in schools and handing over of circulars and other important information to schools. One CRCC claims to have observed teachers teaching the class and to have given feedback during school visits. Both BRCCs and CRCCs never conduct model lesson in classrooms themselves. CRCCs do not help teachers to teach difficult topics better but the sample BRCC claims to have helped teachers in this. Both BRCCs and CRCCs never conduct random tests for children's learning. Headmasters/teachers in the sample schools also reported the same thing on these and they considered the visits of BRCCs and CRCCs as not contributing to pedagogic as well as administrative improvement. As per the report, BRCCs have taken innovative step namely, maintenance of Quarterly Monitoring Format for quality education to improve both teachers' performance and children's learning.</p>	
<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>

	<p>It was learnt from the inputs received from the BRCs/CRCs, as well as the findings of the spot visit that Lecturers of Mini DIET/DRC at Thingkah, Lawngtlai were involved in preparation of modules for teacher training and acted as resource persons in various teacher trainings. The training hall of this Mini DIET has been used as a venue for the trainings organized by SSA in the district. The Mini DIET does not play any role in academic supervision and guidance, action research and monitoring of BRCs/CRCs as per the reports of BRCs and CRCs.</p>	
	<p>e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>
	<p>BRCs, as per the information received from the sample, are extending their academic support to AIE centres by providing teaching learning material, academic support and monitoring and classroom observation. But one sample AIE centre visited by the members of MI reported that no BRCC had visited the centre. The question of EGS does not arise as there is no EGS centre in the district.</p>	
	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
(xii)	<p>As per the report, the SPO has a Quality Coordinator at the state level that is responsible for all quality aspects including planning of teacher training at different levels and monitoring of its implementation. It was also reported that a system and format to review district wise programmes is maintained at the state level and the frequency of review is quarterly. Arrangements for coordination with SCERT and DIETs are made by conducting convergence meeting and training of teacher trainees such as BRCCs, CRCCs, Resource Persons at SCERT and DIETs.</p>	

(f) Teaching Learning Material (TLM) grants:

(i)	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p>	<p>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</p>
	<p>The number of teachers eligible to receive TLM grant in Lawngtlai District, as per the information received from DPO is 997 PS and 647 UPS teachers. The same information stated that the grant amounting to Rs 8.33 lakhs have been received by DPO on 10th February 2010. The SPO could not provide information on these.</p>	
(ii)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?</p>	<p>Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
	<p>The DPO in its report stated that TLM grants were released to the schools on 25th February 2010 which covered all eligible teachers. All the sample schools except one AIE centre reported that they had received TLM grants.</p>	

	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.
(iii)	TLM grant was received by 55% in February 2010, 35% received it in March 2010, 5% in May while 5% of the schools did not receive the grant. The grants were utilized mainly for purchasing dictionary, globe, charts and maps. Only 10% of the schools visited displayed TLM in the classroom. As per their own report, the teaching aids were used by children in 15% of the schools only. Regarding training for development of TLM, 40% of the schools reported that they had attended trainings at Mini DIET where topics on development of TLM were included. All the sample schools reported that there was no cross sharing and demonstration of good practices among teachers.	

(g) EGS & AIE:

(i)	What is the number of EGS/AIE centers/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centers which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.																																												
	The SPO could not provide the information on the number of EGS/AIE centres/NRBC/RBC/school camps category-wise sanctioned and started. On the other hand, the list submitted by the DPO to the MI shows the absence of EGS, the presence of 6 AIEs, 3 NRBCs, 3 RBCs. While this is so, another report obtained from the DPO few days later states that the number of EGS is nil, AIE is 5, NRBC 8 and RBC 12 and that all are continued from the previous years.																																													
(ii)	The target number of children and number of children actually enrolled in the centers category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.																																												
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">As reported by SPO</th> <th colspan="2">As reported by DPO</th> </tr> <tr> <th>Target no. of children.</th> <th>Actually enrolled</th> <th>Target no. of children.</th> <th>Actually enrolled</th> </tr> </thead> <tbody> <tr> <td>EGS</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td>AIE</td> <td style="text-align: center;">430</td> <td style="text-align: center;">430</td> <td style="text-align: center;">430</td> <td style="text-align: center;">241</td> </tr> <tr> <td>NRBC</td> <td style="text-align: center;">279</td> <td style="text-align: center;">279</td> <td style="text-align: center;">279</td> <td style="text-align: center;">69</td> </tr> <tr> <td>RBC</td> <td style="text-align: center;">334</td> <td style="text-align: center;">334</td> <td style="text-align: center;">334</td> <td style="text-align: center;">47</td> </tr> <tr> <td>School camp</td> <td style="text-align: center;">107</td> <td style="text-align: center;">107</td> <td style="text-align: center;">205</td> <td style="text-align: center;">55</td> </tr> <tr> <td>Remedial teaching</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">1150</td> <td style="text-align: center;">1150</td> <td style="text-align: center;">1248</td> <td style="text-align: center;">412</td> </tr> </tbody> </table>			As reported by SPO		As reported by DPO		Target no. of children.	Actually enrolled	Target no. of children.	Actually enrolled	EGS	-	-	-	-	AIE	430	430	430	241	NRBC	279	279	279	69	RBC	334	334	334	47	School camp	107	107	205	55	Remedial teaching	-	-	-	-	TOTAL	1150	1150	1248	412
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(iii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centers in a district on sample basis.
The total number of children enrolled in the above centres is 412 as per the report of the DPO. Only one AIE centre could be visited where 33 children were enrolled and 22 were actually attending the centre on the day of visit.		
(iv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centers visited by MI.
There are 230 EVs working at present in the district. They have been given induction training for a period of 2 days and orientation training of 2 days by BRC and Mini DIET of Lawngtlai District.		
(v)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction has been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centers visited by MI. Copy of the instructions to be enclosed with the report.
BRCs/CRCs do not give regular academic support to EVs. No instruction has been issued by the DPO in this regard.		
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centers/courses by MI.
Out of the 3 EVs working in the AIE visited by the MI, 2 are with HSSLC qualification and 1 with HSLC qualification. They have received training once in English subject.		
(vii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? Whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
Each EV in the sample AIE is paid a monthly honorarium of Rs.2500/- in cash. The honorarium is received from the DPO and it is generally late by 3 months as per the information received from the centre.		
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
The EVs are reported to be regular.		
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
There is one District Coordinator for EGS/AIE centers who has attended Orientation and Capacity Building training at SPO.		
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
The District Coordinator for EGS/AIE keeps a Monitoring Format with which information is furnished to SPO on a quarterly basis.		
(xi)	Number of EGS/AIE centers (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.

	There is no EGS/AIE centre targeted to be upgraded in the district.	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to up gradation of EGS centers to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	No. There is no EGS centre in the district.	
(xii)	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	The number of EGS centres already upgraded before 2009 is 32. As all the EGS centres in the district had been upgraded before 2009, no new upgradation has taken place 2008.	
(xiv)	Whether the actual up gradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	Not applicable	
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Not relevant.	
(xv)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Not relevant.	
(xv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Not applicable	
(xv)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	Not applicable.	
(xix)	The number of children actually mainstreamed from EGS/AIE centers/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	Although the SPO did not provide any information related to number of children mainstreamed from EGS/AIE centres, the DPO in its report stated that 152 children have been mainstreamed from AIE Centres. Of these, 53 children have been mainstreamed in government schools, 57 in aided schools and 42 in private schools.	
(xx)	What is the infrastructure available in the EGS/AIE centers, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	The sample AIE visited by MI is very poor in infrastructure and facilities. The school building is made of kutcha bamboo ply with its roof made of dry leaves. The school is without kitchen shed, drinking water facility, toilet, durries etc. Few wooden furniture, black board and TLM are the only thing available in the school.	

(xx)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centers?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	Mid-day Meal is cooked in the nearby house and supplied to children attending the AIE Centre visited.	
(xx) *	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	There are 33 children enrolled in the AIE visited by MI. The number of children actually present on the date of visit was 22 out of which 13 were boys and 9 girls.	
(xx)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	The MI observers on their visit to the sample AIE centre found that the achievement level of children studying in the centre was poor.	
(xx)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Rapport of children with the EVs was found to be average.	
(xx)	Whether EGS/AIE centers are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	The AIE Centre is using school textbooks like any other PS. The children attending the centre have received the same kind of textbooks distributed by the DPO. There was no delay in the supply of free textbooks as the centre received them on 3rd February, 2010 around 19 days after opening of schools.	

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	There are 363 CWSN identified during the current financial year i.e. 2010-11 in the district and 352 of them have been enrolled in schools as reported by the DPO. The SPO could not provide information on these.	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	Only 14 children have been provided the required aids and appliances during the current financial year as per the information of DPO.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	The DPO reported that wheelchair is not practicable in schools in hill area like Mizoram.	
(iii)*	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	There are 6 resource teachers identified in the district under reference. NGOs associated with CWSN in the district are LWA, YLA, MHIP, and YCA. No guideline has been issued for the Resource teacher or NGO.	

(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	There is one IED Coordinator at DPC office. The IE Coordinator has been oriented and given capacity building programme i.e. Foundation Course Training on CWSN at SCERT and Key Resource Person Training on CWSN at the state level.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	As per the information received from SPO, there is a monitoring format with which information is to be submitted quarterly. The DPO also reported that this monitoring format had been received by them from SPO. There is an IE Coordinator at SPD office who is M.A.(Psychology) with B.Ed (Special Education). She has attended quarterly meetings organized at the national level as well as National Workshops conducted annually.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	The DPO's report states that there are 139 schools that have been provided with ramps. It was found from the field visit that 70% of the sample schools had already received and constructed ramps in the previous years while 25% had not yet received it. At the same time, it was found that in 15% of the schools, the ramps had been dismantled.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	As per the information provided by the DPO, 4 CWSN have been provided with home based support. No sample school has CWSN provided with such support.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	The number of parents who have been given counseling in the district is 23 as reported by the DPO. No parent in the sample schools has been given counseling during the current financial year.	
X	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centers visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	It was found that the total number of CWSN enrolled in the sample schools was 37. Out of these, 19 were present on the day of the visit of MI.	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	The NPEGEL is not in operation in Lawngtlai District.	

(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	The NPEGEL is not in operation in Lawngtlai District.	
(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, and gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	The NPEGEL is not in operation in Lawngtlai District.	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	The NPEGEL is not in operation in Lawngtlai District.	
(v)	a. Whether a district gender coordinator is in position? b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format is enclosed in Report. Information to be taken from SPO.
	The NPEGEL is not in operation in Lawngtlai District.	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakh for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	The NPEGEL is not in operation in Lawngtlai District.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	The NPEGEL is not in operation in Lawngtlai District.	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	KGBV is not in operation in the district under reference.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	KGBV is not in operation in the district under reference.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	KGBV is not in operation in the district under reference.	

(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
KGBV is not in operation in the district under reference.		
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
KGBV is not in operation in the district under reference.		
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
KGBV is not in operation in the district under reference.		
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
KGBV is not in operation in the district under reference.		

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

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
The EMIS with the required number of computers and computer operators has been set up in each district project office of SSA including Lawngtlai district.		
(ii)*	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
The time schedule drawn up for submission of DISE for 2009 was 30th September. The district had received instruction regarding such time schedule and was adhering to it as reported by the DPO.		
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
Data Capture Format was supplied to all schools by August 2009 as stated by the DPO in its report. However, 40% of the schools visited claimed that they had received the format after August whereas 60% reported to have received it by August, 2009.		
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
The information obtained from DPO stated that training for filling up of DISE data was held at BRC Hall Lawngtlai during 27-28 August 2009. However, all the schools visited (100%) by MI reported that no training was conducted for filling up data in the Data Capture Format as the task was performed mainly by CRCCs.		
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.

	According to the reports received from both SPO and the DPO, BRC/CRC Coordinators were given the task of verifying 5% of data collected and were given the training from 27th to 28th August, 2009 at BRC Hall, Lawngtlai. They discharged the responsibility by visiting schools. The SPO has engaged third party to verify the data collected through DCF as per its report.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	The data collected and compiled by the DPO was passed on to the State well in time i.e. by November as stated in its report but the SPO claimed to have received the compiled data only in December, 2009. The DCF for 2010 had not yet been received by the district at the time of MI visit.	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	Yes, there is an MIS in-charge at state level that is well versed with this task. He has attended workshops/trainings in GOI/NUEPA 7 times.	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	The district under reference has neither approved nor sanctioned research projects for the current financial year.	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	The district under reference had no approved or sanctioned research projects even in the previous years.	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	There is a research/evaluation in charge at SPO level that looks after all the evaluation/research activities being done at the state level. There is no specified system of coordination on research issues with SCERT/SIEMAT/DIETs etc. Research proposals and projects are considered after careful evaluation of the proposal alongwith the competency and credibility of the party submitting the proposal. There is no State Level Committee for the purpose and there is no prescribed contract format for commissioning of research.	

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	Total number of village/school level management committees constituted in Lawngtlai district as per the SPO's report is 149 whereas it is 155 as reported by the DPO.	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.

	As per the information received from the SPO and DPO the guidelines on delegation of powers have been communicated to the VECs. As most VECs of the sample schools had ceased to function, the MI observers during interacting with the Headmasters and teachers (members of SLMC) came to know that most of them were ignorant about the guidelines of VEC/SLMC.	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	Guidelines are given on adequate representation to women in VEC/SMC as per the reports of both SPO and DPO. Most SLMC members were ignorant about this. At the time of their functioning, VECs of the sample schools had about 26 women members, which is 19.85% of the total members.	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	As per the VEC guidelines every VEC is supposed to have at least one meeting every month. However, the verification done by MI observers reveals that only 1 school i.e. 5% had 4 meetings during the last six months, 2 schools (10%) had one meeting and the rest never had the meeting as VECs of these schools had ceased to function since 2007 or 2008 or 2009. There are a total number of 29 VEC members in these 3 schools out of which 23 (79%) attended the meeting regularly when called. All the members are STs. Women members are found to be regular in the meetings.	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The percentage of members of VEC oriented, as per the report of SPO is 100. The DPO, on the other hand, could not provide information on this. Only very few members of VECs and Headmasters of the sample schools reported that Chairmen and Secretaries of their VECs had been oriented long time ago but most of them were ignorant about the matter.	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	The VECs in the district are not successful and most of them have been replaced or supplemented by SLMC, which is composed of the concerned Headmaster and teachers only without any representatives from the community and parents. The authority stated that most VECs had the problem in opening, maintaining and transacting accounts in banks most of which were in distant places from the remote villages. This involved extra expenditure on the part of account operators which later gave rise to mistrust and misunderstanding amongst the members. Moreover, some members were found to be dishonest in handling the funds. On the other hand, some school Headmasters and teachers blamed the authority, the District Council and its members and the District Education Committee, for handing over of civil works in the hands of political party workers and stated that this could be the main reason for the unsuccessfulness of the VECs. As such, VECs in the district have not made marked contributions in improving the environment of the schools, enrolment and attendance of teachers and students.	

(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	All sample schools reported that funds were no more transferred to VEC accounts. School grants, maintenance grants and teacher grants were given to the concerned schools directly by the DPO and civil works were put in the hands of the so-called contractors. As per the information obtained from the DPO, VECs were maintaining proper record of funds received by them.	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	Yes, there is a programme officer in-charge for community mobilization at SPD office that is well aware of his duties and responsibilities. As per the inputs received from the SPD office, the officer has been doing monthly, quarterly and annual monitoring and also arranging training programs for capacity building at the state level.	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	As per the information received from SPO, there is 49 staff at the State office under SSA. Out of these, 2 are in Category A, 3 in Category B, 31 in Category C and the rest 13 belong to Category D. At present, all the posts are filled up and there is no vacancy. There are 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. These Coordinators are oriented and knowledgeable about their tasks.	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	As per the information received from SPO and verification of records, it was found that during 2009-10, no General Body meeting was held. On the other hand, EC was held twice in April and September 2009	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.

<p>The information received from DPO shows that the total number of staff sanctioned category wise in the district office is 23 but the number of staff in position is 30. Out of these, 6 are deputed from Lai Autonomous District Council (LADC) and 1 from Chakma ADC and the rest are on contract basis. The number of staff sanctioned and in position are as follows:-</p>			
Category	No. of Staff sanctioned	No. of Staff in position	Nature of Appointment
DPC	1	1	Deployed from LADC
Dy. DPC	2	2	Deployed from LADC & CADC
MIS Coordinator	1	1	Contract
Major Interventions Coordinators	4	4	Contract
Junior Engineers	2	2	Contract
Special Educator/Teacher	2	2	Contract
Data Entry Operators	2	2	Contract
Computer Operator	1	1	Contract
Project Assistants	4	4	Contract
Duftry	1	1	Contract
Peon cum Chowkider	1	2	Contract
Driver	1	1	Contract
Others			
Cashier	-	2	
LDC	-	1	Deployed from LADC
Head Assistant	-	1	Deployed from LADC
Accountant	-	1	Deployed from LADC
Resource Person	-	1	Deployed from LADC
UBRC	1	1	Contract
TOTAL :	23	30	
<p>As all the sanctioned posts have been filled up, the question of action taken to fill up the vacancies does not arise.</p>			
(iv)	<p>The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?</p>	<p>Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.</p>	
<p>There are 3 BRCs sanctioned but only 2 are now in operation having 18 staff. There are 19 CRCs with 19 CRCCs. As there are no vacancies, no action needs to be taken up to fill the vacancies.</p>			
(v)	<p>Does SPO have clearly laid down rules/regulations for filling up posts of SSA?</p>	<p>To be verified at SPO through checking of records.</p>	
<p>The SPO claims to have clearly laid down rules and regulations for filling up posts of SSA. Checking of records in the office of SPD however, shows that only one regulation, related to filling up post of Class VIII teacher is available.</p>			

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

Mizoram is a tribal state with more than 90 of people belonging to schedule tribe having faith in Christianity. Primary and upper primary educational facilities are available in almost every village. The student teacher' ratio at elementary level is one of the best in the country. Participation of girls in education at all levels is quite satisfactory ..

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

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	<p>An examination of students/teachers attendance registers of last year (2009-10) of sample schools revealed that:</p> <ol style="list-style-type: none"> 1. The working days in 25% of sample schools were between 190-199 2. The working days in 30% of sample schools were between 180-189 3. The working days in 30% of sample schools were between 170-179 4. The working days in 5% of sample schools were between 160-169 5. In case of the rest of the sample schools working days were below 160. 	
	Whether the school has clean environment, good building, playground, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
(ii)	<ol style="list-style-type: none"> 1. <u>Clean environment</u>: Out of the sample schools visited, 35% are good, 35% average and 30% are poor. 2. <u>Good Building</u>: 10% of sample schools have good building, 75% have average while 15% have poor buildings. 3. <u>Play Ground</u>: Out of the sample schools visited by the MI Observers 30% have good play ground, 50% average and 20% poor or no playground. 4. <u>Flooring</u>: Proper cemented flooring is found only in 5% of the schools visited while average quality flooring is found in 45% and poor quality in 50% of the schools. 5. <u>Roof</u>: Only 10% of the schools visited have proper roof, 80% have average quality roof while 10% have old roofs that need major repairs. 6. <u>Windows</u>: All sample schools have adequate number of windows for natural light and cross ventilation. However, the windows in 30% of the schools are in need of repair. 7. <u>Lighting</u>: Only 10% of sample schools have proper and enough natural light in their class rooms. The quality of 80% of the schools in this regard is average while 10% is poor. 	
	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
(iii)	<ol style="list-style-type: none"> 1. <u>Sitting Arrangement</u>: All sample schools have proper sitting arrangement of children. 2. <u>Black Boards</u>: All sample schools have Black Boards. 3. <u>TLM</u>: Only 10% of sample schools display TLM in the classrooms. Large majority of these schools keep the materials either in teachers' common room or headmasters' room. 	
	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
(iv)	Health check-up of children was done only in 15% of the sample schools, the remaining 85% of sample schools did not do so.	
	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
(v)	Adequate play materials for children were found in only 5% of the sample schools.	
	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
(vii)		

	There was no low attendance in the sample Primary and Upper Primary schools visited by MI.	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	In view of satisfactory attendance of children in the sample schools no step has been taken by the VEC or schools for its further improvement.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	All sample schools conduct two term tests and one annual examination to assess the achievement of children. Weekly tests were conducted by 15% of the schools while monthly test were conducted by 85%.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	The continuous and comprehensive evaluation, in its real sense, is absent in all sample schools and grading system has not been introduced.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	The MI observers during their field visit to sample schools also paid random visits to some classes and found that the students achievement level was unsatisfactory particularly in English and Mathematics.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	It was found from the spot verification of the sample schools that rapport of children with teachers was somehow good in all sample schools.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	1. There are 14 over age and 42 under age children in the 20 sample schools, wherein total enrollment is 1458. 2. In terms of percentage, overage children account for .96%, and under age children for 2.88%.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	During the previous 6 months, 66 children had dropped out from the sample 20 schools, of which 47 were continuing their education in other schools, 17 did not continue and no information could be obtained from the rest 2 students.	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
	Yet to be answered	

(q) Any other issues relevant to SSA implementation

SSA Girls' Hostel: The district runs one SSA Girls' Hostel at Lawngtlai- III, Lawngtlai. The MI observers visited the hostel, met the workers and hostellers and obtained the following information: The hostel was established in 2006 with a seat capacity of 20. It is run in a land and building owned by Lai Women Association. The building is a two-storied semi concrete building with wooden floors and GI sheet roof. There are 8 rooms with 20 beds for hostellers, one room for the warden, one common room with TV set, 2 toilets and 2 bathrooms. One floor of very nearby Assam type building in the same compound is used for kitchen cum store room and dining room. Besides the warden, a chowkidar and a cook look after the hostel. The warden is with educational qualification of pre-university and has been working here since 2006. Results of the hostellers in final examinations are follow:

Year.	Distn.	I Div.	II Div.	III Div.	Simple pass
2007	-	2	10	-	3
2008	-	3	8	5	1
2009	2	1	4	4	4

The present incumbents comprise of 12 girls from Bru community and 8 girls from Lai community who have their own dialects other than Mizo. Had there not been this hostel, it appears that most of these girls would not have continued to study. The warden, during MI's visit, reported that most parents of these girl hostellers could not afford fares for their children's going to their villages and coming back to the hostel. As a result, the girls had to stay back in the hostel during vacations thereby requiring the warden also to stay back and to look after the hostellers all through the year without any vacation or break. As Lawngtlai district is composed of Lai and Chakma Autonomous District Councils accommodating backward communities, it is greatly in need of more hostels and other innovative interventions of SSA.

Pipe Band Academy: Pipe Band Academy, Model English School, Lawngtlai- I has started functioning w.e.f. 29th March, 2010. At the time of field visit, training course was being run under the guidance of four policemen deputed for this purpose. The DPC had requested the 2nd Battalion MAP, Lunglei to depute 4 members of the Battalion's pipe band. Enrolment strength was 22 consisting of 14 boys and 8 girls out of which 1 was band major, 9 were drummers and 12 pipers. Members were selected mainly from class V and class VI so as not to disturb class VII students from appearing Middle School Leaving Certificate Examination. Training was conducted every working day i.e. Monday to Friday between 6:00 am and 8:00 am and again from 1:00 pm to 3:00 in the school.

It was learnt from the school that students enrolled in this Pipe Band Academy found great interest in learning the skill and as a result they learned the skill very fast. As self discipline is easily inculcated through interesting leisure time activities, activities of this kind are needed for children of other schools also. Besides, they are needed to do away with many social evils rampant amongst the youths including students of today's society.

B. SAIHA DISTRICT

3.1	Name of the District Monitored:	SAIHA
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	a)Primary Schools: 114 b)Upper Primary Schools: 65 c)EGS Centres: Nil d)AIE Centres: 3 e)NRBC Centres : 4 f) RBC Centres : 2 g) Mobile School : 1 h) School Camp : 1
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	1. Primary schools : 14 2. Upper primary schools: 10 3. Residential Hostel : 2
3.4	Date of visit to the Districts/EGS/schools	3rd to 10th July 2010.
3.5	Tasks	As specified in the TOR

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

(ix)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	No new school was sanctioned in the district under reference in the year 2009-10.	
(x)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Not applicable as no new school was sanctioned in the year under report.	
(xi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Not applicable as no new school was sanctioned in the year under report.	
(xii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Not applicable as no new school was sanctioned in the year under report.	

(xiii)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	Not applicable as no new school was sanctioned in the year under report.	
(xiv)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	Not applicable as no new school was sanctioned in the year under report.	
(xv)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Not applicable as no new school was sanctioned in the year under report.	
(xvi)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	Not applicable as no new school was sanctioned in the year under report.	

(b) Civil Works:

(xiv)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
	The information received from SPO shows that during 2009-10, the approved Civil Works for Saiha District was 1 UBRC, 99 Toilets, 50 Boundary Walls, 100 Electrifications, 62 Child Friendly Elements and 44 Additional Classrooms. Funds for these works have already been released. As per the information received from DPO, the target for Additional Classroom is 55, out of which 35 are already completed, 15 are in progress while there are 5 yet to be started. Target for Toilet is 99 which have already been completed. The district under reference has approved 220 Separate Toilet for Girls, 150 have already been completed, 50 in progress while 20 are not yet started. 72 Kitchen Sheds have been sanctioned and constructed, 100 Boundary Walls have been sanctioned out of which 95 have been completed and 5 were not started yet. The target for 21 Child Friendly Element, 45 Electrification, 1 Residential Hostel and 1 UBRC has already been achieved.	

	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
(xv)	The MI observers during their visit to the sample schools looked into the civil work grants received by the sample schools during the different financial years after the commencement of SSA scheme in Mizoram, and found that 25% sample schools have received civil work grant for school building while almost all the schools (83.33%) have received Drinking water in the form of Syntex Storage Drum. Separate toilet for girls have been sanctioned to 100%, 95.83% have received Electrification in the form of wiring (Power connections not yet given), in the sample schools visited by MI. drinking water, school building/additional classroom/ramps/boundary walls etc. Most of the sample schools have also received outdoor play equipments and have installed them in their school compound.	
(xvi)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The entire sample VECs reported that since most of the civil works is done by contractors, they have not been provided any training by technical persons for undertaking the civil works in the schools under their jurisdictions.	
(xvii)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	As per the inputs received from the SPO and DPO, community manual for civil work has been prepared and distributed to all VECs. During the field work 95.83% of sample VECs reported the availability of the said manual.	
(xviii)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Not applicable as no new school was constructed in the referred district during 2009-10 .	
(xix)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	None of the VECs of sample schools maintained separate account for construction and material for construction as civil work in the district was generally done by the contractors. However, they were keeping good records of receipts and expenditures of other SSA funds.	
(xx)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).

	<p>As per the information received from SPO, at the state level, the State Project Engineer is the designated technical supervisor for all civil works and Junior Engineers are appointed in every district to look after the civil works in their respective districts. However, there was no designated civil works supervisor at the block level.</p> <p>The DPC of the district visited informed that there is a Civil Works Coordinator working in the DPC office on contract basis, designated for technical supervision of the ongoing civil work in the schools while there is no one designated for technical supervision at the Block level. However, day to day supervision of civil work is done by the members of VEC.</p>	
	<p>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?</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
(xxi)	<p>During the field work while interacting with the VEC members and school Headmasters it was found that the technical supervisor at the district level was able to visit civil works going on at the school level only occasionally and not regularly. The exact number of visits by the technical supervisor was not recorded by any of the schools visited by MI. It was however reported by the sample schools that supervision is frequently done by the VEC members whenever any kind of civil work is done in the school.</p>	
	<p>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?</p>	<p>Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
(xxii)	<p>As per the information received from SPO, funds for providing drinking water were stopped since 2006-07 as it was supposed to be done from Swajaldhara or TSC. However, no information regarding drinking water from Swajaldhara was received at the state level. The members of the MI, during their field visit to the district found there is no convergence with Swajaldhara and Total Sanitation Campaign in relation to drinking water in the schools visited. Majority of the schools (83.33%) are provided drinking water from SSA by providing Syntax Water Storage Drum in the previous years.</p>	
	<p>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
(xxii)	<p>All the sample schools reported that no specialized agency was engaged for construction of drinking water facilities as Syntax Tanks/Readymade water tanks are provided to the schools. At the same time, during the field visit of the MI, 16.67% of the sample schools have been provided a specially made water purifier by PHE.</p>	

	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
(xxi)	The information received from SPO shows that fund for construction of common toilet was no longer received since 2006-07 and is expected to be done from TSC. At the same time, 99 Toilets have been released to Saiha District from 2008-09 spillover. The field visit of MI in the district shows that in respect of Toilet facilities, only 4.17% of the sample schools are provided facilities from TSC, and no convergence is found with Total Sanitation Campaign (TSC) in most of the sample schools.	
	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (Sample as in (ii) above).
(xxv)	MI observers during their field visit to the sample schools found that in 33.33% of sample schools the quality of civil works related to school buildings, additional classrooms, drinking water, toilet facility etc is good while it is average in 50% and the rest 16.67% is of a poor quality.	
	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
(xxv)	AS per the inputs received from the SPO, there is a civil works coordinator designated as State Project Engineer at SPO level who is from engineering background. He maintains monthly and quarterly progress reports as per standard format. To ensure and improve quality he conducts quarterly meetings and visit construction sites as and when needed. The state has also engaged a third party for evaluation and monitoring of the quality of civil works. The third party engaged is B.M. Infrastructures, Ramhlun South who were signed up for a period of three years from 2006-07. This company visits all construction sites from the beginning till the end and submits its reports accordingly. It was also learnt from the discussion with Civil Works in charge at the SPD office that although the contract with 3rd party was already over, official process is going on to renew the contract.	

(c) Textbooks:

(v)	Total number of children (district-wise) to who free textbooks is distributed in the State with a particular reference to SC/ST/Girls? Which category of children is receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	As per the inputs received from the SPD office, it has provided free text books to the district for 10770 elementary school children. However, the DPO claims that it has distributed free text books to 10100 (including 5190 girls) elementary school children.	

(vi)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
	The DPO had received the text books from the SPD Office on 20.1.2010 and the same were distributed to the schools through CRCs on 1.2.2010.	
(vii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centers visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	As per the inputs from the field visits to the schools, 83.33% reported that there was no delay in the distribution of text books to their schools. However, 16.67% of the schools reported that they received the textbook after 1 month, of the commencement of the academic session.	
(viii)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centers 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.
	In 87.5% of the sample schools visited by MI, free text books have been supplied to all classes to all eligible children, however, all subjects could not be supplied. After verification from SPO regarding non-supply of all text books, it was found that the amount of money approved by PAB for purchase of textbooks could not cover the price of all the textbooks specially those of English medium, which were not published by MBSE.	

(d) School grants:

(vi)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	As per the information submitted by the SPO the school grant for the financial year was approved and released to the district under reference for 114 primary schools and 65 upper primary schools on 8th March, 2009. The same was received by the DPC office on 05.03.2009, well within two months of the commencement of academic session that started on 14th January, 2010. It was also reported that no guideline was issued to the schools on how to utilize this grant.	
(vii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to which 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.
	Yes, the DPO had released the school grant in cash on 23.04.2010. The amount for each school was determined on need based consideration. There was no guideline issued by DPO for its utilization.	

(viii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
	No centralized purchase was done at the state or district level and the funds received for this purpose was directly transferred to the VECs.	
(ix)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	Almost all sample primary schools, from the district under reference, had received the school grant on different dates in the month of April. There was no delay in the release of school grant which was used by the schools according to their specific needs.	
(x)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	The school grant for the last financial year(2009-10) has been utilized by the sample schools for the purchase of stationery for the day to day functioning of school, repair of existing furniture, purchase of plastic chairs by certain schools, wall paintings, white washing/painting of school building etc.	

(e) Teachers and Teachers Training:

(xiii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	As per the information received from the SPO and DPO no additional teachers were sanctioned in the district under reference as there is no new school sanctioned in the district.	
(xiv)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	For recruitment of teachers, interviews are held at the district level and recommended names are sent to state level and final selection is done at the state level. For recruitment of EV teachers, the same procedure is done at the village level to the district level.	
(xv)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	Teachers appointed under SSA Mission are on contract basis.	
(xvi)	If VEC/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?	To be ascertained from DPO and VEC.
	For recruitment of teachers under SSA, the DPO of the district under reference reported that interviews are held at the district level and the recommended names are sent to the state authorities. Final selection is done at the state level. On the other hand, for selecting EVs, VECs are empowered to make selection and instructed to recommend at least three (3) names and forward it to the District level authorities for making appointment.	

	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
(xvii)	There is no information as to the number of sanctioned post of teachers for the school. This is due to the fact that the state is not following any regulation regarding appointment of teachers as per sanctioned posts for individual schools. The MI observers, on their visit found that there are a total number of 196 teachers in the schools visited. This includes Temporary teachers appointed from SSA, Hindi teachers, Craft teachers and Pre-school teachers. 184 (93.88%) teachers were present on the day of the visit of the schools by MI. As per the information received from the school, there are no teachers who are habitually absent.	
	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
(xviii)	The MI observers on the day of their visit to the sample schools found that the rapport between children and teachers was quite good and the overall school atmosphere related to teacher-student relationship was good.	
	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
(xix)	<p>The number of teachers for whom training has been approved, as per the information received from SPO is 1090 teachers for 20 days, 55 teachers for 30 days and 96 teachers for 60 days.</p> <p>The target number of teachers and actual number of teachers given training is as follows:-</p> <p><u>In-Service Training:</u> The target number of teachers to be given In-service training is 650 teachers. Out of these, 425 teachers have so far been given in-service training.</p> <p><u>Orientation Training:</u> The target number of newly appointed teachers to be given Orientation Training as per information, is 69 and all of them are actually trained.</p> <p><u>Refresher Training:</u> The DPO has reported that the target number of teachers to be given Refresher Training is 95 out of which 51 have already been given training.</p> <p>The module for the training was prepared by BRCC and the trainers were DIET faculty Saiha, UBRCC, BRCCs and other experts. The trainings mostly contain specific subject areas, general areas, child psychology, teaching method and school information. There was no supervision/monitoring system to check quality of these trainings</p> <p><i>The MI observers after going through the records on teachers training programmes conducted by both BRCs in the district found that claims of the DPO, especially with regard to 20 days in service training of every teacher, are not true at all as the number of training programmes organized and the their duration do not support these claims. Besides non of the teacher during field visit reported about attending of 20 days in-service training. It seems that funds received by the district under the head teacher training are not optimally used.</i></p>	

	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
(xx)	As per the information received from SPO, the target number of newly recruited teachers to be given orientation training was 55. However, the DPO in the report submitted claimed that out of the target number of 69 teachers to be given orientation training, all have been actually trained. The venue of the training was DIET Saiha and was held from 17th to 26th March and 3rd to 6th November, 2009. The master trainers were lecturers from DIET, Saiha. The monitoring system to ensure quality of the training as per their report was Regular Monitoring by DPC.	
(xxi)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	A refresher training targeted for 96 teachers, as per the report from SPO, in the district under reference is also already achieved. The report received from DPO, Saiha, on the other hand claimed that the target number of teachers to be given refresher training was 95 out of which 51 is the number of teachers actually trained.	
(xxii)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	After interacting with the teachers of the schools visited, majority of the teachers expressed their satisfaction with the training they received. At the same time, they also reported that they would like to have more intensive training on methodology of teaching, administration general areas common for all teachers.	
(xxiii)	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)?	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 BRCCs generally act as Resource persons in the various trainings organized in their respective blocks. They are responsible for preparing programmes for organizing trainings, making school visits to the schools under their blocks in order to find out the practical problems faced by the schools. The BRCs of the district under reference maintain a calendar for trainings. However, no separate calendar was prepared for follow up programmes. Similarly, the CRCCs also visit schools under their clusters to make observations on the civil works, MDM etc. They are also engaged in collecting different data required from time to time, and submit it to the Block Resource Centers. Teachers of 62.5% the schools visited perceive the academic support provided by the BRCC and CRCC as effective while teachers of 37.5% of the sample schools reported that the support received from them is not effective.</p>	
<p>c. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>
<p>There is no specified number of school visits to be made by the BRC/CRC in the State as well as the District under reference. The spot visit of the BRCs/CRCs and the school show that there are as many as 25% of the school which are not visited by BRCC while 16.67% of the schools are not visited by even the CRCC. The actual number of visit by BRCC and CRCC, to the rest of the school ranges from 1 to 7 in a year.</p>	
<p>C What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children are learning?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>
<p>As per the reports received from the BRCs and CRCs, their tasks in the school visits are mainly concerned with quality monitoring. For this purpose, they collect and analyze school terminal results, observe classroom processes and hold discussions with teachers on any related issues. In some instances, the Coordinators also visit the schools to monitor the civil works and also collect DISE formats.</p> <p>As per the information received from school visit by the MI, 37.5% reported that the BRCC/CRCCs are quite helpful in pedagogic improvement while the rest did not think so. 58.33% reported that their visit is effective for administrative improvement. Only 4.17% of the sample schools reported that the BRCC/CRCCs conducted model lesson in classrooms while the percentage for helping teachers teach difficult subject is 45.83. It was also reported by 100% of the schools visited that random test for children is never conducted by the BRCC/CRCC.</p>	
<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.</p>
<p>As per the input received from the BRCs/CRCs, as well as the spot visit by MI, the Mini DIET in the district provides Resource persons in the various training programmes organized at the district and the block levels. The support provided by the DIET in this respect is found to be very satisfactory.</p>	

	E .Are the BRC/CRCs extending their academic support to EGS/AIE centers/courses in their area? If so how and in what manner? If not, why?	To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centers visited by MI.
	There are no EGS/AIE centres existing in the district under reference.	
(xxi)	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
	As reported by SPO, there is a Quality Coordinator at the state level who is responsible for planning teacher training at different levels and monitors its implementation. It was also reported that a system and format to review district wise programmes is maintained at the state level and the frequency is quarterly. With regard to coordination with SCERT and DIETs, district level trainings are conducted at the DIETs.	

(f) Teaching Learning Material (TLM) grants:

(iv)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
	As per the information received from the SPO the number of teachers that were eligible to receive TLM grant in the district, during 2010-11, was 737 primary school teachers, 449 upper primary school teachers, and 10 VIII class teachers in high school.	
(v)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	The DPO claims to have released the TLM grant to the schools, however, no information with regard to the total amount released and the date of release was submitted by the DPO	
(vi)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.

	<p>1. Majority of the sample schools had received the TLM grant in the month of May while 4.17%, received it in the month of June, 2010</p> <p>2. Only 4.17% of the sample schools have displayed the TLM in classrooms, whereas the rest of 95.83% of sample schools kept it separately either in the teachers' common room or headmaster's room.</p> <p>3. Most of TLM relates to readymade charts and maps that have been procured from the market.</p> <p>4. 16.67% of the sample schools reported that these teaching learning materials are sometimes used by children while 83.33% admitted that it is not being used by children.</p> <p>5. The MI observers did not find even a single good example in sample schools from the district for effective use of the available TLM that deserve a special mention.</p> <p>6. All of the sample school teachers (100%) reported that no training has been provided to them on the development and effective use of TLM.</p> <p>7. Since, no specific training on the development and effective use of TLM was organized, therefore, the questions related to its duration and trainers etc are irrelevant.</p>
(vii)	

(g) EGS & AIE:

	<p>What is the number of EGS/AIE centers/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centers which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
	<p>As per the information received from the SPD's Office, there is no EGS Centre in the district. However, 3 AIE, 4 NRBC, 2 RBC, are approved for the district, all of which are attached to regular schools. The district also has 1 Mobile School and 1 School Camp which are started this year. The information received from DPC Office also show that there is no EGS Centre in the district. However, there are 3 AIE, 4 NRBC, 2 RBC, 1 Mobile School and 1 School Camp in the district at present all of which are started this year.</p>	
(xxv)	<p>The target number of children and number of children actually enrolled in the centers category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
	<p>1. The target number of children to be enrolled in existing AIE centers was 1173 and the actually enrolled are 233.</p> <p>2. The target number of children to be enrolled in NRBC was 222 and 159 are actually enrolled.</p> <p>3. The target number of children to be enrolled in the RBCs 213, and actually enrolled are 40.</p> <p>4. School Camp was started having a target of 193 children and 120 are already enrolled.</p> <p>5. The Mobile school has now enrolled 10 students.</p>	
(xxv)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centers in a district on sample basis.</p>

	As per the report received from SPO, the total numbers of children actually enrolled in these centres are 562. The spot visit of the District by the MI however reveals that these centres are not run as separate centres, but are attached to the regular schools, as per the instruction received from SPO.	
(xxv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centers visited by MI.
	There are 86 EVs working at present in the district, whose services are being used in schools having less number of teachers. None of these 86 EV has been given training till date.	
(xxix)	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?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centers visited by MI. Copy of the instructions to be enclosed with the report.
	Since the EVs are placed in regular schools, they receive no special but the same kind of support from BRCC/CRCC like regular teachers of the schools where they are attached.	
(xxx)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centers/courses by MI.
	Most of the EVs are either 10th class or +2 pass. However, few of them are also graduates. As mentioned earlier, no training has yet been organized for the EVs in the district under reference.	
(xxx)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? Whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	The EVs are paid remuneration of Rs 2500/- per month regardless of their educational qualification.	
(xxx)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	The EVs that are attached with the sample schools are found to be regular.	
(xxx)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	The district under reference has a District Coordinator for EGS and AIE centers. It was learnt from the information received from DPO that this Coordinator had attended an Orientation for capacity building.	

(xxx)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centers 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.
	As per the information received from DPO, Quarterly Report Format is used to furnish information to SPO.	
(xxx)	Number of EGS/AIE centers (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	No EGS centre exists in the district.	
(xxx)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centers to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	No EGS centre exists in the district.	
(xxx)	The number of EGS centers actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	No EGS centre has been upgraded this year in the district	
(xxx)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	No EGS centre has been upgraded this year exists in the district.	
(xxx)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	Not relevant as no EGS centre exists in the district.	
(xi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Not relevant, as no EGS centers exists in the district.	
(xli)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	Not relevant.	
(xlii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	Not relevant.	

(xliii)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	There are no children mainstreamed from AIE, NRBC and RBC centers to regular schools as they are attached to regular schools.	
(xliv)	What is the infrastructure available in the EGS/AIE centers, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	No EGS centre exists in the district and the existing AIE centers are operating from regular schools having benches and desks, green boards and TLM.	
(xlv) *	Whether Mid-day Meal is being supplied to the children in EGS/AIE centers?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	As already mentioned, as the AIEs are run in the regular schools, they are provided with Mid-day Meal.	
(xlvi) *	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	Not relevant.	
(xlvii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	Not relevant.	
(xlvii)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Not relevant.	
(xlix)	Whether EGS/AIE centers are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	All the children received free text-books as per the norms of the state as they are enrolled in regular schools.	

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	As per the information received from SPO, 408 CWSN are identified in the district, out of which 404 have been enrolled so far in schools. However, as per the report received from DPO, 378 CWSN are identified out of which 369 are enrolled in school.	

(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	The information received from SPO and DPO showed that in Saiha District, 164 children have been provided the required aids and appliances.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	No difficulty has been reported with regard to getting and utilization of aids and appliances.	
(iii)*	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	The information received from SPO reported that 2 Resource teachers are identified in the district and YMA, MUP and MHIP are associated with CWSN in the district. The DPO however reported that there are no NGOs associated with CWSN in the district. It also reported the identification of 2 Resource teachers in the district.	
(iv) (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	There is one IED Coordinator at DPC office that has been oriented and has attended capacity building programme at the State level.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	As per the inputs received from SPO, the state has a monitoring format with which quarterly information is to be submitted to the SPO. There is an IE Coordinator at the state who had undergone all necessary training. The visit of MI also confirmed that the IE Coordinator is well versed in this area. Similarly, the information received from the District IED Coordinator reveals that there is a prescribed monitoring format with which the information is to be furnished to SPO on a monthly basis.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	The information received from DPO stated that only 100 schools have been provided with ramps in their district. The spot verification of the sample schools by MI reveal that majority of the schools visited have been provided with ramps, however, these are not as per specifications. For instance no sample school had a ramp with railing. The funds received under the head Ramp are being mismanaged or diverted for other purposes.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	The information received from DPO stated that in the district under reference, 2 CWSN have been provided home based support.	

(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	As per the inputs received from DPO, 30 parents have been provided counseling related to CWSN.	
X	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	The total number of CWSN enrolled in the sample school was 28. Out of these, 27 were present on the day of the visit of MI.	

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	The NPEGEL is not operational in the district.	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	The NPEGEL is not operational in the district.	
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	The NPEGEL is not operational in the district.	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	The NPEGEL is not operational in the district.	
(v)	c. Whether a district gender coordinator is in position? d. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	The NPEGEL is not operational in the district.	

(vi)	The number of ECCE centers operational under Innovation Head funds (Rs.15 lakh for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	The NPEGEL is not operational in the district.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	The NPEGEL is not operational in the district.	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	The KGBV is not operational in the district.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The KGBV is not operational in the district.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	The KGBV is not operational in the district.	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The KGBV is not operational in the district.	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The KGBV is not operational in the district.	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The KGBV is not operational in the district.	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	The KGBV is not operational in the district.	

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

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
The EMIS with the required number of computers and computer operators has been set up in the District Project Office of SSA.		
(ii) *	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
The time schedule drawn up by the State for DISE is 30th September. This was cross checked and it was found that no instruction regarding DISE/EMIS have been sent for the present academic session. However, it was also mentioned that the dateline generally is 30th September every year.		
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
DCF for the present academic year has not been supplied yet at the time of visit of MI to the district.		
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
Majority of the teachers in the sample schools reported that they have not received any training related to filling up of DCF.		
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
As per the information received from DPO, the concerned BRCCs and CRCCs were not given the task of verifying 5% of collected data through DCF. The SPO also reported that in the previous years, an independent third party was engaged to verify the data collected through DCF. The same procedure is also scheduled for the current academic session.		
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
In the previous year (2009) due to unavoidable circumstances, DCF could not be distributed to the schools as per schedule. As such, collected and compiled data could not be passed on to the SPO office in time i.e. by November.		
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
Yes, there is a MIS in charge at state level who is well versed with this task.		

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	The information received from the SPO stated that no research has been approved or sanctioned in the district under reference in the current year.	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	No research study has been sanctioned or completed	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	There is a research/evaluation in charge at SPO level that looks after all the evaluation/research activities being done at the state level. There is no specified system of coordination on research issues with SCERT/SIEMAT/DIETs etc. So far there was State Level Committee for the evaluation of research proposal, however the same has been constituted very recently constituted. There is no prescribed contract format for commissioning of research.	

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	Information received from SPO show that total number of VECs constituted in the district is 75. The DPO, in its report, also reported that there are 75 VECs in the district.	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	As per the information received from the SPO and DPO the guidelines on delegation of powers have been communicated to all the VECs. The MI observers while interacting with the VEC members enquired about the availability of these guidelines with VECs and were surprised to know that a copy of these guide lines were available with only 29.17% of VECs.	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	Only 29.17% of the VEC of the sample school reported to having the guidelines on the adequate representation of women in VECs. However, the MI observers on their visit to the sample schools and interaction with the VEC members are pleased to know that almost all sample VECs had women representatives.	

	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
(iv)	<p>As per the VEC guidelines every VEC is suppose to have at least one meeting every month. The MI observers after looking into the records of proceedings of VECs meetings found that:</p> <p>i). Only 4.17% of the sample VEC had 3 meetings during the last six months.</p> <p>ii) The rest of the VECs had only two (2) meetings during the last six months.</p> <p>iii) 4.17% of VECs could not present their Minute book to the MI observers for verification of the frequency of their meetings.</p> <p>iv) In 41.67% of sample VECs 70-90% of its members attend meetings very regularly and in 54.17% of VECs the attendance of its members in meeting ranged from 50-69% and in the rest 4.17% of sample VECs the attendance of members in meetings was less than 50%.</p> <p>v) All members of the sample VECs belonged to ST category, and they are quite regular in attending VEC meetings.</p> <p>vi) Women members not only attend the VEC meetings regularly but also participate actively.</p> <p>vii) The number of Members in sample VEC ranged from 6 to 12.</p>	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<p>The information received from SPO stated that 100% of the members of VEC are given the required orientation/training. On the other hand, the information submitted by the DPO stated that 92% of VEC members have been provided the required orientation The MI observers during their field visit found that in most of the sample VECs only the Chairmen and Secretaries have been given the required orientation and these trained members in turn gave necessary orientation to their fellow members. The training program for VEC members was conducted at the district level in the current academic year on 21st to 25th May 2010. The training was conducted by DPO.</p> <p>Around 43.75% of the members of sample VECs, who attended such training programmes, expressed their satisfaction with these trainings. At the same time, 43.75% perceived it to be average while 12.5% felt it was poor.</p>	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<p>The members of MI during their field visits to the sample schools and interaction with the VECs are quite impressed with the contribution and interest shown by the respective VECs in improving the school environment as a whole as well as academic achievement, enrolment and attendance of teachers. Besides, the VECs are also playing an active role to enroll all the eligible children in the school and regulate teacher's attendance in schools. VECs also organize social work to clean school compounds.</p>	

(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	The VEC of the sample villages maintain proper records of SSA grants for which training has been provided either at CRCs / BRCs / DPC office.	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	Yes, there is a programme officer in-charge for community mobilization at SPD office who is well aware of his duties and responsibilities. As per the inputs received from the SPD office he/she has been doing the monthly, quarterly and annual monitoring and also arranging training programs for capacity building at the state level.	

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	As per the information received from SPO, there are 49 staff at the State office under SSA. Out of these, 2 are Category A, 3 are Category B, 31 are Category C and the rest 13 belong to Category D. At present, all the posts are filled up and there are no vacancies. It was also reported that there are 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. These Coordinators are oriented and knowledgeable about their tasks.	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	As per the information received from SPO and verification of records, it was found that during 2009-10, no General Body meeting was held. On the other hand, EC was held twice in April and September 2009	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.

<p>The information received from SPO and DPO stated that there are 2 staff in Category 1 in Saiha District and 17 Category II staff. The number of staff sanctioned and in position according to the information received from DPO is as follows:-</p>																																			
	<table border="1"> <thead> <tr> <th>Designation</th> <th>No. of Staff sanctioned</th> <th>No. of Staff in position</th> </tr> </thead> <tbody> <tr> <td>1. DPC</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Dy.DPC</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>3. Coordinators</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> <tr> <td>4. Accountant</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>5. Project Assistants</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> <tr> <td>6. Data Entry Operator</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>7. Duftry</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>8. Group 'D'</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>9. Despatch Rider</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">TOTAL :</td> <td style="text-align: center;">19</td> <td style="text-align: center;">19</td> </tr> </tbody> </table>	Designation	No. of Staff sanctioned	No. of Staff in position	1. DPC	1	1	2. Dy.DPC	1	1	3. Coordinators	6	6	4. Accountant	1	1	5. Project Assistants	4	4	6. Data Entry Operator	1	1	7. Duftry	1	1	8. Group 'D'	3	3	9. Despatch Rider	1	1	TOTAL :	19	19	
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<p>Besides these 19 staff, there are two IE Coordinators, 1 each for the district and block, appointed directly from SPO.</p> <p>As per the inputs received from DPO, as all the sanctioned posts have been filled up, the question of action taken to fill up the vacancies does not arise.</p>																																			
	<p>The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?</p>	<p>Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.</p>																																	
	<p>The information received from DPO stated that 2 BRCs with 6 staff and 11 CRCs with 11 staff were sanctioned. The sanctioned staffs are in position and no action is needed to be taken as there are no vacancies. This information is found to be correct as per verification by MI in respect of BRCs/CRCs visited.</p>																																		
(v)	<p>Does SPO have clearly laid down rules/regulations for filling up posts of SSA?</p>	<p>To be verified at SPO through checking of records.</p>																																	
	<p>The SPO claimed that there is clearly laid rules/regulations for filling up posts of SSA. The visit to the SPO by MI found that only one circular related to this issue could be found which pertains to the appointment of Class VIII teachers. No other rules or regulations related to appointment could be found.</p>																																		

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

Mizoram is a tribal state with more than 90 of people belonging to schedule tribe having faith in Christianity. Primary and upper primary educational facilities are available in almost every village. The student teacher' ratio at elementary level is one of the best in the country. Participation of girls in education at all levels is quite satisfactory ..

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

(i)	<p>The number of days the school functioned during the last academic year?</p> <p>As per the Academic calendar of schools for the year 2009-10 all schools were supposed to have 210 working days. However, examination of students/teachers attendance registers of sample schools revealed that:</p> <ol style="list-style-type: none"> 1. The working days in 20.63% of sample schools were from 190-199. 2. The working days in 33.33% of sample schools were from 180-189. 3. The working days in 29.17% of sample schools were from 170-179 and, 4. The working days in 4.17% of sample schools were from 160-169. 5. The working days in 12.5% of sample schools were below 160. 	<p>Information to be obtained from the School records.</p>
(ii)	<p>Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?</p> <ol style="list-style-type: none"> 1. Clean Environment: In terms of clean environment, members of the MI found that majority of the sample schools (66.67%) visited have clean environment while it is average in 33.33%. 2. Good Building: In terms of good building, only 12.5% of sample schools are good, 54.33% are average, 33.33% are poor. 3. Play Ground: Out of the schools visited by MI 20.63% have good play grounds, 41.67% have average while 29.17% have a rather good but small playground. Only 8.33% of sample schools do not have space for playground. 4. Flooring: With regard to flooring of the schools visited by MI, 62.5% of sample schools are good, 16.67% average while 20.63% are poor in quality. 5. Roof: In terms of roof, 62.5% of sample schools are good, and 20.63% are average and 16.67% are in a very bad shape. 6. Windows: In terms of windows, 87.5% of sample schools are good while 8.33% are average and only 4.17% are poor. 7. Lighting: With regard to lighting of the classrooms, 91.67% of the sample schools are good, and 8.33% are fair but not adequate. 	<p>Information to be recorded on the basis of observation.</p>
(iii)	<p>Whether the classes have proper sitting arrangement for children, a black board, TLM materials?</p> <ol style="list-style-type: none"> 1. Sitting Arrangement: All sample schools benches and desks for the sitting arrangement of children. However, in 12.5% of the schools visited, the seating arrangement was very congested. 2. Black Boards: All sample schools have Green/Black Boards . 3. TLM: More than 80% of sample schools do not have adequate TLM, and even the little TLM that is available is kept separately either in teachers' common room or headmasters' room and is not used optimally for teaching learning processes. 	<p>Information to be recorded on the basis of observation.</p>
(iv)	<p>Whether health camp facility was made available to the children during the previous six months?</p> <p>Only 8.33% of sample schools have organized any health camp for the health check-up of their children.</p>	<p>Information to be recorded on the basis of school records.</p>
(v)	<p>Whether the school has adequate play material for the children? Is it used?</p>	<p>Information to be recorded on the basis of observation.</p>

	About 50% of sample schools have adequate play material for children and the same percentage does not have adequate play material.	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	None of the sample schools reported low attendance or any reasons for the same.	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	In view of satisfactory attendance no specific step has been taken by the VECs or schools.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	All the sample schools reported that they conduct two end term examination and one annual examination to assess the learning outcomes of children. At the same time, majority of the schools also conduct unit/class tests. Oral tests are generally conducted in the class for recapitulation purpose only.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	The continuous and comprehensive evaluation, in its real sense, is absent in all sample schools.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	The MI observers during their field visit to sample schools also paid random visits to some classes and found that the students achievement level although quite good in language is poor in geometry and average in science and mathematics.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	While interacting with children and parents representative it was found that rapport of children with teachers was satisfactory in almost all sample schools.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	1. There are 88 over age but no under age children in the schools visited by MI, wherein the total enrollment was 1764. 2. In terms of percentage overage children are 4.98%.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	During the previous 6 months 68 (4.37%) children have dropped out. It was learnt from the teachers that of which 32 are continuing their education in other schools and no information about the rest of drop out children is available with the schools as most of them have moved to other villages with their families.	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
	In view the absence of proper records the MI Observers could not get the reliable and dependable information on the retention rate in the same class	

(q) Any other issues relevant to SSA implementation

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

NIL

Mid-Day Meal Scheme:

A) Lawngtlai District

(i)	Name of the District Monitored:	Lawngtlai
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	Primary schools: 271 Upper primary schools:157 AIE Centers: 30 NRBC Centers : 40 RBC Centers: 20
(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	Primary schools : 21 Upper primary schools:10
(iv)	Date of visit to the Districts/EGS/schools	8 th to 17 th October, 2009

1.	REGULARITY IN SERVING MEAL:			Students, Teachers & Parents	
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
The MI observers, on their visit to the sample schools interacted with the children, parents and teachers and as per the inputs received found that as many as 96.77% are serving hot cooked meal on daily basis					
2.	TRENDS:			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	Extent of variation (As per school records vis-à-vis Actual on the day of visit)				
	No.	Details	Day previous to date of visit		On the day of visit
	i.	Enrollment	1971		1971
	ii.	No. of children attending the school	1485		1465
iii.	No. of children availing MDM as per MDM Register	637 (No record by 22 schools)	615 (No record by 22 schools)		
iv.	No. of children actually availing MDM	1485	1465		

	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(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?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
3.	<p>As many as 93.55% of sample schools from the district reported that the supply of food grains for MDM is regular.</p>	
	<p>(ii) Is buffer stock of one-month's requirement is maintained?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p>
	<p>Buffer stock of one month has been maintained by all the sample schools in the district under reference.</p>	
	<p>(iii) Is the food grains delivered at the school?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p>
	<p>All sample schools (100%) reported that food grain is not delivered at the school rather they have to make their own arrangement for its transportation to the school.</p>	
	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
4.	<p>None of the sample school has ever received the cooking cost in advance. It is generally released to the schools through their respective VECs quarterly.</p>	
	<p>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
	<p>To ensure that there is no disruption in the feeding programme due to non-receipt of cooking cost, the schools made arrangement with local shopkeepers and purchase necessary groceries on credit. However, it was also reported that on some occasions, they were not in a position to feed the children.</p>	
	<p>(iii) Is cooking cost paid by Cash or through banking channel?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
	<p>58.07% of the sample schools reported that they have been receiving the conversion cost in cash through BRC, however, the rest of the schools (41.93%) reported that the cooking cost was received through their respective banks.</p>	
5.	<p><u>SOCIAL EQUITY:</u></p> <p>Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	<p>Observations</p>
	<p>No case of discrimination on the basis of gender or caste or community, in cooking and serving of MDM was brought to the notice of the MI observers by the VEC members or parents or children.</p>	
6.	<p><u>VARIETY OF MENU:</u></p> <p>(i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
	<p>Only 3. 23% of the sample schools from the district have displayed the weekly menu and are able to adhere to it.</p>	

	(ii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
7.	The MI observers after interacting with the children, teachers found that 100% of sample schools serve a variety of food in MDM. However, the same percentage could not be found through the Menu register as 6.46% do not keep a Menu register.	
	(iii) Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes, the daily menu includes rice in one form or another plus dal (most often Masoor dal) or local vegetables. Wheat preparations are served only in the form of bread or cakes or biscuits that too very rarely.	
8.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on a) Quality of meal:	Observations of Investigation during MDM service
	All children from the sample schools expressed their satisfaction and happiness with the quality of food in MDM.	
	b) Quantity of meal:	Observations of Investigation during MDM service
	All the children from the sample schools expressed satisfaction with regard to the quantity of food served in MDM.	
	c) If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
In spite of the happiness expressed by the children with quantity and quality of food served in MDM, the MI observers are of the view that quality of food its variety need to be improve further. More green vegetables and local fruits like bananas, pineapple, oranges, passion fruit as well as eggs need to be included.		
9.	<u>SUPPLEMENTARY:</u> (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	1. Only 3. 23% of the sample schools have given de-worming medicine to their children while 9.68% claimed that they have given Folic Acid.	
	2. 16.13% of the sample schools claim to have served Iron while 19.35% reported that they have given Vitamin A to their students.	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	The sample schools that claim to have served the said micro-nutrient reported that the medicines were collected from Health sub-centres and were administered by school teachers.	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
None of the sample schools maintain Health Card for their children.		
10.	<u>STATUS OF COOKS:</u> (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

Cooking and service of MDM in all of the sample schools is done by the cooks. Certain sample schools, in view of the large enrolment of children, have more than one cooks or one cook and one helper. None of the sample schools has engaged any Self Help Group or Contractor.	
(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
Yes, all of the sample schools have adequate number of cooks and helpers to meet the requirements of schools.	
(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
In every sample school the cook is being paid remuneration of Rs.1200/-per month. The helper in case of schools having more children is paid Rs 800/- per month.	
(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
All cooks the sample schools from the district reported that they do not get their remuneration every month, because their salaries come along with the conversion cost that is released bi-monthly or quarterly.	
(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
1.In terms of gender composition, 25.8% are males 74.2% are females.	
2.All (100%) of these cooks/helpers belong to ST category	
11. INFRASTRUCTURE: Is a pucca kitchen shed-cum-store: (a) Constructed and in use (b) Constructed but not in use under (c) Under construction (d) Sanctioned, but constructed not started (e) Not sanctioned Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.

	<p>a) Constructed and in Use: All of the sample primary schools from the district included in this report have constructed their kitchen sheds and are using these for MDM service. On the other hand, only 30% of the sample upper primary schools have constructed their kitchen sheds and are in use.</p> <p>b) Constructed But not in Use: No sample primary and upper primary school from this district falls in this category.</p> <p>c) Under construction: No sample primary and upper primary school from this district falls in this category.</p> <p>d) Sanctioned But Construction not Yet Started: No sample primary and upper primary school from this district falls in this category.</p> <p>e) Not Sanctioned: Out of the 10 sample upper primary schools from the district under reference, 7 (70%) schools have not yet been sanctioned the funds for construction of kitchen sheds for MDM.</p>	
12.	<p>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.</p> <p>All the sample primary schools have their kitchen shed that is being used for MDM service. However, the sample upper primary schools, who are not yet sanctioned Kitchen shed, are using their extra room or store or a corner in the teachers' common room or verandah for cooking of MDM. Food grains and other cooking ingredients are stored either in headmaster's room or teachers' common room etc.</p>	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
13.	<p>Whether potable water is available for cooking and drinking purpose?</p> <p>The MI during its field visit found although only 51.61% of the sample schools have received funds for drinking water, 93.55% of the sample schools in the district have potable water for cooking while 90.32% are found to have potable water for drinking. It is disappointing to report that certain sample schools in the district do not have adequate water for cooking and drinking purpose. In certain schools children and cooks have to collect water from village springs for their daily requirements.</p>	-do-
14.	<p>Whether utensils used for cooking food are adequate?</p> <p>Only 6.45% of the sample schools from the district reported that they do not have adequate utensils for cooking and service of MDM. As a result, school children are required to bring service plates from their respective homes for MDM, which is quite inconvenient for them.</p>	Teachers/Organizer of MDM Programme
15.	<p>What is the kind of fuel used? (Gas based/firewood etc.)</p> <p>Around 75% of sample schools in the district are dependent solely on firewood for cooking of MDM, and the rest of 25% make use LPG for cooking. None of the sample schools from the district make use of Kerosene stove for cooking of MDM.</p>	Observation
16.	<p><u>SAFETY & HYGIENE:</u></p> <p>i. General Impression of the environment safety and hygiene:</p> <p><u>Safety:</u> In terms of safety 61.29% of sample schools in the district are very good, 25.81% are good, and 12.90% are fair.</p> <p><u>Hygiene:</u> In terms of hygiene 96.77% of sample schools are good, while 3.23% are very good.</p>	Observation
	<p>ii. Are children encouraged to wash hands before and after eating</p>	Observation

	All the sample schools from the district covered in this report reported that they encourage children to wash their hands before and after meal, and the said activity is generally supervised by the cooks / teachers. The MI observers, on their visit to the sample schools noticed that in most of the sample schools water is kept in plastic buckets or tins for washing of hands by children as they cannot afford running water for washing of hands by children before and after MDM.	
	iii. Do the children partake meals in an orderly manner?	Observation
	The MI observers found that in all the sample schools, children line up in front of kitchen sheds for MDM and go back to their respective classrooms or verandah for eating, and maintain order and discipline.	
	iv. Conservation of water?	Observation
	In view of general scarcity of water in the state, the children through their socialization processes are trained to conserve water. However, school teachers also play their due role in imparting such training.	
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	The cooking process is by and large safe in all the sample schools. However, almost all sample schools that are using fire wood for cooking of MDM store it in the kitchen itself just above the chullha for drying, which is not safe from fire hazard. Some of the sample schools constructed kitchen sheds very near to the classroom which is not safe from the point of view of fire hazard.	
17.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	i) By Parents: Daily supervision of MDM is good in 3.23% of the sample schools, fair in 38.7%, and poor in 58.07%. ii) By Teachers: Participation of teachers in the day-to-day management and supervision of MDM is reported and found to be very good in all the sample schools. iii) By VECs: Participation of VEC members in the inspection and supervision of MDM in 9.69% of sample schools is good while it is fair in 51.61% and poor in 38.7% of the sample schools.	
	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
18.	(a) By State Level Officer : All of the sample schools reported that they have never been inspected by State level officer with regard to MDM programme. (b) District Level Officer: Only 3.23% of the sample schools reported and inspection of the MDM programme by District level officer, that too, only occasionally. The rest reported non-inspection from the District level officer. (c) Block Level Officer : Around 35% of the sample schools reported that BRCC never visits them with regard to MDM service while the rest 64.6% reported that BRCC rarely visit schools for supervision of MDM. (d) Circle Level Officer: The responsibility of inspection and supervision of MDM largely lies with CRCCs. However, 19.35% of sample schools from the district reported that CRCC never come for such inspection, and 80.65% reported that CRCC rarely inspect MDM.	

19.	<p>IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Are there any other incidental benefits due to serving cooked meal in schools?</p>	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
	<p>Around 80% of the sample schools from the district reported that introduction of MDM has improved the enrolment; while 97% reported improved attendance and 100% reported improvement in the general well being of students. However, such observation are based on their subjective impressions, as no research study on the impact of MDM on attendance and enrolment has yet been undertaken in the whole state of Mizoram including the district covered in this report.</p>	

20. List of schools visited in the district

Champhai District			
Primary Schools		Middle Schools -	
1	Govt. P/S-III, Kanghai 'S'	1	Govt. Little Flower School, Khawzawl
2	Govt. Ramlaitui P/S	2	Govt. Khuangleng M/S
3	Govt. P/S, Rahsi Veng	3	Khawbung GMS
4	Govt. P/S-1, Chanmari	4	Govt. Lianchhiari M/S, Dungtlang
5	Govt. P/S-I1, Chanmari	5	Govt. Hnahlan M/S
6	Govt. P/S 1, Serkawn	6	Govt. Zote M/S
7	Govt. P/S 11, Pukpui	7	Govt. Bethel M/S
8	Upgraded EGS, Tuichawng		CRCs
9	Govt. P/S, Tuichawng	1	CRC, Khuangleng
	BRCs	2	CRC, Khawbung
1	BRC, Khawbung	3	CRC, Hnahlan
2	BRC, Champhai	4	CRC, Champhai 'B'
	Computer Centres		
1	Computer Centre, Khawbung		
2	Computer Centre, Hnahlan		
3	Computer Centre, Bethel, Champhai		

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

B. SAIHA DISTRICT

(i)	Name of the District Monitored:	SAIHA
(ii)	Total number of elementary schools / EGS / AIE Centers in the Districts	a)Primary Schools: 114 b)Upper Primary Schools: 65 c)EGS Centres: Nil d)AIE Centres: 3 e)NRBC Centres : 4 f) RBC Centres : 2 g) Mobile School : 1 h) School Camp : 1
(iii)	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	Primary schools: 14 Upper primary Schools: 10
(iv)	Date of visit to the Districts/schools	3 rd to 10 th July, 2010.

20.	<u>REGULARITY IN SERVING MEAL:</u>		Students, Teachers & Parents		
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
Except for 1 school (which serves MDM on alternate days), all the sample schools visited by the MI in the district under reference serve hot cooked meal on a daily basis.					
21.	<u>TRENDS:</u>		School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.		
	Extent of variation (As per school records vis-à-vis Actual on the day of visit)				
	No.	Details		Day previous to date of visit	On the day of visit
	1	Enrollment		1764	1764
	2	No. of children attending the school		1582	1441
3	No. of children availing MDM as per MDM Register	1582	1441		
4	No. of children actually availing MDM on the day of visit	1441	1441		

22.	REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	(iv) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?		
	All the sample schools reported that the supply of food grains for MDM is not regular. The food grain is generally delivered on a quarterly basis.		
	(v) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries	
	Buffer stock of one month, as per the inputs received from the sample schools, is not maintained by the schools visited by MI. However, some schools (16.67%) at the time of visit of MI were having adequate stock of food grains which was delivered recently for the quarter ending June, 2010.		
(vi) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries		
All sample schools (100%) reported that food grain is never delivered at the school rather they had to make their own arrangement for its transportation to the school for which the schools have to spend from the conversion cost.			
23.	REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	(iv) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?		
	Verification of records of all sample schools relating to MDM revealed that none of the sample school has ever received the cooking cost in advance. It was found that the cooking cost is generally released on a quarterly basis.		
	(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	Since the schools did not receive cooking cost in advance, therefore, they purchased the cooking ingredients on credit from village shops, which they paid back after receiving the funds for conversion cost.		
(vi) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
All sample schools reported that they have been receiving the conversion cost in cash through their respective VECs.			
24.	SOCIAL EQUITY: Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?		Observations
	The MI observers were impressed to find that there was no case of discrimination on the basis of gender or caste or community, in cooking and service or seating arrangement of MDM.		
25.	VARIETY OF MENU:		Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	(iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?		
None of the sample schools from the district had displayed the weekly menu for MDM.			
26.	(v) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.	

	<p>As per the inputs received from the children, teachers and cooks and verification of records related to MDM it was found that all sample schools provide variety of food items in MDM. It may however be mentioned that the variety was limited to dal, potato, pumpkin. Other green vegetables are rarely served in MDM due to high costs. \ On some occasions (though rare), eggs and fruits were also served</p>	
	<p>(vi) Does the daily menu include rice / wheat preparation, dal and vegetables?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
	<p>The daily menu included different preparations of rice with dal (most often masoor dal) or potato curry or nutrelas or dry green peas etc. It was also found through interaction with teachers and cooks that to ensure continuity of MDM; they sometimes have to serve Maggie/Waiwai preparations, cakes and biscuits, but only occasionally. It may be noted that rice is the staple food of Mizos and other ethnic groups living in Mizoram. However, it is discouraging to report that green vegetables are rarely served in MDM by majority of the sample schools.</p>	
27.	<p>QUALITY & QUANTITY OF MEAL: Feedback from children on</p> <p>c) Quality of meal:</p>	<p>Observations of Investigation during MDM service</p>
	<p>All the children from the sample schools have expressed their satisfaction about the quality of food served in MDM.</p>	
	<p>d) Quantity of meal:</p>	<p>Observations of Investigation during MDM service</p>
	<p>All children from the sample schools are satisfied and happy with the quantity of meal served in MDM.</p>	
	<p>c) {If children were not happy Please give reasons and suggestions to improve.}</p>	<p>Observations of Investigation during MDM service</p>
<p>Since all children of sample schools expressed their happiness and satisfaction with the quality and quantity of food served in MDM, therefore this question is not relevant. However, the MI observers are of the view that quality of food and its variety need to be improved further by more frequent service of green vegetables, eggs and local fruits like bananas, pineapple, oranges, passion fruit etc.</p>		
28.	<p>SUPPLEMENTARY:</p> <p>(iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p>	<p>Teachers, Students, School Record</p>
	<p>All of the sample schools, visited by MI observers, reported that they do not give micro-nutrients (Iron, Folic Acid, Vitamin-A) and de-worming medicines to their children.</p>	
	<p>(v) Who administers these medicines and at what frequency?</p>	<p>Teachers, Students, School Record</p>
	<p>Not relevant as none of the sample schools gives micronutrients to their children.</p>	
	<p>(vi) Is there school Health Card maintained for each child?</p>	<p>Teachers, Students, School Record</p>
<p>A large majority of the sample schools (91.67%) do not maintain health cards of children, whereas the rest (8.33%) do maintain records in registers. The records, however, are only about the height and weight of children.</p>		
29.	<p>STATUS OF COOKS:</p> <p>(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
	<p>Mid day meal in all sample schools is cooked by the cooks that have been appointed specifically for this purpose, and no sample school has ever engaged Self Help Group or NGO or Contractor for cooking of MDM.</p>	

	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes, all the sample schools, visited by the MI observers, have adequate number of cooks/helpers, to meet their requirement for MDM service.	
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In every sample school the cook and helper were paid remuneration of Rs.1200/- and Rs 800/- per month, respectively.	
	(iv). Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	All the cooks and helpers, in the sample schools from the district under reference, reported that they do not get their honorarium every month, because their salaries come along with the conversion cost that is released quarterly.	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In terms of gender 93.94% of cooks in sample schools are females.	
	All the cooks/helpers in sample schools belong to ST category.	
1.	INFRASTRUCTURE: Is a pucca kitchen shed-cum-store: 1. Constructed and in use 2. Constructed but not in use under 3. Under construction 4. Sanctioned, but constructed not started 5. Not sanctioned	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	<p>1. <u>Constructed and in Use:</u> 95.83% of the sample schools from the district under reference have constructed their kitchen sheds and are using these for MDM service.</p> <p>2. <u>Constructed but not in Use:</u> 4.17% of the sample primary school from this district falls in this category.</p> <p>3. <u>Under construction:</u> None of the sample schools from this district falls under this category.</p> <p>4. <u>Sanctioned:</u> No sample primary and upper primary school from this district falls in this category.</p>	
2.	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?	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	All the sample schools have constructed kitchen sheds as per specifications which are being used for MDM service. However, the construction in 8.33% of the schools is found to be of a poor quality, and 1 school even has to make arrangement to cook MDM in the Headmistress' home.	
3.	Whether potable water is available for cooking and drinking purpose?	-do-
	Out of the sample schools visited by MI, 12.5% do not have potable water for cooking and 8.33% do not have potable water for drinking purposes. The cooks of these schools have to fetch water from the village spring which resulted in insufficient supply for the children.	
4.	Whether utensils used for cooking food are adequate?	Teachers/Organizer of MDM Programme
	There are 8.33% of the sample schools from the district which do not have adequate utensils for cooking and service of MDM. The cooks have to adjust the available pots with other crockery while preparing MDM.	

5.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Majority of the sample schools (91.67%) in the district depend solely on firewood for cooking of MDM, the rest (8.33%) make use of both LPG and firewood as per their requirements. None of the sample schools from the district make use of Kerosene stove for cooking of MDM.	
6.	<u>SAFETY & HYGIENE:</u> i. General Impression of the environment, Safety and hygiene:	Observation
	In terms of safety and hygiene, the MI visitors found that 8.33% of the sample schools are very good, 37.5% are good, 41.67% are fair, but 12.5% are poor in these areas.	
	ii. Are children encouraged to wash hands before and after eating	Observation
	All the sample schools from the district reported that they encourage children to wash their hands before and after meal, and the said activity is generally supervised by the cooks / teachers. However, the MI observers noticed that the practice of washing of hands in certain schools, in view of shortage of water supply, was not satisfactory	
6.	ii. Do the children partake meals in an orderly manner?	Observation
	In all sample schools children line up in front of kitchen sheds for MDM and go back to their respective classrooms or verandah for eating, and maintain order and discipline. The MI observers are very impressed with the way the MDM is served in these sample schools.	
	iv. Conservation of water?	Observation
	In view of general scarcity of water in State, the children through their socialization processes are trained to conserve water. However, school teachers also play their due role in imparting such training.	
7.	i. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	The cooking process in 83.33% of sample schools in the district is by and large safe from fire; however, it is found to be unsafe in 16.67% of the sample schools .	
	<u>COMMUNITY PARTICIPATION:</u> Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
7.	By Parents: The level of parents' participation in inspection and supervision of MDM is fair in only 4.17% of the sample schools, but poor in the rest.	
	By Teachers: The level of teachers' participation in inspection and supervision of MDM is good in 75% of the sample schools while it is fair in 25%.	
	By VEC: The level of participation of VEC members in inspection and supervision of MDM is fair in around 54.17% of the sample schools, but poor in the rest 45.83% of the sample schools.	
8.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members

	<p>1. By State Level Officer : Around 87% the sample schools reported that state level officer have never visited their school for the inspection and supervision of MDM, whereas the remaining 13% reported that such state level officers visited once for inspection of MDM.</p> <p>2. District Level Officer: The visit of District level officer with regard to inspection and supervision of MDM, is also reported to be very rare in the sample schools visited by MI in the district under reference.</p> <p>3. Block Level Officer: All of the sample schools reported that although the BRCC visited their school for the inspection of MDM, it was only on rare occasions and is not regular.</p> <p>4 Circle Level Officer: All of the sample schools reported that although the CRCC visited their school for the inspection of MDM, it was only on rare occasions and is not done regularly.</p>	
1.	<p>IMPACT: Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Are there any other incidental benefits due to serving cooked meal in schools?</p>	<p>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
	<p>While responding to the question on the impact of MDM, more than 95% of the headmasters of sample schools reported that introduction of MDM has improved the enrolment, attendance of children and general well being of children. However, such observation are based on their subjective impressions, as no research study on the impact of MDM on attendance and enrolment has yet been undertaken in the whole state of Mizoram including the district covered in this report.</p>	

20 .List of schools visited in the Saiha district:

Saiha District			
Primary Schools		Middle Schools -	
1	Education Vaih EGS upgraded P/S	1	Education Vaih M/S
2	Lorraine P/S	2	Lorraine M/S
3	New Saiha P/S-I	3	Beulah M/S
4	New Saiha P/S-II	4	Council Vaih M/S
5	Council Vaih P/S	5	ECM M/S
6	ECM P/S	6	Auxilium M/S
7	Meisavaih P/S	7	Theiva M/S
8	Meisavaih EGS upgraded P/S	8	Dairy M/S
9	Zero Point EGS upgraded P/S	9	New Light M/S
10	Maubawk CH P/S	10	Tuipang M/S.
11	Dairy P/S	11	Education Vaih M/S
12	New Light P/S	12	Lorraine M/S
13	Tuipang 'V' P/S II		Girls Hostel

14	ECM P/S	1	Saiha Girls' Hostel
	BRC	2	Tuipang Girls' Hostel
1	Saiha BRC		
2	Tuipang BRC		