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1. GENERAL INFORMATION

S.N.	Information	Details		
1.	Period of the report			
2.	No. of Districts allotted			
3.	Districts' name			
4.	Month of visit to the Districts/Schools (information is to be given District wise:			
4.1	District 1. (Name of the District):			
	Date of visit to Schools in the District:			
4.2	District 2. (Name of the District):			
	Date of visit to Schools in the District:			
	:District 3. (Name of the District):			
	Date of visit to Schools in the District			
5.	Total number of Schools (sampled secondary higher secondary) existing in the District (Information is to be given District wise i.e. District 1, District 2, District 3)	S.No.	District	Type of Schools
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		7.		
		8.		
		9.		
		10.		
		11.		
		12.		
		13.		
6.	Number of Sec./Hr. Secondary Schools monitored (Secondary and Hr. Sec. to be counted separately) Information is to be given for District wise i.e. District 1, District 2, District 3 etc.)	S.No.	District	Type of Schools
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		7.		
		8.		
		9.		

		10.		
		11.		
		12.		
		13.		
7	Types of School visited	No. of Schools		
a)	Schools with Urban Deprived students			
b)	School sanctioned with Civil Works			
c)	Schools having more than three CWSN			
d)	Out of School Student			
e)	School with higher gender-gap			
f)	SC/ST/Minority as major habitants			
g)	Low academic achievement			
h)	Seasonal Migration			
i)	Forest/Mountain ,desert area School			
j)	Disaster Effectted Schools			
k)	School with low retention/higher drop out			
l)	School with hostel			
m)	Total School Monitored			
8.	Number of Schools visited by Nodal Officer of the Monitoring Institute			
9.	Whether the draft report has been shared with the Commissioner: YES/NO			
10.	After submission of the draft report to the Commissioner, whether the MI has received any comments: YES/NO			
11.	Before sending the reports to the GOI whether the MI has shared the report with Commissioner RMSA: YES/NO			
12.	Selection criteria for Schools.			

PERFORMA FOR REPORT WRITING OF MONITORING OF RMSA

1. Planning & Implementation –

At School Level

1. Perspective Plan for the School –

No. of Schools	Plan developed	Not developed
	Yes	No
%		
If not reasons thereof		

Comments:

2. Data base/sources adopted/taken for Planning and Plan preparation at School level other than SEMIS

No. of Schools	Other Data base/sourced adopted		If yes names of other sources
	Yes	No	
%			

Comments:

3. Whether disadvantaged groups have been appropriately factored in the Plan.

No. of Schools	Developed Planning strategy for disadvantaged groups	
	Yes	No
%		
If not reasons thereof		

Comments:

4. Adoption of Convergence approach with schemes/resources of other Departments in School Plan -

No. of Schools	Convergence approach adopted	
	Yes	No

%					
Convergence Approach				Convergence not adopted	
S. No.	Departments	No. of Schools	%	Reasons thereof	
1	Water & Sanitation				
2	Social Welfare				
3	Tribal Development				
4	Minority Department				
5	Rural Development				
	Urban Development				
6	Health, Medical and Family welfare				
7	Electricity department				
8	Transport (Roadways)				
9	Public Works Department				

Problem areas of restructuring on convergence and coordination

.....

Comments :

5. Incorporation of SMDC recommendations in the School Development Plan

No. of Schools	School Development Plan Prepared		Recommendations incorporated in School Development Plan	
	Yes	No	Yes	No
%				
If not reasons thereof			If not reasons thereof	

Comments :

6. Roles assigned to the SMDCs for implementing the scheme and to seek help & cooperation in ensuring the execution of following in sampled Schools :

S.No.	Roles	Responses regarding assigning roles (No. of Schools)	%
1	Filling of DCF of U-DISE		
2	Preparation & Implementation of Annual Plan		

3	Admission of Students to Class-9			
4	Regular attendance and retention of students			
5	Regularity & Punctuality in teachers' attendance			
6	Civil work			
7	Providing resources	Physical		
		Human		
8	Organizing cultural, sports events, functions			
9	Mid-day-meal			
10	Preparing annual accounts of income & expenditure of SMDC			
11	Any other			

Comments :

7. Clarity amongst SMDC members about their roles. If yes, detail of steps taken by them accordingly.

No. of Schools	SMDC members are clear about their roles	Not clear
%		

S.N.	Steps taken by SMDC members accordingly	Number of Schools	%
1	Ensuring education facility to dropout Students		
2	Making society aware of child rights & duties of teachers& parents		
3	Organizing parents teachers meetings, distribution of report card and reviewing C.W./H.W.		
4	Keeping check on private tuitions by teachers, paying attention to academic progress of students		
5	Identification of CWSN & taking care of availability of facilities to CWSN students		
6	Paying attention to improvement in regular teaching learning activities.		
7	Distribution of free text books		
8	Availability of scholarships on time to students		
9	Preparing three years' perspective Plan		
10	Proper use of funds i.e. SAG & other grants as per norms		
11	Monitoring of minor & major repair work and maintenance of physical infrastructure		
12	Seeking knowledge and information about income and expenditure of SMDC and supervising the accounts thereof.		

Reasons of ignorance of SMDC members regarding their

roles.....

.....

Comments :

- 8.1 Meetings of General Body of School Management and Development Committee-

Meetings of General body held				
Number of Schools	Quarterly	Half Yearly	Annually	No meeting held till date
%				

Comments :

8.2 Reasons for not holding last meetings and whether the same has been recorded –

Number of Schools	Mentioned	Not Mentioned
%		

Comments :

2. At District level – Name of District

1. District level Plan has been prepared or not .
.....

2(a) Whether District Plan has adopted a convergence approach with following department.
(1. Yes 2. No)

- a. Water & Sanitation
- b. Social Welfare
- c. Tribal Development
- d. Minority department
- e. Rural Development
- f. Urban Development
- g. Medical Health & Family welfare
- h. PWD
- i. Transportation (Roadways)
- j. Others

2(b) Any problem areas of restructuring on convergence and co-ordination.

Comments

3. Methods adopted for regular monitoring of Perspective Plan and AWP&B

At State level

1. Involvement of State Level Planning team in the preparation and finalization of District Level Plans

1. Yes 2. No

Does the State Plan reflect the Planning needs at School and District Level?

2(a) State Plan has adopted a convergence approach with following department or not.
(1. Yes 2. No)

- a. Water & Sanitation
- b. Social Welfare
- c. Tribal Development
- d. Minority department
- e. Rural Development
- f. Urban Development
- g. Medical Health & Family welfare
- h. PWD
- i. Transportation (Roadways)
- j. Others

2(b) Any problem areas of restructuring on convergence and co-ordination

Comments

3. Regular monitoring of Planning & implementation of the programme at State level , if not reasons thereof.

Comments

4. Any separate strategies for naxalite/extremist affected districts prepared at the State/district level in consultation with the district authority?

1. Yes 2. No

If not, why?

Comments:**2. ACCESS****I. Physical Access – At School and Habitation's**

1. Names Category of the Schools visited

S.N.	Categories	Number of Schools	%
1	EBB		
2	Urban		
3	CWSN (Minimum 3 CWSN)		
4	Higher Gender gap		
5	SC/ST/Minority students abundance		
6	Low retention rate/Higher dropout rate		
7	Schools situated in habitation with large number of Oosc		
8	Low academic achievements		
9	Schools situated in habitation of seasonal migrants		
10	Urban Schools with most students of deprived sections		
11	Forest/Mountain/Remote/Desert area		
12	Flood/natural calamity prone area		
13	Ongoing civil work		
14	School with girls hostel		
15	None		

Comments: *List of name of Schools is attached

2. Location of the School adjacent to or within any of the following sensitive areas.

S. N.	Area	Number of Schools Situated	%
1	Protected area (National Park, Wild life sanctuary)		
2	Flood prone /flood plain area		
3	Earthquake prone zone		
4	Unstable slope		
5	Landslide prone Area		
6	Cyclone prone Area		
7	Storm surge prone Area		
8	Drought prone Area		

9	Polluting Industrial Area		
10	Mining Area		
11	Arsenic /fluoride contaminated ground water area		
12	Busy National/State Highway		
13	Congested urban/market/commercial area		
14	Any particular disturbance faced by School due to its location		
15	None		

Comments:

3. Names and categories of the feeder primary and upper primary Schools in sampled district.

School Level	No. of Schools managed by			
	Govt.	%	Private	%
PS				
UPS				
Total				

*List of Schools is attached

Comments:

4. Number of Students enrolled in School from habitations coming from a distance greater than what is prescribed for a neighborhood School.

S. N.	Distance of School from habitation	Number of students	%
1	0-1 km.		
2	1-2 km.		
3	2-3 km.		
4	3-5 km.		
5	More than 5 km.		
	Total		

Reasons for students coming from a distance of more than 5 km.

.....

Comments :

5. Presence of any natural or man-made barrier that poses any problem for the Students in accessing the School.

No. of Schools	Yes	No
	%	
If yes mention them	1.	
	2.	
	3.	

Comments :

6. Name and Distance of the nearest secondary School (Govt./Pvt.) from the habitation the School is located at, and catchment area of the School.

Distance from School/Catchment area					Total
No. of Schools	Less than 1 km.	1-3 km.	3-5 km.	More than 5 km.	
%					

*List of Schools is attached

Comments :

7. Any special arrangement like transportation facility or residential facility made available for the benefit of students.

Facility	Provided by number of Schools	%
Transport facility		
Residential facility		

Comments:**II Social Access**

1. Pattern of population of the habitation and enrollment in the School –

1. (a) Social category-wise population of Students of age group 14-16 years in the habitation.

Population Pattern of Habitation

Category	14-16 Age					
	Boys	%	Girls	%	Total	%
SC						
ST						
Minority						
General						
Total						

1. (b) If data of category-wise population of Students of age group 14-16 years is not available then approximation of families of various categories residing in habitation of Schools -

Category	No. of Schools responded	%
SC		
ST		
Minority		
General		
All Categories		

Comments :

(c) Share of SC,ST, Minority, and BPL families' Girls-boys in enrollment is proportionate to their share in population of the habitation/neighborhood or not.

	Proportionate	
	yes	no
No. of Schools		
%		

If not, reasons thereof

Comments :

2.(a) Class-wise, Social Category-wise enrollment and attendance (on the day of field visit)

*B-Boy, G-Girl, E-enrolled, P-present

Class	SC						ST						Minority						Gen & Others						Total						CWSN					
	B		G		total		B		G		total		B		G		total		B		G		total		B		G		total							
	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P
9																																				
10																																				
Total																																				
%																																				

2(b) Enrollment and attendance of students of economically backward background on the day of field visit (based on BPL Card)

Class	SC						ST						Minority						Gen & Others						Total						CWSN					
	B		G		Total		B		G		Total		B		G		Total		B		G		Total		B		G		Total							
	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P	E	P
9																																				
10																																				
Total																																				
%																																				

2(c) Any major variation in the pattern of attendance in respect of SC, ST, Minority, Girl Students and Students from BPL background and reasons thereof

Comments:

3. Any overt or covert, manifest or subtle discrimination against Students of any social group or community by the teachers or peers is observed in School, and the efforts made to minimize it.

	Discrimination		No discrimination
	By teachers	By peers	
No. of Schools			
%			

Comments:

Efforts made to minimize discrimination

Comments:

4. Do the overall conditions prevalent in Schools facilitating access of CWSN to secondary Schools. If not, the details of obstructions and barriers.

Number of Schools providing following facilities for access of CWSN –

Facility	Number of Schools	%
Proper ramps with hand rail		
Western toilet seat		
Special furniture in classroom		
Tricycle		
Escort		
Other (Specify)		

If the prevailing conditions in School do not facilitate access of CWSN to School State the obstructions and barriers.

Obstructions

Barriers

Comments:

III. Open Schooling

3. At State level

1. Whether the State open School is established at the State level?
 1. Yes 2. No

2. Whether the State open School has its own district regional centres and study centres?
 1. Yes 2. No

3(a) Admission and Re-admission procedure in the State open School.

(b) Examination & assessment pattern.

(c) Student support services.

Comments:

4. Advocacy programme for out of School Students for bringing them back to the School

Comments:

5. Methods for identification of the number of out of School Students in the State (household survey etc.)

Comments:

6. Identification procedure of out of School Students.

Comments:

IV. Out of School Students (OoSC)/Dropout Students of Age Group 14-16 years. (At School level)

1. The number, gender and category-wise (SC/ST/Minorities/CWSN) profile of out of School Students (OoSC)/Dropout Students of age group 14-16 years in preceding session (2012-13).

Category	Class	Enrolled Boys	OoSC/Dropout of age group 14-16 years						Total drop out	%
			Boys drop out	%	Enrolled Girls	Girls drop out	%	Total Enrolled		
SC	IX									
	X									
ST	IX									
	X									
Minority	IX									
	X									
Gen & OBC	IX									
	X									
Total	IX									
	X									
CWSN	IX									
	X									

The separate number of CWSN is included in all categories.

Name of category with higher dropout -----

Gender with higher dropout -----

Class with higher dropout -----

Reasons for dropout -----

Comments:

2(a) Efforts being made by School management to bring them back to School and, results thereof during the past one year.

Efforts made –

2(b) Results of efforts made

Class-9			Class-10		
No.of drop out students	No.of drop out brought back to School	%	No.of drop out students	No.of drop out brought back to School	%

Comments :

3. Arrangements made to hold back Students of seasonal migrant families in School.

Arrangement	Number of Schools	%
Seasonal Hostels		
Any other arrangement		
No arrangement		

Comments:

4. If no such arrangement made, whether migration/transfer certificate is issued to such Students by the Schools?

No. of Schools issuing TC		
	Yes	No
%		

Comments :

5. Information about any special training interventions meant for the OosC.

No. of Schools	Special trainings started	
	Yes	No
%		
Name of Trainings		
1		
2		
3		
4		
5		

5(a) Number of enrolled and present students in training programme on the day of visit.

	Boys	Girls	Total
Enrolled			
Present			
%			

5 (b) Training programme is imparted through –

Total No. of School conducting training	Trainers	No. of School	%
	Regular teachers		
	NIOS		
	SIOS		

Name of schemes

CWSN	1.	2.	3.
	4.	5.	6.
	7.	8.	9.

Category-wise (SC/ST/Minority/CWSN) dropout students in past one year i.e .2012-13

II. Girls Education :

At School/DPO and SPO level.

Gender Gap

1. Gender gap in enrollment, attendance, learning achievement and reasons thereof.

Enrollment, Attendance, Achievement level

Class	9								10							
	Boys	%	Girls	%	Total	%	Gap	%	Boys	%	Girls	%	Total	Gap	%	
Enrollment																
Attendance on visit day																
Appeared in Exam																
Learning Achievement (Quarterly/half yearly/yearly)	Above 60%															
	%															
	Below 60%															
%																

Gender gap = $(GX1000/B)$ G=No. of Girls B=No. of Boys

Comments:

Reasons for gaps in enrollment (if)

Reasons		Respondent /districts	%
a	Socio Cultural/Reasons		
b	Economic Reasons		
c	Linguistic Reasons		
	Total		

Reasons for absenteeism (Gap in attendance)

Reasons		Respondents (School/district)	%
A	Health (own or family members)		
B	Social cultural issues		
C	Sibling Care		
D	Household responsibilities		
E	Family issues / Gone to relatives		
F	Earning for livelihood		
G	Migration		
H	Any other		
Total			

Comments:

2. Efforts made to address the gender gap attitudinal and physical.

Barriers		No. of Schools	%	Efforts made to address barriers
(a)	Physical barriers			
(b)	Attitudinal			
(c)	Linguistic barriers			
(d)	Economical barriers			

Comments:

3. Any reduction in enrollment, attendance, learning achievement, and reasons thereof

(b)(i) Reduction in enrollment and reasons thereof.

Social Group	SC			ST			MINORITY			OBC & GEN			TOTAL			CWSN		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Year																		
2011-12																		
2012-13																		
Gap																		
2012-13																		
2013-14																		
Gap																		

.....

(b)(ii) Reduction in attendance and reasons thereof.

Social Group	SC			ST			MINORITY			OBC & GEN			TOTAL			CWSN		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Year																		
2011-12																		
2012-13																		
Gap																		
2012-13																		
2013-14																		
Gap																		

(b)(iii) Reduction in achievement level and reasons thereof.

Social Group	SC			ST			MINORITY			OBC & GEN			TOTAL			CWSN		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Year																		
2011-12																		
2012-13																		
Gap																		
2012-13																		
2013-14																		
Gap																		

Comments:

- Efforts made to address the gender gap and removing the physical barriers.

Comments:

5. Any efforts being made for the counseling of parents to handle the problem of girls. If not why?

No. of Schools	Counselling of parents done	
	Yes	No
%		

If counseling is not done, reasons thereof _____

Comments:

6. Impact of separate hostel and other physical facilities and availability of security on enrollment, attendance and learning achievement of girls.

i. Number of Schools having facility of separate girls' hostel in campus or in nearby area.

ii. Number of girls residing in girls' hostel in sample Schools.

iii. Any physical barrier faced by hostellers in their access to School

Comments:

4. Guidance and Counselling

At School level :

1. Guidance and Counselling Cell been constituted by the School or not. If yes, the available student counselor ratio:

No. of Schools	Guidance & Counselling Cell Constituted	
	Yes	No
%		
	Avg. SCR	

SCR: Student Counselor Ratio

Comments:

2. Number of Students being assisted by the cell.

Total Enrollment of Class IX, X in sampled Schools in district	No. of students assisted by the Cell in total sampled Schools in district	%

Comments:

3. The frequent problem areas of the students for which guidance and counseling is being sought.

S.No.	Problem areas	Responses	%
1	Selection of optional subjects after sec.		
2	To opt scout/guide/NCC		
3	In choosing career		
4	Seeking information about entrance exams to various professional streams		

5. Quality**I. Enabling Conditions : At School level****Availability of following enabling conditions****1-(a)**

S. No.	Physical Aspects	Total Number of rooms	Number of equipped rooms	%
1	Natural light			
2	Ventilation			
3	Black Board appropriately located in classroom			
4	Bulb/Tube light /CFL			
5	Fan			
6	Teaching aids			

Comments:**1(b) Availability & workability of following material/equipments –**

S. No.	Name of Material/Equipment	Availability in Number of Schools	Functional in Number of Schools
--------	----------------------------	-----------------------------------	---------------------------------

		Number	%	Number	%
1	Teaching aids				
2	Desk-chairs/stools for students (Adequate)				
3	Integrated science lab with equipments and material				
4	Math kit				
5	Science kit				
6	Computer lab with computers and supportive devices and internet connection				
7	Art and Craft room				
8	Library with age appropriate books and seating arrangement				
9	TV				
10	Separate Activity room for girls				
11	Audio Equipments				
12	Video Equipments				
13	LCD Projector				
14	Overhead projector				
15	Purified/ Safe Drinking Water				
16	Fire Extinguisher				
17	Auditorium				
18	Staff room				
19	Indoor games room				
20	N.S.S./NCC/Scout & Guides room				
21	Counselor room				
22	First-aid room				

Comments:

2. The number of days, the School functioned during the last academic year? Give reasons for the closure, if any of the School remains closed for long gaps during last year. Suggestions to avoid repetition of such instances.

- No. of Schools remained closed

- Average No. of days, School(s) remained closed in last year

- Reasons for the closure

- 1.
- 2.
- 3.

Comments:

3. Number of teachers present in the School (Male & Female, vacancies against sanctioned posts).(In total sampled Schools in district)

Sanctioned Posts (subject-wise)	Number of teachers placed		Total	%	Number of teachers present in School on visit day		Vacancies against sanctioned posts	%
	M	F			M	F		

Comments:

4. In case of teacher’s vacancy, the alternative arrangements being made by the head of the institution to complete the course curriculum.

1. -----
2. -----
3. -----

Comments:

5. Availability of teachers for each class and for teaching science, mathematics and language .

Number of Schools	Sufficient teachers available to teach		
	Science	Math	Language
%			

Comments:

6. Number of teachers possessing professional training qualifications (subject-wise) as mandated and number of untrained teachers.

No. of School	No. of trained teachers		No. of untrained teachers in sampled Schools
%			

Comments:

7. Practice of truancy, i.e. absenteeism/class bunking by students/teachers being reported in the School, If so, the reasons thereof, steps taken by the School management to curb the practice.

	Class bunking/Truancy		%
	No. of Schools		
	Yes	No	
Student			
Teachers			

Comments:

8. Policy of teacher recruitment, deployment, training, remuneration and career advancement (At State level)

Agency for Recruitment	Authority for Deployment	Agency for imparting training	Remuneration for training/day		Any provision of study leave for career advancement	Provision of Incentives after career advancement
			Residential	Non-Residential		
			KRP			
			MT			
			RP			
			Trainee			

Comments:

II. Teaching Learning Process

1. Maintenance of teacher's diary including curriculum delivery and lesson Plan etc. by teachers & countersigned by the Head of the institution regularly.

No. of Schools	Teachers diary maintained		Counter sign	
	Yes	No	Yes	No
%				

Observation & Comments

2. Availability of timetable prescribed by the School and followed by the teachers.

No. of Schools	Prescribed time table available		Time table followed by teachers	
	Yes	No	Yes	No
%				

Comments :

3. Are discussions and group team works encouraged as a methodology of teaching for involvement of Students/students in teaching learning process ?

No. of School	Discussion and group team work encouraged	
	Yes	No
%		

Comments :

4.a-c Classroom management with reference to seating arrangement of Students.

No. of Schools	Students made to sit in small groups		Students of disadvantaged groups and Students with disabilities sit separately or on back benches		Students have role in classroom management	
	Yes	No	Yes	No	Yes	No
%						
No. of Schools	Groups made of Different	Same class				
%						

Comments :

5. On site academic support by resource teachers in year 2012-13

Average frequency of visits of resource teachers /Schools	Average time spent by resource teacher/School
Nature of support provided	
1.	
2.	
3.	

Comments :

6. Special Teaching for Learning Enhancement:-

Number of Schools, which arranged zero period, extra classes etc. for academically weaker students –

No. of Schools who arranged zero period, extra class		
	Yes	No
%		
Extra classes ran		
	Throughout year	Only for one month before exam
%		
Average days of zero period in a weak		
Results thereof		
	1	
	2	
	3	

Comments:

7. Method/s of Assessment & Evaluation being followed in the School/classroom.

Method/s	Response	%

Comments:

8. Participation level of the CWSN in classroom processes and efforts made to optimize it.

No. of Schools with CWSN		%
Participation level in class		
All CWSN participate actively		
Few CWSN participate		
No participation		

Efforts made to optimize participation of CWSN in class	
1	
2	
3	
4	

Comments:

9. Nature of peer interaction with CWSN.

Peer Interaction	Number of Schools	%
Neutral		
Taunting		
Teasing		
Bullying		

Comments:

10. Individualized Educational Plan (IEPs) prepared for CWSN .

	No. of Schools with CWSN	
	IEP	
	Prepared	Not prepared
	%	

Comments:

11. Availability of adequate facilities for seating CWSN –

%	Total No. of sampled Schools	No. of Schools with CWSN in samples
No. of Schools	No. of Schools with CWSN seating facilities	
	Yes	No
%		

Comments:

12. Extent and nature of use of ICT devices for teaching and learning of the CWSN.

Equipments	No. of Schools having Facilities	No. of Schools with CWSN having these facilities	No. of Schools making use of ICT	%
LCD Projector				
Overhead projector				
Computer & Accessories with net connection				
Others				

Comments:

III. Teachers' Training

1. Provisions for Training of Teachers

S. No.	Provisions for In-service training	Schedule	Duration
1	Induction training (Science, Maths, English, `Social Science, Hindi & Sanskrit)	For newly recruited teachers	10 days training programme based on NCF. 2005, content, pedagogy and classroom activities.
2	In-service training –need based 5 days' training programme in workshop mode in Maths, English, Social Science and Science	From July to December (50% of existing teachers from each district to be covered)	5 days
3	Orientation programme for Head Master/ Principal	As per SPO calendar	3 days
4	Training for newly recruited Head Masters	As per SPO calendar	10 days
5	Management training for Head Masters/ Principals	From Aug. to January	14 days
6	Workshop for Development of different modules for training	As per SPO calendar	10 days
7	Training of Resource Persons for H.M.'s training	As per SPO calendar	
8	Block head-quarters and girls hostels	As per SPO calendar	2 hrs. daily after School for 15 days
9	Development and Life skills for girls	As per SPO calendar	5 days
10	Sensitization programme (legal literacy workshop)	As per SPO calendar	1 days

1(a) Targeted annual Plan prepared by the State for in-service teachers' training to improve quality and skills –

Comments:

2. Inclusion of trainings for dealing with CWSN, in training programme

Details of in-service training in subjects received by teachers -

No. of Schools whose teachers received training under RMSA				

%				
S.No.	Subjects	Number of teachers, received training under RMSA	Average teachers per School who received training	Average Duration
1	Science			
2	Maths			
3	English			

4	Social Science			
5	Sanskrit			
6	Hindi			
	Total			
	Inclusion of training to deal with CWSN			

Comments:

2 (i)

Need of various trainings expressed by teachers				
S. No.	Name of Training	Number of Schools expressed the need	Frequency	Duration
1	Subject based training		Annual	
2	Orientation Programme		Annual	5 days
3	Innovations' training		Annual	5 days
4	Training for Development of life skills		Annual	5 days
5	Computer training		Annual	11 days
6	Scout Masters' training		Annual	
7	Disaster Management Training		Annual	11 days
8	CWSN			
9	Any other (mention)			

Comments:

3. Impact of training on the confidence level of the teacher in handling a class with CWSN :

Comments:

4. Physical availability of adequate and good quality facilities for inservice training with reference to –

Facilities	Adequate	%	Inadequate	%
Space				
Projection				
Tools/Modules				
Equipments (LCD, Projector, Computer etc.)				

Comments:

5. Whether training modules are need based or not ?

No. of Schools	Yes	No
%		

Comments:

6. **Impact:** Use of new technologies like Computer Assisted Learning (CAL), LCD Projector etc. for imparting lessons in the classroom by teachers.

Total No. of teachers received training	No. of teachers using CAL, LCD, etc. teaching	%

Comments:

7. Trainers/Resource persons from following institutions who imparted trainings –

N = (No. of Schools) whose teachers received training from RMSA

S.No.	Institutes	Number of Respondents	% of respondents
1	Secondary Schools		
2	Higher Secondary Schools		
3	DIET		
4	College/University		
5	SIERT		
6	IASE		
7	CTE		
8	NIC		
9	Any other institution (mention)		
10	Total		

Comments :

8. Any other issue related with teachers' training of secondary education.

1. -----

2. -----

3. -----

Comments :

6. CIVIL WORKS

I. General Information At School Level

(1-2)

S.N.	Name of School	Year of establishment	Year of construction	Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

Comments :

3. Availability of class rooms for Class IX & X (Std. Size 20'x24')

Class	Sections	Available no. of rooms	%	Deficit	%
9					
10					

**List of sampled Schools with deficit of classrooms is attached*

Comments :

4. Area of the School

No. of Schools having	School Campus			
	School Building	Open Space	Play Ground	Other
%				
Total area (sq.ft) of sampled Schools				
Avg. (sq.ft) Area				

List of Schools with specified details is attached

Comments:**II. Design****1. Type of Building –**

No. of Schools	Pucca	Semi Pucca	Kutcha	Rented
%				

List of Schools with specified details is attached

Comments :**2. Physical Condition of building -**

No. of Schools	Cracks	Damp	Seepages	Damages in Plaster	None
%					

List of Schools with physical condition of building attached

Comments:**3. Any local innovative approaches in School building design**

	Yes	%	No	%
No. of Schools				
Kind of Innovation				

Comments:

4. Availability of Natural Light & Cross ventilation; if not, reasons thereof, and the steps taken by School authorities to rectify it.

	Natural light		Cross ventilation		If no, Reasons	Steps taken to rectifies
	Yes	No	Yes	No		
No. of Schools					1.	
					2.	
%					3.	
					4.	
					5.	
					6.	

Comments:

5. Lighting Facility in Classrooms

No. of Schools	Arrangement of lighting facility	
	Yes	No
%		
No. of Schools	Functional	Not functional
	Yes	No
%		
If not functioned, Reasons		
1.		
2.		
3.		
4.		
Steps taken		
1.		
2.		
3.		
4.		
Supply of electricity		
No. of Schools	Continuous	Intermittent
%		
		Average duration of availability

Comments :

6. Availability and usability of following provision of alternative electric power supply -

		Generator	Inverter	Gobar Gas Plant	Solar Panels	Wind Electricity	Other
No. of Schools	Availability						
	%						
No. of School	In working condition						
	%						
No. of School	Usability						
	%						

Comments:

7. (a-b) Library Design - Availability of the Following -

No. of Schools	Sufficient Seating Space		Proper Light		Ventilation		Regular Pest Control	
	Yes	No	Yes	No	Yes	No	Yes	No
%								

Comments:

8. (a-d) Laboratory Design

	Laboratory	Number of Schools			
(a)	Adequate space for Physics, Chemistry, Biology and other subjects	Yes	%	No	%
(b)	Proper height (3 ft.) of Lab. Table				
(c) (i)	Cross Ventilation				
(ii)	Exhaust Fan				
(d)	Availability of Running Water				

Comments:

9. Facilities for Physically Challenged:

(a) Availability of Ramps to access the following

S.No.	Ramps to	Number of Schools			
		Yes	%	No	%
(i)	Entrance of School				
(ii)	Drinking Water Facility				
(iii)	Toilet Facility				
(iv)	Science lab				
(v)	Computer Lab				
(vi)	Mathematic Lab				
(vii)	Library				
(viii)	Auditorium				
(ix)	Play Ground				

Comments :

(b) Availability of benches of different height in classrooms –

	Bench Availability	
	Yes	No
Number of Schools		
%		

(c) Ramp's Condition

	Number of Schools with ramps	
	Yes	No
Adequate Slope		
%		
Hand rails available		
%		

Comments :

10. Drinking Water Facility

(a) Source of drinking water

Source	Number of Schools	%	
Supply water			
Tube well			
Dug Well			
Hand Pump			
Other			
No source			
Availability of sufficient water across all the seasons			
No. of Schools	Water Available		
	Yes	No	
%			

Comments:

(b) Water Storage Facility & its condition & cleaning schedule

Type of Facility	No. of Schools	Condition		Cleaning Schedule	No. of Schools	%
		Good & Usable	Damaged not usable	Weekly		
Open Tank				Fortnightly		
%				Monthly		
Covered tank				Six Monthly		
%				Not Definite		
Underground tank						
%						
Overhead tank						
%						

Comments:

(c) Quality of drinking water

No. of Schools	Quality	
	Satisfactory	Not satisfactory
%		

(i) Measures taken by Schools authority to ensure clean drinking water -

	Aquaguard	R/o	Water Filter	Other	None
Number of Schools					
%					

(ii) Measures adopted for treatment & testing of water –

Number of Schools with treatment of water	Bleaching Powder	Chlorine	Alum Powder	None	Testing of water done	
					Yes	No
%						

Comments:**(d) Availability of sufficient numbers of drinking water taps -**

No. of Schools	Availability of Water taps	
	Yes	No
%		

Comments:

11. Sanitation Facility –

(a) Availability of adequate numbers of urinals/lavatories students, teachers and others

Users	Facility of urinals/lavatories available in Schools			
	Adequate Number	%	Inadequate Number	%
Boys				
Girls				
CWSN				
Teachers				
Other workers				

List of sampled Schools with shortcomings is attached*Comments:**

(b) Maintenance/Cleanliness of toilets and supply of water

	Maintenance		Cleanliness		Supply of running water	
	Yes	No	Yes	No	Yes	No
No. of Schools						
%						

Comments:

(c) Availability of Separate Toilets for Girls –

	Separate toilet availability			
	Yes	No		
No. of Schools				
%				
Safer location of Girls' toilets				
	Yes	No		
No. of Schools				
%				
Availability of Napkins & Dustbins				
	Sanitary Napkins		Dustbins	
	Yes	No	Yes	No
No. of Schools				
%				

Comments:

(d) Provision in toilets for physically challenged students -

No. of Schools	Availability of Provision	
	Yes	No
%		

(e) Lavatories' single pits/double pits attached with septic tank and cleaning of septic tank

No. of Schools	Connectivity of lavatories with Single Pit/Double Pit Lavatories with Septic Tank		Regular cleaning of septic tank	
	Yes	No	Yes	No
%				

Comments:

12. Drainage System

(a-c) Availability of drainage facility

No. of Schools	Drainage System available					
	Yes				No	
%						
Type of Drains	Under ground	Pucca Covered	Pucca & Open	Kutchra & Open		
No. of Schools						
%						
Structural Condition	Good	Bad	Damaged	Regular Cleaning of drains done in Schools		
No. of Schools						
%						
Any instance of Water Logging						
No. of Schools	Yes					No
%						
No. of Schools	If, yes, location of Water Logging					
	Wrecked Drains	Entrance Gate	Open Space	Playground	Near Toilets	Outside Classrooms/Lab/Lib/Kitchen
%						

Comments:

13. (a-c) Waste Water treatment/discharge/disposal of solid waste

No. of Schools	Waste Water Treatment & Discharge Arrangement				No
	Yes				
%					
No. of Schools	If yes, Type of drainage system				
	Septic Tank	Municipal drain	Open field	Any other	
%					
No. of Schools	Availability of waste Collection facility				No
	Yes				
%					
No. of Schools	If yes, Adequate No. of dustbins				
	Yes		No		
%					
No. of Schools	If yes, Condition of dustbins				
	Usable		Not usable		
%					
No. of Schools	Availability of facility for treatment of waste				No
	Yes				
%					
No. of Schools	Facility for composting of organic waste				No
	Yes				
%					

Comments:

14. (a-b) Water & Energy Conservation

Number of Schools	Availability of Water Conservation Measures				No
	Yes				
%					
Number of Schools	Availability of Rain water harvesting system				
	Yes		No		
%					
Number of Schools	Condition of Rainwater harvesting system				
	Working		Not Working		
%					
Number of Schools	Stored water consumable				
	Yes		No		
%					
Number of Schools	Lighting facility available				No
	Yes				
%					
Type	Ordinary bulb	Ordinary tube	CFL	None	
Number of Schools					
%					
Number of Schools	Teacher's School management's awareness about use of renewable sources of energy				
	Yes		No		
%					
Type of source	Gobar gas Plant	Solar energy	Wind energy		
No. of Schools using					
%					

Comments:

15. (i) (a-b) Safety aspect of Building Design

No. of Schools	Govt. Building	Rented
%		
(Condition) Good		
%		
Bad		
%		
	No. of Schools with special structural facility to cope with natural hazards	
Flood		
%		
Cyclone		
%		
Earthquake		
%		
	Type of building in no. of Schools	
Ground floor		
%		
Double storied		
%		
Triple storied		
%		
	Alternative exit gates for emergency evacuation in double/triple storied building (no. of Schools)	
One gate		
%		
Two gates		
%		
Three gates		
%		
Stare-case width sufficient		
%		
Not sufficient		
%		

Comments :

15 (ii) (c-e)

No. of Schools	Disaster Preparedness Plan Available		Emergency Evacuation Plan			
	Yes	No	Yes	No		
%						
Awareness about disaster among						
No. of Schools	Students		Teachers			
%						
Received training to handle disaster						
No. of Schools	Students		Teachers			
%						
No. of Schools	Fire extinguishers available in					
%	Kitchen		Laboratory			
No. of Schools	In working condition		In working condition			
%	Yes	No	Yes	No		
Trained to handle fire extinguisher						
No. of Schools	Teachers		Students			
%	Yes	No	Yes	No		
Availability of Contact Numbers of						
No. of Schools	Ambulance		Fire brigade		Nearest hospital	
%	Yes	No	Yes	No	Yes	No
Display of Numbers						
%						

Comments :

III. Schools with ongoing construction activity

1. (a-d) Sufficient measures being taken by School authorities to ensure that it does not hamper academic activities, vitiate air, water, land quality etc. in School.

No. of Schools	Ongoing construction activities			No
	Yes			
%				
Type	New School building	Strengthening of existing School	Repair works	
No. of Schools				
%				

Measures being taken by School authorities

a.	Measures being taken to ensure									
No. of Schools	Academic activities not hampered due to construction		Construction activity does not vitiate quality of						Noise pollution in permissible limit	
			Air		Water		Land			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
%										
b.	Construction material stored appropriately									
No. of Schools	Yes					No				
%										
c.	Temporary fencing of construction area done									
No. of Schools	Yes					No				
%										

Comments:

2. (a-b) Procurement aspects

No. of Schools	Same contractor whom the work was awarded is doing work (a)		Stage of construction work						Construction work being done according to layout Plan	
	Yes	Subletted to other	Foundation level	Plinth level/ DPC	Lintel	Roof level	Flooring/plastering	Finishing level	Yes	No
%										

Comments

2(c-g)

h. Number of visits per School of Technical persons and authentication done or instructions given on construction site –

No. of Schools	Community members through SMDC involved in procurement process		Sub Committee (Construction Committee) Constituted		A/c Books Civil Work (Construction) maintained/ updated		MB for Civil Work Maintained		Payment made to contractor in accordance with MB		Material stocked is in line with stock register		Cheque issue register maintained		Quality up to the mark				Physical existence of construction material matches with entry made in stock register		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
%																					

Total Number of Schools with ongoing civil work in district –

Construction level	No. of Schools	Number of visits	Average No. of visit/School	No. of Authentications made	Average No. of Authentication	Instructions given in No. of Schools	Recorded	Not recorded
Foundation								
Plinth								
Lintel								
Roof level								
Flooring								
Finishing								

Comments: -

(i) System of fund flow from District to the accounts of SMDC

Mode of transfer	Cheque	Draft	E-transfer	Dates of receipt of fund
No. of Schools				
%				

Comments:

(j) Any good practices in civil works which can be replicated in other places/in other States.

Comments:

7. Community Mobilization / Participation -

Total number of SMDC members in sampled Schools of the District

1. (a-c) Familiarity of SMDC members with their roles as notified by the State Government –

No. of Schools	Level	Familiarity with their roles	%	SEMIS DCF	%	School Report Card	%	SDMC Register	%	Guidelines of School Development Plan	%	No. of Schools	Training received by SMDC Members		Printed copy of guidelines of SMDC made available to members	
	Better												Yes	No	Yes	No
	Good															
	Average															
	Not familiar															

Comments :

2.(i) Frequency of SMDC meetings held, issues discussed thereof and average attendance of the SMDC members-

No. of Schools	Meetings held						Average Attendance of SMDC members
	Monthly	Quarterly	Six monthly	Annually	Whenever needed	Never	
%							

Issues discussed –

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Comments :

2(ii) Description of SMDC members –

Members	Number	Average no of members per School	Average Attendance in recent meeting
Total members			
Women members			
SC/ST members			
Selected members			
Nominated members			

Comments :

3. (i) Roles of SMDC members in monitoring attendance of teachers and students –

	Monitoring Attendance of				Monitoring Academic Progress of Students	
	Teachers		Students		Yes	No
	Yes	No	Yes	No		
No of Schools						
%						

Comments :

3(ii) Level of participation of SMDC members in helping School authorities to conduct following activities

No. of Schools	Level of Participation	RMSA & MDM Implementation	%	Construction work under RMSA	%	SAG Utilization	%	Free Text Books distribution	%	Scholarships distribution	%	Preparing AWP & B	%	Students Enrollment, Attendance	%	Regularity of teachers	%	Running of day to day activities organising School & cultural	%	Help in provide ng School facilities	%	Filling of DCF	%
	Good																						
	Average																						
	Bad																						

Comments :

4. Participation of SMDC members in preparation of AWP&B –

No. of Schools	Preparation of AWP & B	
	Yes	No
%		

Comments :

5. Training received by SMDC members and duration thereof –

No. of Schools	SMDC members received training		Total No. of SDMC members	No. of members who received training	Average of training duration in days
	Yes	No			
	%				

Comments :

6. Schedule of trainings, received by SMDC members, name agency who conducted the trainings, and perception of SMDC members about trainings.

Month and year of training held	Trainings conducted by	Responses about perception of SMDC members regarding trainings Topic, Content, Methodology projection			
		No. of Schools	Good & Useful	Average	Not Good
	1.				
	2.				
	3.				
	4.	%			
	5.				

Comments :

8. MIS (Management Information System) at SPO, DPO and School level

1. Preparation of Master List of all Schools including private in District/State

Name of District visited	Master List of govt and Pvt. Schools Prepared						If master list not prepared reasons thereof
	Yes			No			
Name of State							1. 2. 3.
	Total No. of govt. Schools	No. of govt. Schools of which list is prepared	%	Total No. of Pvt. Schools	No. of Pvt. Schools of which list is prepared	%	4.
District							5.
State							

Comments :

2. Distribution of DCF for the current year to all Schools in the District

No. of School	DCF distributed to all DPOs from SPO	
	Yes	No
%		
No. of School	DCF distributed all Schools from DPO	
	Yes	NO
%		

Reasons for not distributing the DCF to Schools -----

Comments :

3. Training received by teachers /head Master /Principal for filling up of DCF in sampled Schools and district

At district level		At School level	
Total No. of govt. & Pvt. Schools in district		Training received by teachers of sampled Schools	
No. of teachers who received DCF training		yes	no
Average No. of teachers who received DCF training		No. of sampled Schools	
		%	
Overall, kind of training received to fill up DCF			
Reasons for not receiving training			

Comments :

3. Status of receiving of DCF duly filled up from all Schools in the district for the current year i.e. 2013-14 (At district level)

Total no. of Schools in the district	No. of Schools to which DCF distributed through nodal Schools			No. of Schools from which filled up DCF received			No. of Schools from which filled DCF not received			Reasons for not delay 1. 2. 3. 4. 5. 6. 7. 8.
	Govt.	Pvt.	Total	Govt.	Pvt.	Total	Govt.	Pvt.	Total	
	Govt.	Pvt.								
%										

Comments:

5. Availability of Copy of filled up DCF with School for record and reference
(At School level)

No. of Schools	Copy of filled up DCF available		Reasons of Non-availability of o/c of DCF 1. 2. 3.
	Yes	No	
%			

Comments:

6-7 School report card and sample checks

Data entry done		School report card generated		Sample checking being done	
Yes	No	Yes	No	Yes	No
School report card distributed to no. of Schools		Finding of sample check			
%					

	Data entry done		School report cards		Sample checking		School report cards distributors all School	
	Yes	No	Yes	No	Yes	No	Yes	No
Name of district								
Name of State								
Overall finding of sampled checking								

Comments:

8. Has the data been submitted to State level as per time schedule?

1. Yes 2. No

9. At which level the data is being analyzed and disseminated?

.....

10. Awareness of School authorities regarding importance of data collected under MIS and if so, are they using it

	Awareness about data's information		Use of data being made	
	Yes	No	Yes	No
No. of Schools				
%				

11. Is SEMIS/ UDISE data used for Planning and budgeting?

1. Yes 2. No

12. Is the back up of the data supplied under SEMIS/UDISE properly maintained?

1. Yes 2. No

9. Financial Management (At School, DPO & SPO level) –

1. Nature of financial records and their maintenance and Bank reconciliation –

No. of Schools	Records maintained & updated on daily basis		Bank reconciliation done on monthly basis	
	Cash Book		Yes	No
	Yes	No		
%				
DPO				
SPO				

Comments :

2. Mode of transfer of funds to the SMDC from State/District level –

From DPO to SMDC	Cheque	Draft	E-transfer
Mode of Transfer			
No. of Schools			
%			
From SPO to DPO			

Comments :

3(i) Type of funds/grants received by the sampled Schools and details thereof (financial year 2012-13) –

S.NO.	Type of funds/grants	No. of Schools	As recorded in cash book		
			Amount Received	Total	Month of receipt
1.	School Annual Grant (SAG)				
2.	Minor Repair Grant				
3.	New School Building Grant (Major grant)				
4.	Additional classroom /lab etc. construction grant				
5.	Major repair grant				
6.	Educational tour grant				
7.	others				
8.					
9.					

Comments :

At District Level

3(ii). Type of funds /grants allocated by the district to Schools

S.No.	Name of grant allocated	No. of Schools	Month of allocation
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

At State Level

3(iii). Type of funds /grants allocated by the State to district

S.No.	Name of grant allocated	No. of districts	Month of allocation
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

4. System for drawl and payment of fund from SMDC account –

No. of Schools	Cash	Cheque	Both
%			

Comments :

5. Sharing of proposal for expenditure and expenditure Statements with community

No. of Schools	Sharing of						If yes, details of objections
	Proposal for expenditure		Expenditure Statements		Any objection raised by community about any transaction		
	Yes	No	Yes	No	Yes	No	
							1.
							2.
%							3.
							4.

Comments :**6. Audit of SDMCs**

All SDMCs in State/District are covered by audit 1. Yes 2.No

No. of Schools	Audit carried out				
	YES				NO
%					
D.P.O.					
No. of Schools	If yes, Audit carried out by				
	Education Deptt.	A.G.	C.A.	Social Audit	None
%					

Comments :

7. Social Auditing

Display of financial Information on notice board/wall of the School/office for the purpose of social audit-

	Display of financial information (receipts & payments) and timely entered	
	Yes	No
	No. of Schools	
%		
D.P.O.		

Comments :

8. Any instance of community mobilizing resources for the School.

	Instance of community mobilizing resources	
	Yes	No
No. of Schools		
%		
If yes, details thereof		

Comments :

9(i). Status of utilization certification and period for which it has been**Submitted from SMDC to DPO.**

S. No.	Name of School	Month of submission of UC	Financial year for which UC is submitted
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Comments :

9(ii). Status of utilization certificates submitted by SMDCs to DPO (At District Level)

Total No. of Schools	No. of SMDCs from which U.C. is received	%	Period for which U.C. submitted	
			2011-12	2012-13

Comments :

9(iii) Status of utilization certificates submitted to SPO from DPOs (from 1st April 2012 to 31st March, 2013) (At State Level)

No. of sampled DPOs	Name of Funds /Grants	No. of DPOS to which fund released	Amount of fund released	Date of release	Amount for which U.C. received	Amount for which U.C. has not been received
	School Annual Grant					
	Minor repair work					
	Major repair work					
	Civil work					
	Education Tour					

Comments :

10. Process of settlement of advance and collection of utilization certificate by SPO and DPO.

(i) Process of settlement of advance and collection of utilization certificate.

(ii) Communication to SMDCs after the settlement of advance has been done by DPO.

1. Yes 2. No

Mode of conveying SMDCs about settlement of advance.

Comments :

11. Financial Statement for SDMC/DPO/SPO (From 1 April 12 to (date /month of visit).

(i)

Name of Unit	A Opening Balance as on 1 st April, 2013	B Funds received	C=A+B Total Fund available till.....	D Expenditure	E=C+D Closing balance including cash in hand as on	Balance in bank passbook as on
SMDC						
DPO						
SPO						

Comments :

11 (ii) Detail of expenditure of funds by SMDC in sampled (from 15 April till date) district.

Grant funds																			
S. N.	Name of School	SAG			Minor Repair			Major repair grant			Civil work			Educational tour			others		
		Receipt	Spent	Unspent balance	Receipt	Spent	Unspent balance	Receipt	Spent	Unspent balance	Receipt	Spent	Unspent balance	Receipt	Spent	Unspent balance	Receipt	Spent	Unspent balance

Comments:

10. SCHOOL ANNUAL GRANT –

1 (i) Month of receiving School Annual Grant for the financial year 2012-13 in sampled Schools and status of utilization of funds.

S.N.	Month of receipt of SAG	Number of Schools	%
1			
2			
3			
4			
5			
6			
7			
8			
9			
	Total		

2 (i) status of utilization of funds with % and expenditure done as per norms of the scheme-

S.N.	Name of School	Sanctioned amount	Month of receipt	Expenditure till date	% of expenditure
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
	Total				

2(ii) Status of Utilization of School Annual Grant

Details/No. of Schools		
Which were not sanctioned SAGs	Which were sanctioned but did not receive SAGs	Which received but did not spend.

2(iii) Utilization of SAG as per norms

SAG funds utilized on works	Number of Schools	%	Funds utilized as per norms in number of Schools				If not utilized as per norms, give reasons
			Yes	%	No	%	
1.							1.
2.							2.
3.							3.
4.							4.
5.							5.
6.							6.
7.							7.
8.							8.
9.							9.
10.							10

Comments :**11. Minor Repair Grant**

1. Receipt of Minor Repair Grant – (For Financial Year 2012-13)

S.N.	Name of School	Sanctioned amount	Month of receipt	Expenditure till date	% of expenditure
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
	Total				

Comments:

2(i) Utilization of minor repair grant on repair and white-wash of the School building –

Number of Schools	Number	%
Total No. of Schools which received minor repair grant		
Number of Schools which utilized the grant on repair and white wash		
Number of Schools which did not utilized fund as per norms		

Comments:

2 (ii) Utilization of minor repair grant as per norms

Minor Repair Grant utilized on works	Number of Schools	%	Funds utilized as per norms				If not utilized as per norms, give reasons
			Yes	%	No	%	
1.							1.
2.							2.
3.							3.
4.							4.
5.							5.
6.							6.
7.							7.
8.							8.
9.							9.
10.							10

Comments:

12 INNOVATIONS – At SPO/DPO level

1. Details of innovative proposals undertaken during the current financial year (At district level)

S. No.	Name of Innovative Proposals	Amount of funds sanctioned/released	Stage of Implementation

2. Details of innovative proposals undertaken during the financial year 1st April, 2012 to 31st March, 2013 (At State level)

S. No.	Name of District	Name of Innovative Proposals	Amount of funds sanctioned/released	Stage of Implementation

3 (a) If not, the mentions reasons thereof

(b) Effective monitoring and evaluation mechanism for implementation of innovation proposals.

(c) The objectives of innovation proposals being met in districts

(a) At district level

(b) At State Level

(d) Identified any successful elements in innovation proposals, to be scaled up under RMSA

13. INFORMATION ABOUT MMER At DPO and SPO level

1(i). The total number of staff sanctioned category wise in DPO under RMSA and the number in position.

Name of District _____

S. N.	Name of Post	Sanctioned	In position	%	Vacant	%
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
Total						

1(ii) The total number of staff sanctioned category wise in SPO under RMSA and the number in position.

S. N.	Name of Post	Sanctioned	In position	%	Vacant	%
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
Total						

1(iii) Action taken to fill up vacancies

At district level

At State level

Comments

2 Personnels working on deputation/contract and their nature of engagement

No. of Personnel on deputation		No. of Personnel on contract	
At DPO	SPO	At DPO	SPO
Nature of engagement			
At DPO	At SPO	At DPO	At SPO

Comments:

3. Component-wise personnel at State and District level

S.N.	Component wise personnel	Position in Place	
		Working at State level	Working at district level
1	Finance		
2	Civil Work		
3	Quality		
4	Equity		
5	Gender		
6	Pedagogy		
7	Planning		
8	Training		
Total			

3(i) If component wise personnels are not in place the alternative arrangements made

.....

Comments:

4 If the administrative staff is not in place alternative arrangement adopted

.....

.....

Comments:

5 Clarity amongst officials and staff about the objectives, targets and goals of the programme and their role in the management structure.

.....

Comments:

II. MONITORING STRATEGY

1. (i) Use of monitoring tools/mechanism (reports, visits etc.) to ensure effective implementation of the scheme

.....

1(ii) Steps taken by DPO & SPO to ensure effective implementation of RMSA

.....

.....

1(iii) Details of visits made by officials of SPO and DPO to district/Schools along with time schedule (from 1st April, 2012 to 31st March, 2013)

At SPO level

S. No.	Post of Officer	No. of Visits made	No. of district/ School visited	Time schedule	Average No. of visits per district
1.	SPD				
2.	Additional Director Project				
3	Others				

At DPO Level

S. No.	Post of Officer	No. of Visits made	No. of School visited	Time schedule	Average No. of visits pre School
1	DPC				
2	ADPC				
3	APC				
4	Others				
	Total				

Comments:

2. Details of guidelines laid down for monitoring.

Comments:

3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10

Comments:

IV. INFORMATION ABOUT STATE DATABASE At SPO level updated by DPO.

1. (i) School mapping completed or not in respect of the visited district/s

1(ii) If not completed, then the basis used for developing the annual/perspective Plan for access

1(iii) Mechanism other than GIS mapping adopted by the State

Comments:

2. The database mechanism (MIS) at district level is in place or not

----- Yes/ No

2(i) If not, then name of other sources used for the Plan preparation at district level

Comments:

3. Major issues in collection and compilation of data at district and State level

S. N.	District level issues	State level issues
1		
2		

3		
4		
5		
6		
7		
8		

Comments:**V RESEARCH (At district and State level)**

1. Details of research projects undertaken during the year (1st April, 2012 to 31st March, 2013) –

At District Level

S.No.	Title of research project	Purpose	Major findings
1			
2			
3			
4			
5			

At State Level

S.No.	Title of research project	Purpose	Major findings
1			
2			
3			
4			
5			

2. Research Advisory Committee being formed or not

(a) At State level

(b) At District level

3. (i) Identification of the kinds of research need was felt and at what level?

4. Action Research is being conducted or not, if yes it is conducted by the teachers or external agencies for finding out solutions to users pertaining to pedagogy and quality –

----- Yes/No

4(i) If Yes, Details of action research carried out at district level –

Areas of research	Problem	No. of Action Research conducted in district	Solution	Conducted by (Teachers /external agencies)
Pedagogy				
Quality				

4(ii) If Yes, Details of action research carried out at State level –

Areas of research	Problem	No. of Action Research conducted in district	Solution	Conducted by (Teachers /external agencies)
Pedagogy				
Quality				

14. Any other issues relevant to RMSA implementation

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