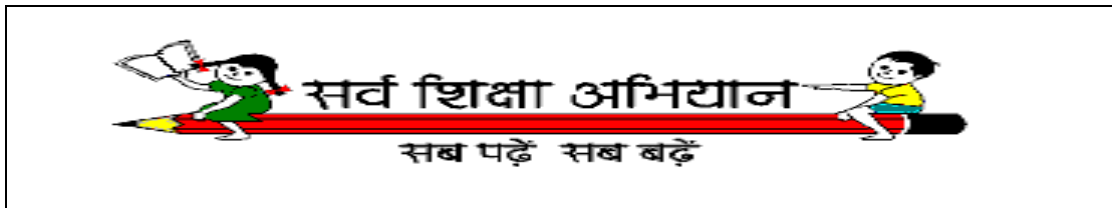


**SECOND HALF YEARLY
MONITORING REPORT OF
MPISSR, UJJAIN
ON SSA FOR
MADHYAPRADESH STATE
FOR THE PERIOD
1ST October 2006 TO 31ST March 2007**

DISTRICTS COVERED

**Damoh
Morena
Neemuch
Shahdol
Sheopur
Shivpuri**



MONITORING REPORT
ON
SARVA SHIKSHA ABHIYAN
FOR MADHYA PRADESH
(October 2006 – March 2007)

Districts Covered

Damoh
Morena
Neemuch
Shahdol
Sheopur
Shivpuri

Submitted by

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STATE

Introduction

This half-yearly report focuses on the progress of SSA implementation in six selected districts (Damoh, Morena, Neemuch, Shahdol, Sheopur and Shivpuri) in Madhya Pradesh. It includes a review of SSA annual work plans, project reports and field observations. The monitoring report has been based mainly on the new terms of reference given by the Elementary Education Bureau (EEB). The report also includes the progress reports submitted by the state and districts along with the field observations.

Opening of Schools (Both Primary and Middle)

Table 1

Upgradation of Primary Schools to Middle Schools

Districts	No. of Schools	Teachers/Samvida Shikshak 2 in position
Damoh	333	963
Morena	113	331
Neemuch	137	386
Shahdol	148	414
Sheopur	70	210
Shivpuri	368	1031

12417 primary schools are upgraded to middle schools in the state. Out of these 12417 schools, 333 upgraded schools are in Damoh, 113 are in Morena, 137 are in Neemuch, 148 are in Shahdol, 70 are in Sheopur and 368 schools are upgraded in Shivpuri district. It was found that Sheopur district has least no. of schools and teachers among 6 districts whereas Shivpuri district has maximum no. of upgraded schools and teachers in position.

Table 1

Infrastructure gap - 2006-07

Existing School Infrastructure gap

	Total No. of schools without own building	No. of schools of dilapidated condition	Required Additional class Rooms	No. of schools without D/water facility	No. of school without Toilet facility	No. of school without Girls Toilet facility	No. of schools without Kitchen Sheds for mid day meal	No. of schools without ramps
Primary schools	244	2377	16776	14105	37265		27484	

Upper Primary schools	5032	948	7739	8682	13825	62859		59297
Total schools	5276	3325	24515	16869	51090	62859	27484	59297

It is quite evident from the table that there are still large gaps in the school infrastructure. The reasons for the gaps, as mentioned by the authorities, are: Rainy season, Due to annual elections the PTAs did not feel accountable, Some of the works were getting delayed as timely valuation of the work could not be done due to shortage of technical persons, Non-availability of skilled labourers, particularly for centering of roofs etc., Remote areas are still not connected by good/all weather roads which makes it difficult to provide construction material at certain sites.

However, the State has initiated the following steps in order to fill the gaps as follows: The term of PTAs has been amended and made for 2 years, Budget is being released directly from the district in the account of PTA, Appointment of one sub-engineer for each block on contract basis so that the timely valuations and proper monitoring of the works can be ensured, Instructions have been issued to the districts to take services of retired and experienced engineers to improve civil work progress, technical staff is being provided mobility support, and site-wise monthly review is being done at block and district levels to identify the sites with slow progress and resolve the problems.

In addition to ensure quality in construction work, 3% of the civil work cost is being used for quality control checking to be done by an identified external agency like Engineering Colleges, Polytechnic etc.

Table 2
Free Text Books Distribution
(2006-07)

District	Target	Achievement
Damoh	259158	251907
Morena	301610	289050
Neemuch	100497	82989
Shahdol	181275	171245
Sheopur	128823	113987
Shivpuri	345501	341552
Total	1316864	1250730

During the visit it was found that no district has achieved the target number of students in free text books distribution. In free text books distribution condition of

Shivpuri district is good in achievement as compared to target whereas condition of Neemuch district is poor where a large difference between targeted and achieved text book's distribution is seen.

Table 3
Status of Free Text Books Distribution in 2006-07

Source	Primary Level	Upper Primary Level	Total
From SSA Funds	6142161	1876238	8018399
From State Budget	2459981	232462	2692443
Gran Total	8602142	2108700	10710842

Free Text Books were distributed to all children enrolled in all government primary and upper primary schools in Madhya Pradesh. Free text books were distributed to all girls and all SC and ST boys enrolled in all primary and upper primary schools in Madhya Pradesh by the fund of SSA from the SSA funds a total 8018399 text books were distributed. (6142161 in primary and 1876238 in upper primary school).

The state funds are being utilised to distribute free text books to all boys other than SC and ST in primary schools. Free text books were also distributed to all OBC and general category students belonging to below poverty line families in all government upper primary schools in Madhya Pradesh by utilising state funds.

A total 10710842 textbooks were distributed in primary and upper primary schools by utilising SSA and state budget.

School Grants

School grants have been approved and funds were released to the districts. Guidelines for the utilisation of grants have also been issued to the schools. Total number of schools (district-wise) to which school grant has been approved for the current financial year is as below:

Table 4
School Grant

Districts	Primary Schools		Middle Schools	
	Target	Achieved	Target	Achieved
Damoh	1464	1405	520	519
Morena	1737	1737	390	390
Neemuch	862	854	332	331
Shahdol	1601	1597	363	362
Sheopur	776	748	168	156
Shivpuri	2167	2160	610	610

In all the six districts, that have been included in this half yearly report, for this half the school grant has been approved for almost all the schools. Only a few schools could not be given approval as some formalities could not be completed in time.

Teacher Recruitment

Teacher recruitment is done for the following two categories for government elementary schools:

- Contract Teachers (Samvida Shikshak) Grade III - for P.S.
- Contract Teachers (Samvida Shikshak) Grade II - for M.S.

The minimum qualification required for contract teachers grade III is higher secondary (10+2) pass whereas for contract teachers grade II is graduation. Weightage is given to candidates having professional qualification like D.Ed. and B.Ed. Reservation for women was 50%. Reservation was also given to SC and ST candidates.

Process of Recruitment

The vacant posts of teachers were being filled up as per the revised recruitment policy of state. For this, a Combined Eligibility Test for the contract teachers is held at the state level through the Madhya Pradesh Vyavsayik Shiksha Mandal wherein candidates were evaluated on subject knowledge and their teaching aptitude. The Janpad Panchayat (Block) published their respective vacancies in the news paper and only those candidates were allowed to apply who qualified the state level eligibility test. The final selection of aspiring candidate was done on the basis of merit and score in combined tests and teaching experience.

Training

Residential Induction Training was given to newly recruited teachers of primary and upper primary schools in the state. A training calendar was prepared in all the schools. The venue of training was districts and block headquarters and Jan Shiksha Kendras.

The training module was developed by the experts of RSK in collaboration with DIETs. The training module covered teaching methodology, classrooms processes and development of TLM, cognitive and non cognitive areas. The modules were subject specific also. Pre and Post tests were administered during the training. Teacher guide books have been developed and distributed to teachers.

The target number of teachers and actual no. of teachers given training is as below:

Table 5
Teachers' Training

Districts	Target	Achievement
Damoh	4748	4748
Morena	5352	4731
Neemuch	2911	2619
Shahdol	3665	3708
Sheopur	1982	1982
Shivpuri	6109	5159

A total 244008 teachers were targeted for training in the state. But out of it only 198554 teachers has got the training. In the above table only Damoh and Sheopur districts has achieved the targeted number of teachers in training.

In 2006-07 the 20 days training was conducted in two phase. The first phase was a 14 days residential training at Block and DIET level. The second phase was 6 days non residential training at the JSK level. Overall progress of teachers training in the state in 2006-07 is discussed below:

Table 6
Progress of In-Service Teacher Training (During 2006-07)

State	Duration	Undertaken During	Total no. of teachers in-service including MTs	Target no. of teachers including MTs	Trained teachers including MTs	% of Achievement
Primary	14 days + 6 days	Summer vacation	183740	183740	152387	83
UP including head starts training CACs, MTs	14 days + 6 days	Summer vacation	121020	121020	68963	57
Total	20 days		304760	304760	221350	73

Table 7**Progress of Induction Teacher Training (During 2006-07)**

Duration of Training	Teachers Recruited	Teachers Trained	% of Achievement
30 Days	41000	25231	62

Out of 41000 recruited teachers, training of 30 days was given to 25231 teachers which is about 62 percent.

Table 8**Progress of Training of Untrained Teachers (2006-07)**

Total no. of untrained teachers	Target for 60 days training	Teachers trained	% of Achievement
109680	96960	96960	100

Untrained teachers have been trained through operational quality which is a two year programme. The module and content of the training was developed by SCERT.

The details of training for untrained teachers is as follows:

Table 9**Training for Untrained Teachers (60 days training)**

Districts	No. of Teachers Enrolled
Damoh	1570
Morena	2019
Neemuch	1056
Shahdol	1796
Sheopur	1125
Shivpuri	2496

In order to train the untrained teachers a total 96960 teachers were enrolled for 60 days refresher training in the state. In the visited six districts, maximum number of teachers have been enrolled in Shivpuri district whereas the lowest number of teachers enrolled in Neemuch district.

Teachers Grant (TLM Grant)**Table 10****Total No. of Teachers Eligible to receive TLM Grant**

Districts	Teachers Grant Primary School		Teachers Grant Middle School	
	Target	Achievement	Target	Achievement

Damoh	3667	3204	1978	1425
Morena	5795	5180	2363	2204
Neemuch	2314	2254	1222	1116
Shahdol	3245	3128	1303	989
Sheopur	1896	1515	618	432
Shivpuri	5214	4701	2488	2044
Total	22131	20582	9972	8212

During the visit it was found that Morena district has maximum 5795 teachers in primary school who are eligible to receive teachers grant whereas in case of middle schools Shivpuri has maximum 2488 teacher to receive these grant.

It was also observed that 20582 teachers have achieved the teachers grant in primary school whereas in case of middle school out of 9972 targeted teachers 8212 teachers have achieved these grants. Sheopur district has least number of teachers who received the grant in primary and middle schools.

EGS & AIE/NRBC/RBC

Table 11

Details of numbers of EGS & AIE Centres/NRBC/RBC

Districts	Total RBC (50+100 seater)			Total NRBC (25 Children)			New Human Development Centre for Urban Deprived Children (50 Children)		
	Target	Achievement	Enrolment	Target	Achievement	Enrolment	Target	Achievement	Enrolment
Damoh	2	1	42	21	210	3657	-	-	-
Morena	4	3	263	210	304	5970	7	2	100
Neemuch	7	3	220	40	64	743	7	4	115
Shahdol	3	3	248	60	59	1394	5	11	177
Sheopur	12	2	195	90	401	7935	-	-	-
Shivpuri	8	4	330	280	270	5215	-	-	-

During the visit it was found that in Residential Bridge Course the target number is greater than the achieved number in all the districts whereas in case of Non-Residential Bridge Course the target number is found less than the achieved number in all the districts.

The number of enrolled students are quite large in NRBC as compared to RBCs enrolled students.

Total EGS upgraded to PS

Table 12

Total EGS upgraded to PS

Districts	Upgraded EGS	No. of Existing Gurujis
Damoh	363	592
Morena	420	818

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Neemuch	229	386
Shahdol	582	984
Sheopur	179	350
Shivpuri	864	1272

A total number of 25968 EGS are upgraded to PS in Madhya Pradesh state. Out of these 25968 upgraded primary schools, 363 are in Damoh, 420 in Morena, 229 in Neemuch, 582 in Shahdol, 179 in Sheopur and 864 are in Shivpuri districts. Sheopur district has minimum number of upgraded EGS among these 6 districts.

It was found that Shivpuri district has maximum number of existing Gurujis whereas in Sheopur district the number of Gurujis is the lowest i.e. 350..

Details of Number of Mainstreamed Children

Table 13

Details of Number of Mainstreamed Children

Districts	No. of Total Children
Damoh	0
Morena	4837
Neemuch	668
Shahdol	3138
Sheopur	0
Shivpuri	3680

Total number of children mainstreamed from EGS/AIE centres is 12323 in all the six districts. Damoh and Sheopur districts have no mainstreamed children whereas Morena has maximum 4837 mainstreamed children.

Table 14

Details of Number of Identified CWSN Children

Districts	Identified Children			Enrolled Children		
	Boys	Girls	Total	Boys	Girls	Total
Damoh	1778	1047	2825	1517	885	2402
Morena	596	366	962	541	337	878
Neemuch	636	361	997	470	251	721
Shahdol	1104	702	1806	660	542	1202
Sheopur	413	343	756	248	128	376
Shivpuri	1908	1056	2964	1550	840	2390
Total	6435	3875	10310	4986	2983	7969

During the visit it was found that the number of identified CWSN boys and girls are more than the number of enrolled CWSN boys and girls. Maximum number of

identified CWSN children are found in Shivpuri district whereas maximum number of enrolled CWSN children are found in Damoh districts. The number of identified boys are found more than that of identified girls in all the districts.

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

Table 15

Details of Target and Functional Model Cluster School

Districts	Target	Functional
Damoh	140	140
Morena	138	138
Neemuch	51	51
Shahdol	96	96
Sheopur	61	61
Shivpuri	172	172

During the visit it was found that the number of targeted and functional model cluster schools are same in all the 6 districts during the current financial year.

Table 16

Details of Target Number of Civil Works in Model Cluster Schools

Districts	Physical	Achievement
Damoh	84	42
Morena	84	-
Neemuch	36	9
Shahdol	60	30
Sheopur	36	-
Shivpuri	96	-
Total	396	81

It will be observed that no achievement is found in civil works of model cluster schools in district Morena, Sheopur and Shivpuri. Neemuch district achieved least number of civil works in model cluster schools.

Table 17

Districtwise Details of NPEGEL Budget & Expenditure

(Rs. In Lakhs)

Districts	Opening Balance as on 1.04.06	Budget Disbursed on 22-06-06	Budget Disbursed on 20-07-06	Total Funds Available at Districts	Spill over Budget	Fresh Budget 2006-07	Total Budget 2006-07	Exp. In Current Yr. till visit
Damoh	86.52	83.1	6.84	176.47	20.26	317.63	337.89	100.73

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Morena	74.39	100.1	6.78	181.27	5.30	323.51	328.81	128.97
Neemuch	12.70	51.53	1.83	66.06	0.44	121.30	121.74	48.82
Shahdol	67.56	38.51	3.57	109.64	0.92	208.25	209.17	82.36
Sheopur	94.33	-	2.35	96.67	48.00	154.33	202.33	14.10
Shivpuri	22.88	168.73	4.82	196.43	1.00	369.60	370.60	129.96

During the visit it was found that funds have been released for NPEGEL programme in all the districts. Out of these 6 districts, Neemuch has got minimum fund whereas Shivpuri has received the maximum budget.

Table 18**Details of the Number of ECCE Centres**

Districts	NPEGEL		SSA		Total	
	Target	Achievement	Target	Achievement	Target	Achievement
Damoh	280	280	157	157	437	437
Morena	276	276	138	138	414	414
Neemuch	102	92	45	45	147	137
Shahdol	192	192	162	62	354	254
Sheopur	122	87	85	85	207	172
Shivpuri	344	344	-	-	344	344

During the visit it was found that the achieved and target number of ECCE centres operational under innovation head funds and NPEGEL are same in Damoh, Morena, Shahdol and in Shivpuri. Whereas achieved number are found less in Neemuch and Sheopur district. Likewise in case of SSA targeted number is found same to achieved number in Damoh, Morena, Neemuch and Sheopur whereas Shahdol district has less number of achievement.

Table 19**Status of Attendance, Relation Rate, Completion Rate**

Educational Indicators	Primary School			Middle School		
	Boys	Girls	Total	Boys	Girls	Total
Average Attendance	78.5	76.8	77.7	77.3	75.4	76.3
Dropout Rate	16.9	18.4	17.6	14.3	18.3	16.3
Retention Rate	83.1	81.6	72.4	85.7	81.7	83.7
Repetition Rate	17.4	17.6	17.5	17.5	17.6	17.5
Completion Rate	63.5	59.7	61.7	60.5	57.7	59.1

Source: RR&CR - Cohard Study/DISE (2006-07)
Average Attendance - IPMS 2006-07

The data collected from the source RR and CR - Cohard Study DISE (2006-07)/Average attendance - IPMS 2006-07 states that the average attendance of students in

primary school is greater than the students in middle schools. The repetition rate is found equal in both primary and middle school. The rate of retention is found more in middle school as compared to primary school.

Table 20
Status of Teacher's Availability

Sanctioned Post of Teachers	No. of Post filled in 2005-06	Vacant	Order Issued	Vacancies	Remark
89187	45366	43821 (42416+1405) Sanctioned in 2006-07	35050	8771	1290 Posts Surrendered

(Source: IPMS)

From the IPMS data it was observed that during 2006-07, total 89187 posts of teachers were sanctioned out of which 45366 posts were filled up and 43821 posts are vacant. For these vacant seats (posts) order was issued to 35050 persons. In the state number of vacancies is 8771 out of which 1290 posts of teachers have been surrendered.

Table 21
No. of Children Mainstreamed through Bridge Course in 2006-07 and
Cases of Mainstreaming

Category	Enrolment	Mainstreaming			
		Class 3	Class 4	Class 5	Total
NRBC	130740	49278	33787	30536	113601
RBC	24007	9520	7514	4958	21992
HDC	13444	512	449	426	1387
Total	168191	59310	41750	35920	136980

(Source: DMR)

It can be seen from the table that a total number of 168191 children were enrolled in bridge course in 2006-07 out of which 136980 children have been mainstreamed in schools. This comes to approximately 81 per cent.

Specific plan for Low literacy pockets

State has identified low female literacy pockets. In 5% villages female literacy is less than 10% and 20% villages, female literacy rate is upto 20%. In these villages following activities will be carried out -

- These villages will be adopted by Janshikshak (Cluster academic coordinator) for close monitoring .
- One Female volunteer will be appointed to ensure 100% enrollment and regular attendance of girls .
- Special campaign will be launched to improve literacy as well as the status of girls' education.
- 3 days special training of PTA members will be organised to motivate parents.
- 3 days motivation camp will be organised in these villages.
- Mother teacher associations will be formed in these villages.

These activities will be conducted under SSA innovation and SC, ST innovation head.

Research & Evaluation

Following studies are under progress:

Long Term Studies

- Social gaps in enrollment and retention
- Effectiveness of teachers' edition of textbook.
- Impact of continuous evaluation class 1-5 on school achievement.
- Study on subject-wise low achievement areas and its qualitative reasons

Mid Term Studies

- Impact of government schemes on attendance and retention.
- Planning skills of functionaries at various levels.
- Evaluation of teacher competencies
- Impact assessment of Interactive Radio Instruction for English on students of primary schools

Short Term Studies

- Involvement of PTA in plan preparation at the village level
- Reasons of girls and boys not passing the examination of 5th and 8th board class.

Ongoing Research through out sourcing

- Impact of teacher training at elementary level.
- Impact of ECCE on transition of children at primary education and their achievement levels.
- Impact of adequate instructional hours and opportunity period of learning on achievement of children.
- Assessing quality and utility of civil works under SSA.
- Study on teaching of Maths and English with reference to class sixth & seventh.
- Diagnostic study to find out the reasons for obtaining average & below average marks in Maths and English (Class-4,6)
- Reasons for dropouts at various classes in Elementary Education
- Impact of T.L.M. on class room teaching.
- Impact of classroom culture on learning levels of student with gender perspective.
- Diagnostic measures and their impact on remedial teaching at elementary level.
- Impact of residential facilities on enrollment & retention of children.
- A study of uniform distribution for elementary level.
- Impact of MDM on Participation of children and their growth.
- Cognitive Development of children of disadvantaged group and its impact on learning behavior and academic achievement
- Study about Edu SAT Programme running in Sidhi District
- Review of Head Start programme.(Jhabua)
- Primary education through Sarva Shiksha Abhiyan a study of Sehore district.

Training of BACs & CACs

The main objective of this training is to bring attitudinal change in BACs and CACs for improved monitoring and evaluation of elementary schools. Besides this, multi-grade teaching is a major problem of the State. Hence, this training also aims at solving this problem. This was designed as a 6 day 'National Certificate Course on Motivational Training for Monitoring and Evaluation'. During this course the following was done:

- All CACs and BACs have been trained on monitoring issues and on site resource support in 2006-07 with the help of CRISP. They have also been trained on checking teacher absenteeism. They have been asked to forward the information of absent teachers to the relevant authorities for appropriate action through PTAs.
- During the training psychological counseling of CACs and BACs for motivation and attitudinal change was done including sessions on how to do monitoring and

evaluation with its help. MGT was also a major point of monitoring. All the CACs and BACs developed a 9 months School Improvement Plan for two adopted schools (One D Grade School and one Model Cluster School of their jurisdiction).

Capacity building and induction programme for staff.

- Capacity building of DPCs of all the districts is done regularly at state level.
- DPCs and Gender Coordinators have been trained on Life Skill Education.
- Block Gender Coordinators have also been trained on Life Skill Education through State Resource Centre, Indore supported by UNICEF.
- Programmers have been trained on DISE software and data entry.
- Assistant Project Coordinators (Finance) were given training on "Maintenance of books of account & FMP manual" through Chartered Accountants (selected by Executive Committee as External/Internal Auditors).

Staff Position

	Staff Sanctioned	Staff Filled	Vacant
SPO	107	75	32
DPO	1251	950	301
BRCC	-	-	
CRC	6330	5490	

At the State and District levels several posts are lying vacant. Staff at BRC level is appointed on adhoc/contract basis and is on professional fees. All the positions at CRC level are filled. However, the gap between staff sanctioned and filled at the CRC level comprises of functionaries who are in position and formalities to take them on deputation are under process.

Staffing status at the different levels in the State clearly indicates that the staff in position at the State and District levels is not adequate as large number of posts are not filled up. It is suggested that the vacant posts be filled immediately in order to carry out the various activities of SSA in the desired manner.

Integration and involvement of SSA with mainstream educational

A decision has been taken at the State Government level for integration of SSA with mainstream educational structure. A State level committee with Commissioner, Public Instructions, Commissioner RSK and Deputy Secretary, School Education Department was constituted by Principal Secretary, School Education for working out

details of the same. The final report has been submitted. Integration process will be completed before the start of new academic session. In the first phase the integration of BEO and BRC offices will take place. As a result the block level SSA will be headed by the BEO who will be assisted by the BRCC. This integration will be completed before the new academic session.

In the second phase the integration of DEO and DPC offices will take place at district level. This integration will be done only after the first phase of integration is completed. The District Collector will continue to be the District Mission Director and the Chief Executive Officer of Zila Panchayat will also continue to be the district Project director even after the above mentioned integration.

DISTRICTS

Opening of Schools (Primary and Upper Primary)

Table 1

Schools where the land for construction was identified

Districts	Primary School		Middle School		Additional Room
	Yes	No	Yes	No	
Damoh	90	-	300	-	270
Morena	68	-	117	-	265
Neemuch	39	-	115	-	186
Shahdol	-	-	75	-	250
Sheopur	81	-	52	-	122
Shivpuri	152	-	180	-	430
Total	430	-	839	-	1523

During the investigation it was found that for 430 primary schools and 839 middle schools the land for construction was identified. 1523 schools were identified for construction of additional rooms. In the district Shahdol no land was identified for construction of primary schools.

It was observed that Damoh has highest number of sanctioned school for construction. A total 826 schools are being construction in Damoh district.

It was reported by the district authorities that in all the related schools teachers have been posted in new schools. A total 895 teachers were put in position in district Morena whereas 551 teachers were positioned in district Neemuch.

Civil Works

During the visit it was found that sub engineers were designated for technical supervision of civil works at block level in the schools of Morena and Neemuch whereas RES engineers were designated at district level.

Textbooks

Details of the children to whom free textbooks were distributed in the state with reference to SC/ST/girls.

Table 2

Districts	No. of Children
-----------	-----------------

Damoh	251927 (Primary 176891, Middle 75036)
Morena	282026
Neemuch	95200
Shahdol	171245
Sheopur	113987
Shivpuri	341552

During the visit it was observed that free of cost textbooks were being distributed to all the beneficiary students from SSA fund. The text books were distributed to all SC, ST boys and to all category girls. Free text books were also distributed to the general and OBC boys who belong to Below Poverty Line (BPL). In distribution of textbooks, Shivpuri district has distributed maximum number of textbooks.

It was found during the investigation that all the schools received the textbooks in the month of May and June. Books were distributed in the first week of July in all the districts. Books had been distributed for all the subjects, for all the classes and to all eligible children enrolled in the school.

School Grant

In all the six districts visited by MI, the DPOs have not made the centralised purchase for schools out of the school grant.

During the visit it was found that 8156 primary schools and 2372 middle schools were approved for the school grant in current financial year. The school fund was released in July and guideline have been issued to the school explaining the process of utilisation of this grant.

During the visit it was found that the local community members were satisfied with the recruitment of teachers in their community in all the districts visited.

Table 3

Details of the target and actual no. of teacher to be given in service training

Districts	Target	Achievement
Damoh	4748	4022
Morena	5352	4731
Neemuch	2730	2556
Shahdol	3665	3708
Sheopur	1982	1982
Shivpuri	6109	5159
Total	24586	22158

During the visit it was found that in Shahdol the actual number of teachers given training is more than the target. Actual numbers of teachers to whom training given was less than the target except Sheopur.

A training calendar was made available for teachers training in all the schools of the district. The venue of the training was DIET. DPC and DIET's principal had prepared the content and module of the training. A questionnaire was prepared to check the quality of training.

During the investigation it was found that no school has achieved the target of orientation training of 30 days. The venue of the training was DIET. A questionnaire was prepared for the supervision/monitoring to check quality of these training.

Targeted number of teacher for 60 days training was not achieved in any of the districts. The training was held at DIET in most of the districts. The module and the content of training were prepared by SCERT and DPO of the district.

During the visit it was found that all teachers were eligible to receive the TLM grant. The grant was given to both primary and middle schools. The grant was released in the month of September 06 but the month of receiving the grant is found different in the schools. SPO and DPO have issued instructions with respect to utilisation of this grant.

Table 4

Number of identified and enrolled CWSN children

Districts	Identified	Enrolled
Damoh	2825	2402
Morena	1837	878
Neemuch	943	711
Shahdol	1806	1202
Sheopur	756	376
Shivpuri	2964	2390

The number of identified CWSN children was found more than the enrolled CWSN children in all the district. Shivpuri district has highest number of identified CWSN children whereas Damoh has highest enrolled CWSN children.

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

Table 5

Number of cluster targeted district wise and number of model cluster schools made functional during the current financial year

Districts	No. of Cluster Targeted
Damoh	140
Morena	138
Neemuch	51
Shahdol	162
Sheopur	85
Shivpuri	-

During the visit it was found that 576 clusters were targeted. Shivpuri district has no target for model cluster whereas Shahdol has maximum 162 targeted clusters.

In all the six districts there is a gap in the sanctioned staff and the staff actually in position. In Morena and Neemuch several posts are lying vacant.

SCHOOLS

Table 1
AIE Centres 2006-07

Districts	Total Residential Bridge Course (50+100 Seaters)			Non-Residential Bridge Course (For 25 Children)			New Human Development Centre for Urban Deprived Children (For 50 Children)		
	Target	Achievement	Enrolment	Target	Achievement	Enrolment	Target	Achievement	Enrolment
Damoh	2	1	42	210	210	3657	-	-	-
Morena	4	3	263	210	304	5970	7	2	100
Neemuch	7	3	220	40	64	743	7	4	115
Shahdol	3	3	248	60	59	1394	5	11	177
Sheopur	12	2	195	90	401	7935	-	-	-
Shivpuri	8	4	330	280	270	5215	-	-	-

(Source: State Project Office)

According to the information provided by the State Project Office, achievement of AIC centres under residential bridge course is less than the target in most of the districts. Achievement of AIC centres under non-residential bridge course is more than the target in almost all the districts. The achievement of new human development centre for deprived children is also not satisfactory. Situation in Damoh, Sheopur and Shivpuri districts is deplorable as no HDC is functional in the district so far.

Appointment and Availability of Teachers

The appointment of teachers has been a major issue in the state for the last two years. The process was held up due to frequent elections in recent years. The state has revised its Teacher Recruitment Policy and has initiated the process of recruiting fresh teachers (See Box 1). In the light of the revised teacher recruitment policy, the selection process has been initiated. The state has declared a moratorium on the recruitment of fresh permanent teachers and is appointing teachers only on a contract basis for three years. According to the new recruitment policy, the existing cadres of permanent teachers are now being treated as dying cadres.

Box-1
Revised Teacher Recruitment Policy
<ul style="list-style-type: none"> • 50% of the posts must be reserved for female candidates. • Combined Eligibility Test (CET) should be conducted by a professional examination board for the selection of teachers. • Through examination, the candidates should be evaluated on subject knowledge and their teaching aptitude. • Final selection must be on merit basis, i.e. marks obtained in CET, marks of desired qualification and teaching experience. • Weightage to professionally trained candidates.

- Appointment by local bodies on three-year contract basis to be renewed after the term's end as per the government policy.

(Source- State Project Office)

Table 2**Selection of Contract Teachers (Samvida Shikshak)**

Contract Teachers	State level sanctioned Teachers' posts	Sanctioned Teachers' posts of Education Dept.	Issuance of Appointment Letters
Grade- I	2273	1699	1704
Grade- II	21887	16058	16702
Grade- II	31828	29014	26758
Total	55988	46761	45164

Very few fresh candidates have been appointed as contract teachers due to weightage to teaching experience in the process of selection of teachers. Furthermore, there are many teachers who are placed at one school, but are attached to another school.

TLE Receipts and its Utilization

In all the visited primary and middle schools in the districts teaching learning equipment one time grant was provided. This grant was utilized in purchasing of books, stationery, furniture and sports equipments etc. In some of the visited schools this grant was utilized in the white washing and painting of walls of the school.

Table 3**The Number of Visited Schools District wise**

Districts	Primary Schools	Middle Schools	Total (Primary+Middle)
Damoh	12	8	20
Morena	33	12	45
Neemuch	10	8	18
Shahdol	35	15	50
Sheopur	11	7	18
Shivpuri	11	7	18
Total	112	57	169

Total 169 schools were visited for the monitoring under SSA in the six districts of M.P. Out of these 112 were primary and 57 were middle schools. In Damoh 12 primary and 8 middle; in Morena 33 primary and 12 middle; in Neemuich 10 primary and 8 middle; in Shahdol 35 primary and 15 middle; in Sheopur 11 primary and 7 middle and in Shivpuri 11 primary and 7 middle schools were visited by the monitoring team.

Civil Works

Table 3
School Buildings

Districts	Primary School			Middle School		
	Construction Works (Annual Target) Financial Year 2006-07			Construction Works (Annual Target) Financial Year 2006-07		
	Spill Over (A)	Fresh Construction Works (B)	Total (A+B)	Spill Over (A)	Fresh Construction Works (B)	Total (A+B)
Damoh	90	-	90	0	258	258
Morena	66	2	68	3	115	118
Neemuch	35	4	39	0	111	111
Shahdol	0	-	0	0	75	75
Sheopur	44	37	81	0	52	52
Shivpuri	152	-	152	5	175	180

(Source: State Project Office)

No fresh construction work has been done in the primary schools of Damoh, Shahdol and Shivpuri districts. The number of fresh construction works is very low in comparison to spill over construction works in the primary schools of almost all the districts whereas position of middle schools of all the districts is opposite the position of primary schools.

The Status of the School Buildings

In Tables 5.1 to 5.6 districtwise information regarding school buildings, additional rooms, kitchen, toilet etc. have been given.

Table 5.1
Damoh Old and New Civil Works

Damoh	Primary School			Middle School		
	Old	Work in Progress	Complete	Old	Work in Progress	Complete
1. Building	12	-	-	6	-	2
2. Additional Rooms	-	-	2	-	-	2
3. Kitchen	-	-	1	-	-	1
4. Toilet	5	-	2	2	-	3
5. Other	-	-	-	-	-	-

Table 5.2**Morena Old and New Civil Works**

Morena	Primary School			Middle School		
	Old	Work in Progress	Complete	Old	Work in Progress	Complete
1. Building	25	1	7	5	3	4
2. Additional Rooms	3	7	7	-	-	-
3. Kitchen	3	1	5	-	-	-
4. Toilet	4	-	10	2	-	3
5. Other	-	-	2	-	-	-

Table 5.3**Neemuch Old and New Civil Works**

Neemuch	Primary School			Middle School		
	Old	Work in Progress	Complete	Old	Work in Progress	Complete
1. Building	9	1	-	5	2	1
2. Additional Rooms	-	4	1	-	-	1
3. Kitchen	-	-	1	-	-	-
4. Toilet	1	-	1	-	-	-
5. Other	-	-	-	-	-	-

Table 5.4**Shahdol Old and New Civil Works**

Shahdol	Primary School			Middle School		
	Old	Work in Progress	Complete	Old	Work in Progress	Complete
1. Building	26	3	6	10	1	4
2. Additional Rooms	7	12	8	1	4	4
3. Kitchen	10	1	9	-	-	-
4. Toilet	9	3	9	3	2	3
5. Other	4	1	1	-	-	-

Table 5.5**Sheopur Old and New Civil Works**

Sheopur	Primary School			Middle School		
	Old	Work in Progress	Complete	Old	Work in Progress	Complete
1. Building	9	2	-	6	1	-
2. Additional Rooms	1	1	-	1	1	-
3. Kitchen	-	2	-	-	-	-
4. Toilet	-	2	1	1	-	-
5. Other	-	-	-	-	-	-

Table 5.6
Shivpuri Old and New Civil Works

Shivpuri	Primary School			Middle School		
	Old	Work in Progress	Complete	Old	Work in Progress	Complete
1. Building	10	1	-	5	-	2
2. Additional Rooms	-	2	3	-	-	1
3. Kitchen	-	-	4	-	-	1
4. Toilet	-	2	4	2	2	2
5. Other	-	-	-	-	-	-

A close look at the tables 5.1 to 5.6 reveal that almost half of the old school buildings are in good condition, whereas some buildings are in very bad shape and need immediate repairs. At the time of field visit construction work was in progress at some locations. The construction work was being inspected at the regular interval by the officials and community members. However, it was found that the condition of kitchen in almost all the schools is not good. More than 80% schools do not have the kitchen facility. At some places the work for kitchen is in progress but the number of such schools is very less. In more than 80% schools toilets construction work is completed.

Table 6
Additional Rooms in Schools

Districts	Primary School			Middle School		
	Construction Works (Annual Target) Financial Year 2006-07			Construction Works (Annual Target) Financial Year 2006-07		
	Spill Over (A)	Fresh Construction Works (B)	Total (A+B)	Spill Over (A)	Fresh Construction Works (B)	Total (A+B)
Damoh	95	270	365	29	0	29
Morena	220	265	485	0	0	0
Neemuch	123	186	309	0	0	0
Shahdol	33	250	283	0	255	255
Sheopur	77	122	199	0	132	132
Shivpuri	374	430	804	0	0	0

The number of fresh construction works of additional rooms is more than the number of spill over construction works in all the primary schools of the districts whereas the position of the middle schools is not same in this regard.

Table 7

Additional Rooms Civil Works (2006-07)

Districts	Target	T.S. Issued	A.S. Issued
Damoh	42	42	42
Morena	42	42	42
Neemuch	18	18	18
Shahdol	30	30	30
Sheopur	18	0	18
Shivpuri	48	48	48

Table 7 reveals that in Sheopur T.S. has not been given whereas in almost all the schools of the district administrative sanction has been issued till the visit of M.I.

- In all the districts training was provided to the SMC/VEC for the execution of civil work at BRC by a technical person.
- Technical person visited the construction site on an average of 2-4 times in a month. Guidance of the construction process was observation based. It was found that the technical persons have the knowledge about the civil work.
- Constructing school buildings were visited at foundation, lintel and roof stage by the technical persons. The officers of education department, the head master and PTA president also visit the site.
- Quality of construction at the visited sites can be termed as mixed one. In Damoh, Neemuch, Sheopur and Shivpuri it was found to be ordinary whereas in Morena and Shahdol districts in some schools quality of construction was good and in some school it was found poor.
- Block Sub-engineer has been nominated for the technical supervision of civil work in all the districts visited.

The details of Community Manual prepared for the civil work are as follows:

Table 8
Community Manual Prepared

Districts	Primary Schools		Middle Schools		Total (Primary+Middle)	
	Yes	No	Yes	No	Yes	No
Damoh	12	-	8	-	20	-
Morena	21	12	8	4	29	12
Neemuch	10	-	8	-	18	-
Shahdol	34	1	8	7	42	8
Sheopur	11	-	7	-	18	-
Shivpuri	11	-	7	-	18	-
Total	99	13	46	11	145	24

In 145 schools the community manuals has been prepared. Out of 145 schools 99 are primary schools whereas 46 were middle schools. In 13 primary and 11 middle schools the community manual is not prepared for civil works.

Table 9
Availability of Community Manual

Districts	Primary Schools		Middle Schools		Total (Primary+Middle)	
	Yes	No	Yes	No	Yes	No
Damoh	4	8	-	8	4	16
Morena	22	11	7	5	29	16
Neemuch	NA	NA	NA	NA	NA	NA
Shahdol	34	1	8	7	42	8
Sheopur	11	-	7	-	18	-
Shivpuri	11	-	7	-	18	-
Total	82	20	29	20	111	40

During the visit it was found that 111 schools have community manual. Out of 111 schools, 82 are primary and 29 are middle schools. The information of the district Neemuch is not available in reference to availability of community manual. In all the schools of district Sheopur and Shivpuri community manual is available. During field it was found that the members of PTA do not read the community manual fully. Illiterate members do not know anything about the community manual. Generally the school teachers know about this manual and they give information about the manual to the members of PTA.

Table 10
Construction of Ramp

Districts	Primary Schools		Middle Schools		Total (Primary+Middle)	
	Yes	No	Yes	No	Yes	No
Damoh	2	10	2	6	4	16
Morena	8	25	7	5	15	30
Neemuch	3	7	2	6	5	13
Shahdol	9	26	5	10	14	36
Sheopur	11	-	7	-	18	-
Shivpuri	11	-	7	-	18	-
Total	44	68	30	27	74	95

Schools having no ramp facility are more in number. In 68 primary and 27 middle schools ramp facility is not available whereas 44 primary and 30 middle schools the ramp facility is available. All the schools of Sheopur and Shivpuri district have ramp facility.

Table 11**Joint and Separate Accounts in the Schools**

Districts	Primary Schools		Middle Schools	
	Joint a/c	Separate a/c	Joint a/c	Separate a/c
Damoh	10	2	6	2
Morena	31	2	10	2
Neemuch	4	6	3	8
Shahdol	21	14	8	7
Sheopur	11	-	7	-
Shivpuri	10	1	5	2
Total	87	25	39	18

Out of 169 visited schools of six districts in 87 primary and 39 middle schools have joint accounts. All the schools of Sheopur district have joint account. The schools where joint accounts are kept, withdrawal without the signatures of PTA president and secretary (the school headmaster) is not possible. But the school where separate accounts are found, the withdrawal is made only through the signature of the head master of the school.

Table 12**Convergence with Swajaldhara and TSC**

Districts	Primary Schools			Middle Schools		
	Yes	No	No. Info.	Yes	No	No Info.
Damoh	4	6	2	2	6	-
Morena	7	21	5	3	3	6
Neemuch	3	7	-	2	6	-
Shahdol	5	25	5	2	10	3
Sheopur	2	4	5	-	7	-
Shivpuri	5	4	2	3	3	1
Total	26	67	19	12	35	10

There is no convergence with Swajaldhara and TSC in 67 primary and 35 middle schools. Whereas in 26 primary and 12 middle schools convergence with Swajaldhara and TSC was reported. In some of the visited schools of the districts the teachers and PTA members have no knowledge about this.

Table 13**Orientation with TSC for Sanitation Facilities**

Districts	Primary Schools			Middle Schools		
	Yes	No	No. Info.	Yes	No	No Info.
Damoh	3	9	-	1	7	-
Morena	4	23	6	4	7	1
Neemuch	4	5	1	2	4	2
Shahdol	9	20	6	6	7	2
Sheopur	2	6	3	-	5	2
Shivpuri	3	5	3	2	3	2
Total	25	68	19	15	33	9

During the visit it was found that 25 primary and 15 middle schools have made their convergence with TSC for sanitation facilities whereas 68 primary and 33 middle schools have not been made convergence with TSC for sanitation facilities. In some of the visited schools of the districts the teachers and PTA members have no knowledge about this.

- Information regarding the quantum of funds utilized from Swajaldhara, TSC and SSA could not be properly received from the visited schools.
- The details of utilized amount for sanitation under TSC and SSA could not be received from the visited schools.

Table 14**Delay in the Distribution of Text-Books**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	4	8	2	6
Morena	15	18	4	8
Neemuch	-	10	-	8
Shahdol	4	31	2	13
Sheopur	4	7	2	5
Shivpuri	4	7	2	5
Total	31	81	12	45

During the visit it was found that there was no delay in 8 primary and 45 primary schools. Whereas 31 primary and 12 middle schools it got delayed.

- The date of opening of schools was 1st July and the text-books were distributed within the first week of July in the academic session 2006-07. However, it was found that in some schools of the districts, except Neemuch the text-books were distributed after the specified period.

Table 15
Free Text Books Distribution

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	10	2	7	1
Morena	31	2	12	-
Neemuch	10	-	8	-
Shahdol	35	-	15	-
Sheopur	11	-	7	-
Shivpuri	11	-	7	-
Total	108	4	56	1

Except 4 primary schools (2 in Damoh and 2 in Morena) and 1 middle school of Damoh in almost all the schools of the districts text books were distributed for all the subjects, for all classes and to all eligible children.

Table 16
Free Text Books Distribution
(Status Upto 27th July, 2006)

District	Target	Achievement
Damoh	259158	251907
Morena	301610	289050
Neemuch	100497	82989
Shahdol	181275	171245
Sheopur	128823	113987
Shivpuri	345501	341552

(Source: State Project Office)

As per the report of State Project Office, actual number of distributed books was found less than the target number of books to be distributed in Damoh, Morena, Neemuch, Shahdol, Sheopur and Shivpuri. In Neemuch the number of distributed text books was very less in comparison of target number.

School Grant

Table 17
School Grant (2006-07) - Annual Work Progress (in lacs)

Districts	Primary School				Middle School			
	Target		Achievement		Target		Achievement	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
Damoh	1464	29.28	1405	28.10	520	10.40	509	10.18
Morena	1737	34.74	1725	34.50	390	7.80	388	7.76

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Neemuch	862	17.24	854	17.10	332	6.64	331	6.62
Shahdol	1601	32.02	1597	31.90	363	7.26	362	7.24
Sheopur	776	15.52	748	15.00	168	3.36	156	3.12
Shivpuri	2167	43.34	2160	43.20	610	12.20	583	11.66

(Source: State Project Office)

- The grant receipt date of every visited school in the districts is not same. Generally schools grants were provided in all the visited schools of the districts between July and December. The school grant was not provided within prescribed period in many of the visited schools. The delay in the distribution of school grant is shown as follows:

Table 18**Delay in the Distribution of School Grant**

Districts	Primary Schools		Middle Schools	
	Delay	Within Time	Delay	Within Time
Damoh	4	8	3	5
Morena	11	22	6	6
Neemuch	4	6	3	5
Shahdol	3	32	-	15
Sheopur	2	9	2	5
Shivpuri	2	9	1	6
Total	26	86	15	42

During the visit it was found that in 86 primary and 42 middle schools the grant was distributed timely.

Table 19**Schools where Guidelines for Utilization of Grants have been sent**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	6	6	3	5
Morena	23	10	5	7
Neemuch	8	2	5	3
Shahdol	33	2	15	-

Sheopur	9	2	6	1
Shivpuri	8	3	5	2
Total	87	25	39	18

Out of 112 primary schools in 87 primary schools guidelines for the utilization of grant was issued and circulated to all the schools by the DPO but in 25 schools it was not available. Likewise in 39 middle schools guidelines circulated by DPO was available whereas in 18 middle schools it was not found at the time of visit.

- Almost 100% school grant was utilized in all the visited schools of the districts. School grant was utilized in purchasing stationery, furniture and sports equipments, posters, maps and models.

Details of those schools, where the DPO has released funds for school grants, are as follows:

Table 20
Schools Where the DPO has Released Funds

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	27	6	7	5
Neemuch	3	7	2	6
Shahdol	35	-	15	-
Sheopur	11	-	7	-
Shivpuri	11	-	7	-
Total	99	13	46	11

The DPO has released funds for school grants to almost all the schools. Generally DPO releases the funds for school grants to all the concerned schools but during monitoring it was found that out of 112 primary schools, 13 schools (6 in Morena and 7 in Neemuch) could not get the fund. Likewise out of 57 middle schools, 11 schools (5 in Morena and 6 in Neemuch) could not get the fund.

Teachers and Teachers Training

Table 21
Teachers' Presence in the Schools

Districts	Primary Schools		Middle Schools	
	100% Teachers were Present	Less than 100% Teachers were Present	100% Teachers were Present	Less than 100% Teachers were Present
Damoh	8	4	6	2

Monitoring Report on SSA

Morena	25	8	9	3
Neemuch	8	2	6	2
Shahdol	30	5	9	6
Sheopur	10	1	5	2
Shivpuri	9	2	4	3
Total	90	22	39	80

Out of 169 visited schools, in 129 schools teachers were present. In remaining 40 schools one or more teachers were found absent. Out of 112 visited primary schools by M.I. in 90 schools all teachers were present. In case of middle schools out of 57 schools in 39 middle schools all teachers were present.

Table 22
Habitual Absence

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	3	9	2	6
Morena	-	33	-	12
Neemuch	2	8	1	7
Shahdol	-	35	-	15
Sheopur	-	11	-	7
Shivpuri	-	11	-	7
Total	5	107	3	54

Out 112 primary schools only in 5 schools such teachers are found who are habitual absentees. Out of these 5 schools 3 are in Damoh and 2 are in Neemuch district. Likewise except 3 middle schools (2 in Damoh and 1 in Neemuch) no teachers was found habitual absentee.

Table 23
Rapport between Teachers and Children

Districts	Primary Schools				Middle Schools			
	Good	General	Formal	Poor	Good	General	Formal	Poor
Damoh	4	3	3	2	2	1	3	2
Morena	24	9	-	-	9	3	-	-
Neemuch	3	2	4	1	2	3	1	2
Shahdol	20	15	-	-	6	9	-	-
Sheopur	4	4	2	1	2	3	2	-
Shivpuri	4	4	2	1	3	2	2	-
Total	59	37	11	5	24	21	8	4

In Morena and Shahdol district rapport between teachers and students was quite satisfactory. In other districts it was formal. In Damoh and Neemuch district it was found poor in both primary and middle school.

Table 24
Satisfaction Level Training

Districts	Primary Schools				Middle Schools			
	Fully Satisfied	Satisfied	Partially Satisfied	Not Satisfied	Fully Satisfied	Satisfied	Partially Satisfied	Not Satisfied
Damoh	3	4	3	2	1	2	3	2
Morena	8	22	3	-	4	8	-	-
Neemuch	3	2	3	2	2	2	3	1
Shahdol	16	16	3	-	5	8	1	1
Sheopur	1	4	3	3	-	3	3	1
Shivpuri	-	6	3	2	-	4	2	1
Total	31	54	18	9	12	27	12	6

Districtwise distribution of the responses of the teachers towards the teaching imparted to them has been presented in table 26. It can be observed that in 31 primary schools the teachers were fully satisfied, in 54 primary schools the teachers were satisfied, in 18 primary schools the teachers were partially satisfied and in the remaining 9 primary schools the teachers were unsatisfied with the level of training. In 12 middle schools the teachers were fully satisfied, in 27 middle schools the teachers were satisfied, in 12 middle schools the teachers were partially satisfied and in the remaining 6 middle schools the teachers were unsatisfied with the level of training.

Teachers would like to get training in computer and in their teaching subjects in all the visited schools of the districts.

Table 25
Teachers' Training

Districts	Target	Achievement
Damoh	4748	4748
Morena	5352	4731
Neemuch	2911	2619
Shahdol	3665	3708
Sheopur	1982	1982
Shivpuri	6109	5159

(Source: State Project Office)

In most of the districts, the number of actual trained teachers was less than the targeted number of teachers to be trained. On the other hand in Damoh and Sheopur district there is no difference between target and achievements with regard to teachers' training as per the report of State Project Office.

Table 26
D.Ed./B.Ed. Teachers' Training for Untrained Primary School Teachers
(Operation Quality)

Districts	No. of Teachers Enrolled
Damoh	1570
Morena	2019
Neemuch	1056
Shahdol	1796
Sheopur	1125
Shivpuri	2496

(Source: State Project Office)

As per the report of State Project Office, the number of enrolled primary school teachers for D.Ed. / B.Ed. teachers' training was 1570 in Damoh, 2019 in Morena, 1056 in Neemuch, 1796 in Shahdol, 1125 in Sheopur and 2496 in Shivpuri. The lowest number of such enrolled teachers was found in Neemuch and the highest number of such enrolment was reported in Shivpuri district.

Table 27
Level of Satisfaction amongst Local Community regarding
Recruitment of the Teachers

Districts	Primary Schools				Middle Schools			
	Fully Satisfied	Satisfied	Partially Satisfied	Not Satisfied	Fully Satisfied	Satisfied	Partially Satisfied	Not Satisfied
Damoh	2	2	6	2	2	1	3	2
Morena	3	20	7	3	1	8	1	2
Neemuch	6	4	-	-	4	4	-	-
Shahdol	12	17	4	2	2	9	2	2
Sheopur	1	3	2	5	-	2	4	1
Shivpuri	-	4	5	2	-	2	4	1
Total	24	50	24	40	9	26	14	8

In most of the cases the members of local community were not knowing much about the process of the recruitment of teachers at district and block level. However some of them expressed their opinion in this regard. Local community of 24 visited primary

schools was fully satisfied, of 50 was satisfied, of 24 was partially satisfied and of the remaining 14 schools the local community was not satisfied with the recruitment of the teachers. Local community of 9 visited middle schools was fully satisfied, of 26 was satisfied, of 14 was partially satisfied and of the remaining 8 schools of the local community was not satisfied with the recruitment of the teachers.

Table 28
Model Lesson Implementation by the BRC / CRC

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	9	3	6	2
Morena	25	8	7	5
Neemuch	7	3	5	3
Shahdol	33	2	13	2
Sheopur	9	2	4	3
Shivpuri	4	7	2	5
Total	87	25	37	20

In 87 primary schools and in 37 middle schools model lesson plan is implemented regularly but in remaining schools it is not taken seriously. It can be observed that model lesson implementation by BRC/CRC is not done in the desired manner in all the districts.

Table 29
Assistance Provided to the Teachers by the BRC / CRC

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	8	4	5	3
Morena	27	6	10	2
Neemuch	6	4	4	4
Shahdol	35	-	13	2
Sheopur	9	2	2	5
Shivpuri	9	2	6	1
Total	94	18	40	17

In most of the schools different types of assistances are provided to the teachers that are proving very helpful in successful teaching. In 94 primary schools and in 40 middle schools assistances are being provided by the BRC / CRC and in remaining schools it is not being provided as per requirement of the schools of visited districts.

Table 30

The Detail of Random Test Implementation by the BRC / CRC

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	10	2	7	1
Morena	28	5	11	1
Neemuch	10	-	6	2
Shahdol	33	2	13	2
Sheopur	9	2	3	4
Shivpuri	10	1	7	-
Total	100	12	47	10

In 100 primary schools and in 47 middle schools random tests are conducted properly but in remaining 12 primary schools and in 10 middle schools they are not conducting properly.

- Remedial classes, random tests, monthly tests, proper use of TLM and extra activities plans are innovative steps taken by BRC / CRC to improve the teachers' performance as well as to enhance the children's learning capacity.
- DIET was interacting with BRC/CRC in all the visited schools of districts.

Table 31**Role of the DIET in Capacity building, Academic supervision, Guidance, Action research and Monitoring of BRCs/CRCs**

District	Capacity Building		Academic Supervision and Guidance		Action Research		Evaluation	
	Yes	No	Yes	No	Yes	No	Yes	No
Damoh	13	7	15	5	14	6	12	8
Morena	45	-	45	-	45	-	45	-
Neemuch	12	6	15	3	10	8	16	2
Shahdol	50	-	50	-	50	-	50	-
Sheopur	10	8	6	12	8	10	12	6
Shivpuri	10	8	12	6	8	10	15	3
Total	140	29	143	26	135	34	150	19

During the visit it was found that the role of DIET in capacity building, academic supervision and guidance, action research and evaluation of BRCs/CRCs can be termed as satisfactory. The role of DIET is limited to some BRCs/CRCs only. The DIET plays his role in capacity building, academic supervision guidance action research in all the schools of Morena and Shahdol districts.

Table 32**Academic Support of EGS/AIE by BRC/CRC**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	33	-	12	-
Neemuch	10	-	8	-
Shahdol	35	-	15	-
Sheopur	4	7	3	4
Shivpuri	9	2	4	3
Total	103	9	50	7

Except 9 primary schools (7 in Sheopur and 2 in Shivpuri) and 7 middle schools (4 in Sheopur and 3 in Shivpuri) in all the visited schools of the districts BRC/CRC is extending their academic support the EGS/AIE centres in their areas by establishing coordination and cooperation.

BRC's/CRC's Support to the Schools

Academic, administrative, economical, managerial and monitoring assistance were provided by the BRC/CRC. All these aids were provided time to time in the visited schools of the districts.

Role of BRC/CRC

BRC/CRC plays an important role in organising training for in service teachers in all the visited schools of the districts.

Responsibilities of BRC/CRC

BRC/CRC is responsible for the maintenance of proper management, coordination and cooperation in the schools.

Duties of BRCs/CRCs

BRCs/CRCs perform their duties to a large extent as has been expected of them in the district visited by the M.I.

Availability of Calendar

There is a special calendar available for training and follow-up programmes at BRC/CRC level. This calendar is being followed properly as per their records.

BRC's/CRC's Special Attention

BRC/CRC pay special attention on the following issues - quality development in education, 100 per cent enrolment development of girl education, MDM supervision, improvement in the attendance of teachers and students.

Methods of Follow-up

The method of follow-up are regular contact with guardians inspection and distribution of MDM and organisation of workshop in all the visited schools of the districts.

No. of Visits made by BRC/CRC

Number of school visits to be made by the BRC/CRC in the state and in the district visited is twice in a month.

Works which are being done by BRC/CRC during the Visits

Following works are being done by the BRC/CRC during the visit: Monitoring, training guidance, random tests, coordination, cooperation, establishment in the schools.

Role of BRC/CRC regarding Educational and Administrative Matters

Role of BRC/CRC regarding educational and administrative matters is Educational - 41-60%, Administrative - 61-80%.

Table 33
Teacher Grant (2006-07) - Annual Work Progress (in lacs)

Districts	Primary School				Middle School			
	Target		Achievement		Target		Achievement	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
Damoh	3667	18.34	3204	16.02	1978	9.89	1425	7.13
Morena	5795	28.98	3913	19.57	2363	11.82	1399	7.00
Neemuch	2314	11.57	1928	9.64	1222	6.11	985	4.93
Shahdol	3245	16.23	2907	15.54	1303	6.52	894	4.47
Sheopur	1896	9.48	1515	7.58	618	3.09	432	2.16
Shivpuri	5214	26.07	-	-	2488	12.44	-	-

(Source: State Project Office)

TLM grant was given to the schools as per the schedule. It was released between July and December to all the schools. TLM grant was utilized in purchasing the posters, charts, maps, alphabetical and numerical blocks and models etc.

Table 34**TLM Material are Displayed in the Classrooms Separately**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	27	6	11	1
Neemuch	10	-	7	0
Shahdol	35	-	15	-
Sheopur	11	-	7	-
Shivpuri	11	-	7	-
Total	106	6	56	1

From the above table it is clear that except 6 primary schools and 1 middle school of district Morena in all the schools of the districts the TLM material was displayed in the classrooms separately.

Table 35**Issued Instruction Regarding Utilisation of TLM**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	26	7	12	-
Neemuch	10	-	8	-
Shahdol	35	-	15	-
Sheopur	11	-	7	-
Shivpuri	11	-	7	-
Total	105	7	57	-

Except 7 primary schools in Morena district, the Head Masters/Teachers have stated that the instructions have been issued regarding the proper utilisation of TLM to all the schools of the districts by the DPO/SPO.

- TLM is being properly utilized by all the teachers in such a way so that every student may be benefited by the usage of TLM.

Table 36**Teacher's Training Regarding Proper Utilisation and Development of TLM**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	20	13	7	5

Monitoring Report on SSA

Neemuch	10	-	8	-
Shahdol	35	-	10	5
Sheopur	11	-	7	-
Shivpuri	11	-	7	-
Total	99	13	47	10

In 99 primary and in 47 middle schools teachers received the training regarding the proper utilization and development of TLM.

This training was provided between July and December month for one day at BRC.

BRCs / CRCs were the trainers for the training of TLM.

Table 37

Cross Sharing and Demonstration of Good Practices

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	-	33	7	5
Neemuch	10	-	8	-
Shahdol	35	-	9	6
Sheopur	11	-	7	-
Shivpuri	11	-	7	-
Total	79	33	46	11

It was reported that cross sharing and demonstration of good practices was done amongst teachers in 79 primary schools and in 46 middle schools. But in 33 primary schools of Morena and in 11 middle schools (5 in Morena and 6 in Shahdol) cross sharing and demonstration of good practices was not done.

Table 38

Schools where Ramp Facility is Available

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	-	12	-	8
Morena	8	25	7	5
Neemuch	-	10	-	8
Shahdol	9	26	5	10
Sheopur	2	9	1	6
Shivpuri	1	10	2	5
Total	20	92	15	42

During the visit it was found that out of 112 primary schools only in 20 schools ramp facility is available whereas in 92 schools ramp facility is not available. Likewise out of 57 middle schools only in 15 schools ramp facility is available whereas in 42 it is absent.

Table 39**Schools where Data Capture Format has been supplied - DISE**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	4	8	3	5
Morena	27	6	11	1
Neemuch	8	2	7	1
Shahdol	31	4	14	1
Sheopur	7	4	3	4
Shivpuri	8	3	6	1
Total	85	27	44	13

In most of the visited primary and middle schools the Data Capture Formats have been supplied. In 85 primary schools and in 44 middle schools this format has been issued but in the remaining schools it has not been supplied till the date of visit to such schools.

Table 40**Schools where Teachers had been Trained for filling up DCF**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	3	9	2	6
Morena	28	5	8	4
Neemuch	8	2	5	3
Shahdol	33	2	15	-
Sheopur	7	4	3	4
Shivpuri	9	2	5	2
Total	88	24	38	19

Training for filling up data in the data capture format was imparted in DIETs. In 88 primary schools and 38 middle schools the training for filling up of the Data Capture Formats has been imparted to the teachers but in 24 primary schools and in 19 middle schools teachers informed that this training was not imparted to them so far.

The training for filling up data in DCF was provided at DIET in Morena, Shahdol, Sheopur and Shivpuri whereas at BRC/CRC in district Damoh and Neemuch for 1-2 days between July to December 2006.

PTA Functioning

- The frequency of PTA meeting should be once in a month as per guidelines. The meetings were organized from September to December month.
- The total number of PTA members was found around 10 to 15 in all the visited schools. As per the registers 50% to 75% of PTA members attend the meetings regularly.

Table 41**Schools where SC/ST Members of PTA Participate Regularly**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	24	9	11	1
Neemuch	10	-	8	-
Shahdol	31	4	11	4
Sheopur	5	6	4	3
Shivpuri	6	5	5	2
Total	88	24	47	10

In 88 primary and in 47 middle schools visited by MI team it was observed that SC/ST members of the PTAs do attend the meetings. However, in some of the schools SC/T members of the PTAs do not evince any interest in attending the meetings. It was also noticed that most of the SC/ST members do not play an active role in the affairs of the school management.

Table 42**Contribution of VEC in the Improvement of School Environment, Enrolment and Attendance of Teachers and Students**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	31	2	11	1
Neemuch	10	-	8	-
Shahdol	28	7	13	2
Sheopur	7	4	5	2
Shivpuri	7	4	5	2
Total	95	17	50	7

In 95 primary and in 50 middle schools of the districts, VECs are providing their contribution in the improvement of school environment, enrolment of students and attendance of teachers and students. Though the level of contribution is not satisfactory.

Table 43
Availability of the Guidelines on Delegation of Power to PTA/SMC with the PTA

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	10	-	8	-
Neemuch	30	3	10	2
Shahdol	35	-	15	-
Sheopur	11	-	7	-
Shivpuri	11	-	7	-
Total	109	3	55	2

Except 3 primary schools and 2 middle schools in Morena, in all the visited schools the members of PTA have been oriented and the percentage of the oriented members is between 50 and 75 of the total members of PTA.

It was observed that PTAs of most of the visited schools have the guidelines on delegation of power to PTA / SMC. PTAs of 75% visited primary schools and of 85% middle schools have this type of guidelines.

- PTA members who are involved in the activities of the school expressed their satisfaction with regard to the quality, content and duration of training. The training was held in the first week of December month.

Table 44
Records of Funds

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	30	3	11	1
Neemuch	10	-	8	-
Shahdol	34	1	14	1
Sheopur	11	-	7	-
Shivpuri	11	-	7	-
Total	108	4	55	2

Except 4 primary schools (3 in Neemuch and 1 in Shahdol) and in 2 middle schools (1 in Damoh and 1 in Shahdol) in all the visited schools of districts PTAs maintain records of funds granted to them in most of the schools visited.

Mid Day Meal Scheme (MDM)

Table 45

Schools where Hot Cooked Meal is served to Children

Districts	Primary Schools	
	Yes	No
Damoh	12	-
Morena	33	-
Neemuch	10	-
Shahdol	35	-
Sheopur	11	-
Shivpuri	11	-
Total	112	-

- Hot cooked meal is served to the children in all the visited primary schools.
- In 50 to 75% schools, same food is served and in the remaining schools food of different varieties is served to the children.
- Mostly Pulse, bread, rice and vegetable are served to the children under mid-day meal scheme.

Table 46

Schools where Green Vegetables are served

Districts	Primary Schools	
	Yes	No
Damoh	12	-
Morena	33	-
Neemuch	10	-

Shahdol	35	-
Sheopur	11	-
Shivpuri	11	-
Total	112	-

- Green vegetables are also served under mid-day meal scheme in all the visited schools of the districts.

Table 47**Schools where Fruits and Eggs are served**

Districts	Primary Schools	
	Yes	No
Damoh	-	12
Morena	-	33
Neemuch	-	10
Shahdol	-	35
Sheopur	-	11
Shivpuri	-	11
Total	-	112

- Fruits and eggs etc. are not served to the children under mid-day meal scheme in any of the visited schools.

Table 48**Schools where the Children are Happy with the Quality and Quantity of Meal**

Districts	Primary Schools	
	Yes	No
Damoh	12	-
Morena	33	-
Neemuch	10	-
Shahdol	35	-
Sheopur	11	-
Shivpuri	11	-
Total	112	-

- The children are happy with the quality and quantity of meal in all the visited primary schools. No school is found among 6 districts where children are unhappy with Quantity and Quality of Meal.

Table 49**Schools where Micronutrients and Deworming Medicines are given to the Children**

Districts	Primary Schools	
	Yes	No
Damoh	12	-
Morena	33	-
Neemuch	10	-
Shahdol	35	-
Sheopur	11	-
Shivpuri	11	-
Total	112	-

- Micronutrients and de-worming medicine are given to the children once in six months in all the visited primary schools by the health workers.

Table 50**Percentage of the Children who take MDM**

Districts	% of Children
Damoh	100
Morena	100
Neemuch	100
Shahdol	100
Sheopur	100
Shivpuri	100

- In primary schools 100% or all the children take mid-day meal and no child bring tiffin from home in any of the visited primary school.
- Cook / helper appointed by the department or contractor prepares the meal.

Table 51**Schools where cook/helper is an Underprivileged Person**

Districts	Primary Schools	
	Yes	No
Damoh	4	8
Morena	14	19
Neemuch	2	8
Shahdol	23	12
Sheopur	3	8

Monitoring Report on SSA		
Shivpuri	4	7
Total	50	62

During the visit it was found that in 50 primary schools cook/helper is an unprivileged person. Monthly remuneration of the cook/helper/organizer/SHG/NGO/contractor varies in every visited school of the district, as it is paid at the different standards in the different schools. Monthly remuneration was found around Rs. 400/- to Rs. 600/- per month in Sheopur and Shivpuri district, Rs. 600/- per month in Morena and Shahdol district whereas found Rs. 400/- to 1000/- per month in Damoh and Neemuch district. It is paid regularly in all the visited schools.

Table 52
Schools where Pucca Kitchen Shed is Available

Districts	Primary Schools	
	Yes	No
Damoh	2	10
Morena	9	24
Neemuch	1	9
Shahdol	20	15
Sheopur	-	11
Shivpuri	4	7
Total	36	76

During the visit it was found that there was not pucca kitchen shed in most of the visited schools of the districts. Pucca kitchen shed is available only in the 36 primary schools of the districts. The condition of Sheopur district is poor. In Sheopur no pucca kitchen shed is available in 76 primary schools. The schools where pucca kitchen shed is not available the meal is cooked in the class room or side.

Table 53
Schools where Potable Water Facility is Available

Districts	Primary Schools	
	Yes	No
Damoh	8	4
Morena	32	1
Neemuch	6	4
Shahdol	19	16
Sheopur	8	3
Shivpuri	6	5
Total	79	33

The potable water facility is found in good number in the visited schools. Out of 112 primary schools 79 primary schools potable water facility is available. It was also observed that in most of the schools where potable water facility is available, the place is not hygienic.

Table 54
Schools where Safe Place is Available for Storing the Food Grains

Districts	Primary Schools	
	Yes	No
Damoh	-	12
Morena	28	5
Neemuch	-	10
Shahdol	20	15
Sheopur	9	2
Shivpuri	3	8
Total	60	52

There is not proper safe place for storing the food grain and other food items in the most of the schools of the districts. Out of 112 primary schools in only 60 primary schools have safe place for storing of food grains. The condition of Damoh and Neemuch is poor where no school having safe place for storing food grain.

In such circumstances food grains and other food items are stored in the classrooms.

- In most of the primary schools, utensils used for cooking food are inadequate. It was observed that enough funds are not available in all the visited schools to purchase/arrange the utensils. Though, in some of the schools, it was managed through SSA fund and community contribution.

Table 55
Schools where Firewood is used as Fuel for Cooking

Districts	Primary Schools	
	Yes	No
Damoh	12	-
Morena	33	-
Neemuch	10	-
Shahdol	35	-
Sheopur	11	-
Shivpuri	11	-
Total	112	-

- In most of the schools visited, firewood is used as fuel for cooking the mid-day meal.

Table 56
General impression of the environment on the Students

Districts	Environmental Aspects	Very Good	Good	Fair	Poor
Damoh	Safety	-	12	-	-
	Hygiene	-	12	-	-
	Cleanliness	-	12	-	-
	Discipline in Students	-	-	-	12
Morena	Safety	8	17	8	-
	Hygiene	8	18	7	-
	Cleanliness	7	17	9	-
	Discipline in Students	7	14	11	1
Neemuch	Safety	-	10	-	-
	Hygiene	-	10	-	-
	Cleanliness	-	10	-	-
	Discipline in Students	-	-	-	10
Shahdol	Safety	13	11	11	-
	Hygiene	12	12	11	-
	Cleanliness	12	8	15	-
	Discipline in Students	12	11	12	-
Sheopur	Safety	1	2	5	3
	Hygiene	-	6	3	2
	Cleanliness	-	4	6	1
	Discipline in Students	2	4	4	1
Shivpuri	Safety	-	3	6	2
	Hygiene	-	6	2	3
	Cleanliness	-	4	5	2
	Discipline in Students	-	2	6	3

During the visit it came into the light that safety, hygiene and cleanliness condition was found to be good in most of the schools but the discipline in students was no good as required. Discipline in students was found poor in Damoh and Neemuch district.

Table 57
Encouragement of Children in Different Activities

Districts		Wash their hands before & after the consumption of	Take & eat meal in an orderly	Conserve water while washing	Was any discrimination (of caste /gender/ disability)observed

		MDM	manner	dishes	
Damoh	Yes	12	12	12	-
	No	-	-	-	12
Morena	Yes	33	33	33	33
	No	-	-	-	-
Neemuch	Yes	10	10	10	-
	No	-	-	-	10
Shahdol	Yes	35	35	35	35
	No	-	-	-	-
Sheopur	Yes	8	11	6	2
	No	3	-	5	9
Shivpuri	Yes	8	9	10	-
	No	3	2	1	11

It was observed during the school visits that children were being encouraged in every activity: wash their hands before & after the consumption of meal, to take & eat meal in an orderly manner and to conserve water while washing dishes. It was also observed that discriminations of caste/gender/disability is found in all the schools of Morena and Shahdol district whereas in other districts it is not found.

Table 58

Level of Participation by Parents / VEC/ Panchayats / Urban bodies

Districts	Activities	Very Good	Good	Fair	Poor
Damoh	Daily supervision of MDM prog.	-	12	-	-
	Contribution in cash/kind	-	-	-	12
	Any other matter	-	-	-	12
Morena	Daily supervision of MDM prog.	-	33	-	-
	Contribution in cash/kind	-	-	33	-
	Any other matter	-	-	-	33
Neemuch	Daily supervision of MDM prog.	-	10	-	-
	Contribution in cash/kind	-	-	-	10
	Any other matter	-	-	-	10

Shahdol	Daily supervision of MDM prog.	-	35	-	-
	Contribution in cash/kind	-	-	35	-
	Any other matter	-	-	-	35
Sheopur	Daily supervision of MDM prog.	-	4	5	2
	Contribution in cash/kind	-	-	8	3
	Any other matter	-	-	-	-
Shivpuri	Daily supervision of MDM prog.	-	3	6	2
	Contribution in cash/kind	3	3	7	4
	Any other matter	-	-	-	-

During the school visit it was observed that the participation of parents/ VECs/Panchayats/Urban bodies in the daily supervision of MDM programme was good and their contribution in any other matter was found mixed. In some schools it was fair whereas in some schools it was poor.

- In all the visited schools, mid-day meal programme is being inspected regularly. The inspection was being done by BRCs/CRCs/BACs/PTAs.

Additional Item Checked During School Visits

Table 59

Schools where Clean Environment, Good Buildings, Playground, Good Classrooms were found

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	-	12	-	8
Morena	28	5	12	-
Neemuch	-	10	-	8
Shahdol	30	5	12	3
Sheopur	-	11	-	7
Shivpuri	-	11	-	7
Total	58	54	24	33

- During the schools visit it was observed that in Damoh, Neemuch, Sheopur and Shivpuri, there is no proper clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows, whereas in Morena and Shahdol

district most of the schools have clean environment, good building, playground and good classrooms.

Table 60
Schools where Proper Lighting is Present

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	-	12	-	8
Morena	29	4	12	-
Neemuch	-	10	-	8
Shahdol	20	15	10	5
Sheopur	-	11	-	7
Shivpuri	-	11	-	7
Total	49	63	22	35

Except 29 primary schools and 12 middle schools in Morena and 20 primary schools and 20 middle schools in Shahdol no school is found where proper lighting facility is present.

Table 61
Schools having proper arrangement for the children, Black Board in Good Condition and TLM Material

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	-	12	-	8
Morena	29	4	11	1
Neemuch	-	10	-	8
Shahdol	28	7	9	6
Sheopur	-	11	-	7
Shivpuri	-	11	-	7
Total	57	55	20	37

- Seating arrangement for the children, blackboard in good condition and TLM material in the classrooms were not found in any schools of the districts Damoh, Neemuch, Sheopur and Shivpuri. It was found in 29 primary schools and 11 middle schools of Morena and in 28 primary schools and 9 middle schools of Shahdol district.

Table 62
Schools where Health Camp Facility was Available

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No

Monitoring Report on SSA

Damoh	12	-	8	-
Morena	22	11	9	3
Neemuch	10	-	8	-
Shahdol	25	10	12	3
Sheopur	11	-	7	-
Shivpuri	11	-	7	-
Total	91	21	51	6

- Except 21 primary schools (11 in Morena and 10 in Shahdol) and 6 middle schools (3 in Morena and 3 in Shahdol) in all schools of the districts health camp facility was made available to the children during the previous six months.

Table 63**Schools having Adequate Play Material for the Children**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	-	12	-	8
Morena	21	12	12	-
Neemuch	-	10	-	8
Shahdol	15	20	5	10
Sheopur	-	11	-	7
Shivpuri	-	11	-	7
Total	36	76	17	40

- Except 36 primary schools (21 in Morena and 15 in Shahdol) and 17 middle schools (12 in Morena and 5 in Shahdol) in all the visited schools of the districts it was noticed that adequate play material for the children was not available.

Table 64

Enrolled Children and their Attendance on the Day of Visit

Districts	Status	Primary Schools		Middle Schools	
		Boys (%)	Girls (%)	Boys (%)	Girls(%)
Damoh	Total Enrolment	55	45	60	40
	Present Children	55	60	60	70
Morena	Total Enrolment	55	45	45	55
	Present Children	70	80	70	80
Neemuch	Total Enrolment	70	30	80	20
	Present Children	60	75	70	90
Shahdol	Total Enrolment	50	60	50	40
	Present Children	60	75	70	80
sheopur	Total Enrolment	55	45	65	35
	Present Children	50	60	50	40
Shivpuri	Total Enrolment	55	45	60	40
	Present Children	60	70	50	60

During the school visit it was observed that the percentage of enrolled girls in the primary school is more than the percentage of enrolled girls in the middle school whereas the percentage of enrolled girls is less than the number of enrolled boys in primary and middle schools of the districts. It was also observed that the percentage of present boys is less than the percentage of present girls in all the schools of the districts.

- **Reasons for Children's Absence:** Engagement of children in agricultural work was found as primary reason for children's absence from the schools. Festivals and health problem are the other important reasons for the low attendance in all the visited schools of the districts.
- In all the schools visited by MI, PTAs and school teachers visit to such parents whose children are not regular in their classes and advice them to send them to the school regularly.
- Achievement level of the students is observed by administering monthly tests in most of the visited schools of the districts.

Table 65**Achievement Level of Children**

Districts	Primary Schools			Middle Schools		
	Good	Ordinary	Poor	Good	Ordinary	Poor
Damoh	4	6	2	2	5	1
Morena	19	14	-	3	9	-
Neemuch	4	4	2	4	2	2
Shahdol	18	12	5	10	5	-
Sheopur	3	6	2	2	3	2
Shivpuri	2	6	3	3	3	1

Total	50	48	14	24	27	6
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- During the school visit it was found that the achievement level of children in primary schools was good in 50 schools, ordinary in 48 schools, and poor in 14 schools. Likewise in middle schools, the achievement level was found good in 24 schools, ordinary in 27 schools and poor in 6 schools.

Table 66**Schools where Underage or Overage Children were Found**

Districts	Primary Schools		Middle Schools	
	Yes	No	Yes	No
Damoh	12	-	8	-
Morena	2	31	1	11
Neemuch	4	6	3	5
Shahdol	5	30	3	12
Sheopur	-	11	-	7
Shivpuri	-	11	-	7
Total	23	89	15	42

- It was observed that underage or overage children were present in all the schools of the district Damoh, whereas no children were found in any school of Sheopur and Shivpuri districts.
- The number of underage or overage children is around 5 percent. All the children who have left the school are not studying but some of them are getting education in the private schools.

Concluding Remarks

Under the head of *Opening of Schools* it is reported that the schools which were upgraded from primary to middle could not be processed properly. One of the main reasons of the delay in the process of upgradation is the delay in the selection and placement of teachers. Some other reasons of the delay in the upgradation process had been the receipt of grant after due date, late construction of buildings and additional room and lack of regular teachers in the school.

Kitchen and toilet facilities were found inadequate. More than 54% (91) visited schools do not have toilet facility. At most of the places the construction is being done according to the community manual. In new school buildings the ramp facility is being made available but in old buildings ramps are not available and there is no provision to construct the ramps in old buildings.

Under the head of the *Text-Books*, it was reported by most of the visited schools that the distribution of the text-books was done during the 1st week of July. In some schools the process got delayed due to some reasons beyond their control.

The school grants were provided to the schools from July to December months in the previous academic session. Due to late receipt of grants in some schools stationery, furniture and sports equipments could not be purchased in the beginning of the session. In only 76 primary school and 42 middle schools the grant was distributed timely. Almost 100% grant was utilized in the schools. While visiting the schools almost all the teachers, who were recorded present in the attendance register, were available in the schools. Some teachers were on leave. No teacher was found habitually absent in any of the visited schools. The teachers maintains good behaviour with children but at some places their rapport was found formal and poor.

About 43 school teachers were fully satisfied with the trainings, 81 school teachers were satisfied, 30 school teachers were partially satisfied and remaining 15 school teachers were not satisfied with the trainings. Regarding the recruitment of the teachers the level of satisfaction among local community was found 86% (147 schools). However, in the informal talks they expressed their unhappiness the way trainings are conducted.

The implementation of model lesson and random tests were found good. In most of the schools various types of assistance are provided to the teachers which help them while teaching.

TLM grant was utilized according to the instructions given by DPO/SPO. The teachers were also given training for the proper utilization of TLM grant.

The children with special needs were found in almost every school. The number of children with special needs was 8 in the schools. The attendance of these children was found 50-70%.

Till the date of the visit around 76% (129 schools) schools have received the Data Capture Format for DISE data. The training for filling up the Data Capture Format was given at DIET. Around 75% (126 schools) teachers were given training for filling up the Format.

The PTA is working as per guidelines given by the Government but only 50-75% PTA members attend the meetings. In around 80% (135) visited schools the SC/ST members of PTA attend the meeting as per the records of the schools.

According to the instructions of the Government only pure vegetarian food is served to the children. The items are Daal, bread, Chawal, Roti and Sabji. Most of the

children are satisfied with the quality and quantity of the food. Very few schools have pucca kitchen shed. The schools where safe place is not available for storing the food grains and other food items, the same is stored in the classrooms. In most of the primary schools the utensils for cooking food are not adequate. During the visit it was observed that the safety, hygiene and cleanliness conditions were good and fair. At some places the level of discipline among the children was not good. In the schools children are being encouraged to wash their hands before and after meal, to take meal in a good manner and for conserving water.

During the visit it was found that the level of participation by parents/VECs in the daily supervision of MDM programme was good. On the date of visit proper environment was not found in the schools due to the lack of proper flooring, lighting and seating arrangement.

About 84% (142) schools were found health care facility was available. It was also found that the percentage of enrolled girls in primary schools is more than percentage of girls in middle schools. The percentage of present boys was found less than the percentage of present girls in all the schools on the day of visit.

Monthly test was found as an assessing process of the achievement level of the children. The achievement level of children was found good in 43% (74) schools, ordinary in 44% (75) schools and found poor in remaining 13% (20) schools. The teachers with the help of CRC, BRC, BEO, DEO and other concerned officers are trying to do their level best for the betterment of children.