

Terms of Reference (ToR) for the Monitoring of RMSA by the Monitoring Institutes (2012-14)

03-12-2012

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1. Objectives: -

- (i) Assessment and analysis of the implementation of the approved interventions and processes underlying these interventions at the habitation and school level keeping in view the objective to enhance access to secondary education and to improve quality while ensuring equity through various interventions under RMSA.
- (ii) Verify process and procedures undertaken under RMSA.
- (iii) Identification of the physical, socio-economic, cultural, linguistic or other barriers such as governance accountability and administrative issues coming in the way of successful implementation of the schematic interventions and attainment of these goals.

2. Duration of the ToR: -

This ToR will be in force for the period for 2 years from date of award of work.

3. Scale of work: -

- (i) The MIs shall cover all the districts allotted to it during the period of two years and 25% Secondary Schools not exceeding 25 secondary schools in a block of 6 months in each of the districts to be covered during that period. The MIs will cover one fourth of the districts allotted to it in a block of 6 months.
- (ii) If the MI is allotted a State or UT having four or less than four districts, it must cover one district in every block within a period of 6 months even if it means covering the same district more than ones.
- (iii) The MI shall select the schools to be visited, as far as possible, as per the following criteria: -
 - (a) High gender gap in enrolment,
 - (b) High proportion of SC/ST students,
 - (c) Low retention rate and high drop-out rate
 - (d) The school has a minimum of three CWSN (Children with special need).
 - (e) The school having low achievement academic activities.
 - (f) The ward/unit of planning where the school is located is known to have sizeable number of urban deprived children.
 - (g) The school is located in a forest or hilly or remote or deserts area.
 - (h) The habitation where the school is located at witnesses recurrent floods or some other natural calamities.
- (iv) The MIs shall ensure that sample schools are selected in such a manner that schools in urban areas and Educationally Backward Blocks (EBB) and schools With Children with Special Needs (CWSN) are appropriately represented.

- (v) The selection of schools shall be done on the basis of the latest school report card generated SEMIS data and in consultation with the State/ District RMSA functionaries. The procedure and criteria adopted for the selection of schools shall form an essential part of the MI's report.

4. **Reports:**

- (i) The MI shall submit to the State Project Director the draft reports pertaining to RMSA in respect of the districts covered in a block of 6 months within one month of the last date of that block.
- (ii) The State Project Director, Director of RMSA scheme shall arrange for sharing of the draft report and if necessary may hold a meeting with District RMSA / education department functionaries. The State Project Director will ensure to convey comments on the draft report within 15 days of such circulation / meeting.
- (iii) The MI shall submit the final reports in respect of RMSA within 15 days of receiving the comments of the State Project Directors. If these comments are not received within 15 days, MI shall not be required to wait any longer and shall go ahead with the finalization of report.
- (iv) The final reports shall be addressed to the SPD of RMSA and copies of reports in respect of RMSA be endorsed to the Under Secretaries in charge of Monitoring Institutes in the Department of School Education and Literacy, MHRD, New Delhi and Consultant (Monitoring Institutes) Technical Support Group, Educational Consultants India Limited (ED.CIL), 6th floor, 17-B, Vijaya Building, Barakhambha Road, New Delhi.

5. **Terms of Payment: -**

The GOI shall pay the MIs as per the costing detailed below: -

- (i) The MI shall spend Two Full Days for the visit to each of the schools and be entitled to the payment of Rs. 3000/- for each school. It shall also be entitled to the payment of Rs. 25,000/- for contingent expenditure per district for the whole period of two years.
- (ii) The MI shall be paid an amount of Rs. 15,000/- for the preparation of every half yearly report.
- (iii) In addition, the MI shall be entitled to the payment of the cost of training of 5 field investigators per district for 5 days @ Rs. 200 per person per day for each block of 6 months.
- (iv) The representatives of the MI undertaking the visits to the SPO/DPO/Field will be entitled to claim TA/DA as per the existing rules of provided they do not avail the transport facility or hospitality of the RMSA authorities. The TA/DA will be paid by the Monitoring Institute from the grants released by the Government of India and claimed as expenditure while seeking further release of grants. TA/DA claims will need to be submitted in the

prescribed format together with all related bills in original with a certificate that arrangements for transport and hospitality was not arranged by the RMSA.

- (v) The details of the terms of payment by GOI will be as follows: -
- a) The Government of India shall pay **75% of the entitled amount** to the MIs as first installment of the first year, so that the MI can start the monitoring work of the second 6 monthly blocks immediately after submitting the report for the first 6 monthly blocks.
 - b) **Balance of 25% of the entitled amount for the first year** shall be paid to the MI only after expenditure to the tune of 75% of the amount released as first installment is incurred and the expenditure statement duly certified by the Finance Office/Registrar of the MI is furnished and the report for the first half yearly block is submitted.
 - c) 75% of the entitled amount to the MIs as 1st installment of the second year of the project shall be paid subject to furnishing of both the half yearly report of the previous year and incurring of expenditure of at least 75% of the funds released during previous year. The unspent balance with MI for the first year of the project will be adjusted while releasing the first installment of second year.
 - d) 2nd installment for the second year of the project shall be released only after the MIs furnish both the half yearly reports for the second year of the project.

6. **Lead Monitoring Institute:-**

Generally only one institute is assigned to do monitoring of the activity of a State under RMSA. However in respect of larger States more than one institute may be allocated as monitoring institute in order to cover the large number of Districts. In respect of such States, one of MI may be identified with the responsibility to collect the data of the entire State and submit a consolidated report to the comments SPD and to the other authorities as indicated in **para 5** above. Additional remuneration i.e. an amount of **Rs. 10,000/-** will be paid for the preparation of each of the half yearly reports to lead MI for this purpose would be provided.

7. **Tasks of the MIs: -**

The Monitoring Institution shall furnish an analytical report on the following aspects of the programme implementation based on the empirical evidence relating to the indicators given below: -

Note: In case the answer to all the questions is negative, then the researcher is mandated to enquire & record the reason for the same.

1. Planning & Implementations:

(A) At School Level

1. What role has been assigned to the SMDCs for implementing the scheme?
2. Are they clear about their role and it taking steps accordingly?
3. Whether School Management and Development Committee (SMDC) general body meeting is held Quarterly? If not, are the proceedings mentioned by the school.
4. Whether SMDC recommendations have been incorporated in the school development plan or not.
5. Whether there is any separate planning & strategy developed for disadvantaged groups. If not. Why ?(SC/ST/Minority)
6. Whether the school plan has adopted a convergence approach with other departments like Water & Sanitation, SC welfare, Tribal development, Minority, Rural / Urban development, Health department, etc. Please mention the areas of convergence. Are there any problem areas of restructuring on convergence and coordination?
7. Whether perspective plan for the school has been developed or not.
8. What data base/ sources adopted / taken for Planning and Plan preparation at school level other than SEMIS.

(B) At District Level:

1. Whether the District level plan was prepared or not?
2. Whether the District plan has adopted a convergence approach with other departments like water & sanitation, SC welfare, Tribal development, Minority, Rural / Urban development, Health department, etc. Please mention the areas of convergence. Are there any problem areas of restructuring on convergence and coordination?
3. How is the Perspective Plan and Annual Work Plan and Budget (AWP&B) regularly monitored?

(C) At State Level:

1. Whether the State level planning team was involved in the preparation and finalization of district level plans or not?
2. Whether the State plan has adopted a convergence approach with other departments like water & sanitation, SC welfare, Tribal development, Minority, Rural / Urban development, Health department, etc. Please mention the areas of convergence. Are there any problem areas of restructuring on convergence and coordination?
3. Is there regular monitoring on planning & implementation of the programme at the state level. If not, why?

4. Are there any separate strategies for the naxalite / extremist affected districts prepared at the state/ district level in consultation with the district authority? If not why?

2. Access:

I. Physical Access:

- a) **Is the location of the school adjacent to or within any of the following sensitive areas? If yes, in which area.**
Protected Area (National Park, Wildlife Sanctuary)/Flood Prone / Flood Plain Area/Earth Quake Prone Zone/Unstable Slope / Landslide Prone Area / Erosion Prone Area/Cyclone Prone Area/Storm Surge Prone Area/Drought Prone Area/Polluting Industrial Area/Mining Area/Arsenic/Fluoride Contaminated Ground Water Area/Busy National/State Highway/Congested Urban/Market/Commercial Area/Any particular disturbance faced by school due to its location.
- b) Name & category (EBB, Urban, CWSN, etc.) of the school visited and number of habitations being served by the school.
- c) Name and category of the feeder upper primary schools.
- d) Are the children from habitations at a distance greater than what is prescribed for a neighborhood school enrolled in the school? If yes reasons thereof.
- e) Presence of any natural or man-made barrier that poses any problem for the children in accessing the school.
- f) Name and distance of the nearest secondary school from the habitation the school is located at, and catchment area of the school.
- g) Any special arrangement like transportation facility or residential facility made available for the benefit of students.

II. Social Access:

- a) Is the share of SC, ST, Muslim and Girl children in enrollment proportionate to their share in population of the habitation/neighborhood catered to?
- b) Is there any major variation in the pattern of attendance in respect of SC, ST, Muslim, Girl children, and children from economically weak background?
- c) Is there any specific scheme in the State for ensuring enrollment of special category students like SC/ST/Minorities/girls/CWSN? If yes, whether it ensures the convergence of the provisions of RMSA.
- d) Whether any overt or covert, manifest or subtle, discrimination against children of any social group or community by the teachers or peers is observed? If yes, what efforts have been made to minimize it?

- e) Do the overall conditions prevalent in school facilitate access of CWSN to secondary schools? If not, what are the obstructions and barriers?
- f) Are there any facilities / special provisions made available for disabled children in the school? If yes, please give details thereof.

3. Open Schooling:

- 1 Whether the state open school is established at the state level
- 2 Whether the state open school has their own district regional centers and study centers
- 3 Comments on
 - Admission & Re-admission procedure in state open school
 - Examination & Assessment pattern
 - Student support services
- 4 Comments on advocacy programme for out of school children for bringing them back to the school.
- 5 Whether the state has conducted household survey or uses any other method to identify the number of out of school children in the state.
- 6 Comments on identification procedure of out of the school children.

4. Out of School Children – of age group 14-16

- a) The number, gender and category-wise (SC/ST/Minorities/Girls/CWSN) profiling of Out of School Children (OoSC)/ Drop-Out Children in the age group of 14-16.
- b) Whether efforts have been made by School Management to bring them back to school and if so the result thereof during the past one year.
- c) Are children of seasonal migrant families held back in the school through seasonal hostels or to there any other intervention?
- d) If no such arrangement made, whether migration / transfer certificate is issued to such children by the school?
- e) Has any special training intervention been started for the OoSC? If yes, please give details covering following points: -
 - i. No. of children enrolled and found present on the day of visit.
 - ii. Whether the training is imparted through regular teachers or NIOS/SIOS?
 - iii. Duration of training and achievement level of the children.

5. Equity

(A) General Information: - (At School Level)

- (i) Category-wise (SC/ST/Minority/CWSN) profiling of attendance and achievement (School result) of school children in the age group 14-16 years.
- (ii) Category-wise (SC/ST/Minority/CWSN) dropout students in past one year.
- (iii) Reasons for dropouts and measures taken to address the same.

(B) Girls Education: - (At School Level)

- (i) Gender gap in enrolment, attendance, learning achievement and reasons thereof.
- (ii) What efforts have been made to address the gender gap-altitudinal and physical?
- (iii) Is there any reduction in enrollment, attendance, learning achievement, if yes, what are the reasons?
- (iv) What are the efforts made to address the gender gap and removing the physical barriers?
- (v) Have any efforts been made for the counseling of parents to handle the problems of girls? If not, Why?
- (vi) Whether the aspects like separate hostel and other physical facilities and availability of security have impact on enrolment and attendance and learning achievement of girls?

6. Guidance and Counseling

- (i) Whether the Guidance and Counseling Cell has been constituted by the school? If yes, what is the available Student-Counselor Ratio?
- (ii) How many children have been assisted by the Cell?
- (iii) What are the frequent problem areas of the students for which guidance and counseling is sought?

6. Quality: -

(I) Enabling conditions: -

- a) Are the classrooms properly lighted and ventilated?
- b) Is there availability of adequate desks/chairs for the students?
- c) Are the blackboards appropriately located in the classrooms?
- d) Please give details of innovative teaching aids, including ICT devices used in classroom.
- e) Comments on the availability and usability of the following facilities:
 - i. Library room and age appropriate books for the students available?
 - ii. Integrated Science and Math Laboratory and availability of Science and Math kit and other materials required.
 - iii. Availability of Art/ Craft room?
- f) The number of days the school functioned during the last academic year? Give reasons for the closure, if any of the school remain closed for long gaps during last year. Suggestions to avoid repetition of such instances.

- g) Number of teachers present in the school (Male & Female), vacancies against sanctioned post.
- h) In case of teacher vacancy, what alternative arrangements have been made by the head of the institution to complete that course curriculum?
- i) Are sufficient teachers available for each class and for teaching Science, Mathematics and languages?
- j) Do all teachers possess professional training qualifications as mandated? Give number of untrained teachers.
- k) Whether the practice of truancy, i.e. absenteeism/class bunking by students/teachers has been reported in the school? If so, the reasons thereof and the steps taken by the school management to curb the practice.
- l) Policy of teacher recruitment, deployment, training, remuneration and career advancements (Information to be obtained from SPO.)

(II). Teaching Learning Process: -

- a) Is the teacher's diary including curriculum delivery and lesson plan etc. maintained by teacher & countersigned by the Head of the institution regularly?
- b) Is the time table prescribed by the school available and followed by the teachers?
- c) Are discussions and group team works encouraged as a methodology of teaching for involvement of children / students in teaching learning process?
- d) Give your comments on the classroom management with reference to: –
 - i. Whether children are made to sit in small groups. Groups are formed of children from the same class or with children from different classes.
 - ii. Do children from disadvantaged groups and children with disabilities sit separately or on the back benches?
 - iii. Do children have any role in the management of classroom?
- e) Onsite academic support to the teachers especially by the Resource Teachers- frequency of visits, time spent by the Resource Teachers in the school and nature of support provided.
- f) Is remedial teaching including zero classes, extra classes etc. arranged for academically weaker students? If yes, the frequency thereof and the positive results, if any, obtained by such teaching.
- g) Method of evaluation being followed in the school/ classroom.
- h) Participation level of the CWSN in classroom processes and efforts made to optimize it.
- i) Is Peer interaction with CWSN Friendly, Neutral or Taunting/teasing/bullying?
- j) Are Individualized Educational Plan (IEPs) prepared for CWSN.
- k) Are adequate facilities for seating CWSN provided?
- l) What is the extent and nature of use of ICT devices for teaching & learning of the CWSN?

(III) Teacher's Training

- a) What are the provisions for in-service training of teachers? Frequency & duration thereof. Has the state prepared targeted annual plan for in-service teachers training to improve quality and skills?

- b) Whether training received includes training for dealing with CWSN students?
- c) Whether training provided has improved the confidence level of the teacher to handle classrooms with these children? (Information to be obtained from teachers through Interview).
- d) Quality and adequacy of facilities available (space, projection, tools, equipment's) for training. (Information to be obtained from teachers through Interview).
- e) Whether training modules are need based or not? (Information to be obtained from teachers through Interview).
- f) Are teachers trained using new technologies like Computer assisted Learning (CAL), LCD projector etc. for imparting lessons in the classroom?
- g) Are the trainers from the secondary schools/higher institutions or other academic institutions?
- h) Any other issues related with teacher's Training of secondary education.

8. Civil Works: -

(A) General Information (About School)

- (i) Year of Establishment
- (ii) Year of construction
- (iii) Number of Class rooms for class IX for class X
- (iv) Area of the School School Building: () Open Space: ()
Playground: () Others: ()

(B) Design

- i) Type of building (*Pucca/ Semi-pucca/Kutchra*)
- ii) Physical condition of building (Cracks/ Damp/Seepages/ Damages in Plaster)
- iii) Any local innovative approaches in school building design, please mention it.
- iv) Whether natural light & cross ventilation is available or not, if not, the reasons thereof, and the steps taken by school authorities to rectify it.
- v) Is there any lighting facility in the class room? Is it functional, if not why?
 - Is the power supply continuous or intermittent? If intermittent, what is the duration for which electricity is available in the school?
- vi) Is there provision of alternative electric power supply like generator, invertors, gobar-gas plant, solar panels, wind electricity etc. if so, give details thereof and comment on the condition of their usability?
- vii) Library Design-
 - a) Is sufficient seating space, light, ventilation available?
 - b) Regular pest control is carried out or not.
- viii) Laboratory Design- Please comment on-
 - Adequate space for all subjects (*Physics, Chemistry, Biology & other subject*)
 - Proper height (3ft) of the laboratory table.
 - Cross ventilation and exhaust fan.
 - Availability of running water.

ix) Facilities for Physically Challenged

- a) Are the ramps for physically challenged students to access the entrance of the school, drinking water facilities, toilets facilities, science lab, mathematic lab, libraries, auditorium, and playground available?
- b) Are the benches of different height available in the class room?
- c) Please comment if the slope of the ramp is adequate and whether ramps have been provided with the hand rails.

x) Drinking Water Facility

- a) Source of drinking water (*Supply Water/ Tube Well/ Dug Well/ Other*)
 - Is sufficient water available across all the seasons?
- b) Type of water storage facility and its condition & cleaning schedule.
- c) Is the quality of drinking water satisfactory?
 - Please comment on the
 - Measures taken by school authorities to ensure clean drinking water and
 - The treatment & testing of water.
- d) Are sufficient numbers of drinking water taps available in school?

xi) Sanitation Facility

- a) Whether adequate numbers of urinal / lavatories are available for girls, boys, teachers and other workers in the school? If not, please specify the shortcoming?
- b) Please comment on the
 - Maintenance/ cleanliness of toilets and supply of water.
- c) Is there any separate toilet for girls?
 - Is the location of the girl's toilet safer?
 - Please comment on the availability of the Sanitary napkins & dustbins in the school.
- d) Is there any provision in toilets for physically challenged students?
- e) Are lavatories single pit/ double pit attached with septic tank? Is the septic tank cleaned regularly?

xii) Drainage System

- a) Whether drainage facility is available in the school. If yes, Type of drains (Underground/ Pucca & Covered/Pucca & Open/ Kutcha & Open)
- b) Please comment on
 - The structural condition and regular cleaning of drains in the school.
 - Is there any instance of water logging?

xiii) Waste water treatment/discharge/disposal of solid waste

- a) Whether waste water treatment & discharge arrangement is available in the school. If yes, the type of drainage system, i.e. *Septic Tank/ Municipal Drain/Open Field*

- b) Is there any waste collection facility available in the school? Please comment on the adequacy and condition of bins.
- c) Is there any facility for treatment of waste and composting of organic waste?
- xiv) Water & energy conservation
 - a) Availability of Water Conservation Measures
 - Availability of Rain water harvesting structure if any. If yes, is it in the working condition and whether the stored water is consumable?
 - Type of lighting facility used (*Ordinary Bulb/ Ordinary Tube / CFL*)
 - b) Are teachers & school management aware of the possibility of use of renewable sources of energy including go-bar-gas plant, solar energy, wind energy etc. and if the same is being utilized.
- xv) Safety aspect of Building Design
 - a) Is the physical condition of the building good?
 - Is there any special structural facility to cope with natural hazard (*flood/ cyclone/ earthquake*)
 - b) Whether the width of the stair case is sufficient or not & alternative exit gates are available for emergency evacuation in the case of double storied structure.
 - c) Is the disaster preparedness plan & emergency evacuation plan available in the school?
 - Whether all students & teachers are aware of it & trained to handle the disaster situations.
 - d) Whether fire extinguishers (s) are available in the labs, kitchen etc. in the school and are in working condition?
 - Whether the school authorities including students are trained in using the fire extinguishers in case of eventuality.
 - e) Whether contact numbers for Ambulance, Fire Brigade and nearby Hospital is available and displayed in school.

(C) Schools with Ongoing Construction Activity

- Type of construction activity (New school building, strengthening of existing school, repair works etc.)
- (i) Whether sufficient measures are being taken by the school authorities to ensure that
 - a. Construction activity undergoing in the school does not hamper academic activities in the school?
 - b. Does not vitiate air, water and land quality in the school and also the noise level is within permissible limit.
 - c. Construction material is being stored appropriately.
 - d. Temporary fencing of construction area is done.

(ii) **Procurement Aspects**

- a) Whether same contractor is doing the work to whom the work was awarded?
- b) What is the stage of construction?
 - Whether construction work done is in line with the lay out plan?
- c) Whether the members of community through SMDC are involved in the procurement process?
- d) Whether sub Committee viz construction committee has been constituted or not?
- e) Whether
 - Books of A/c related to civil works maintained/ updated or not.
 - Measurement book is maintained for civil works or not?
 - Payment has been made to the contractor or agency is in accordance with the measurement book or not?
 - Material stocked is in line with the stock register or not.
 - Cheque issue register is maintained or not?
- f) Whether the quality of construction and the construction material being used is up to the mark.
- g) Whether physical receipt/existence of material matches with the entry made in the Assets register.
- h) Number of times the technical persons have visited the construction site and whether there is any authentication done or instruction given (visits should be at the time of construction foundation level, plinth level, lintel level, roof level, flooring and finishing level).
- i) The system of fund flow (whether through cheque, draft, E-transfer) and time take to transfer the funds in the account of SMDC.
- j) Any good practices in civil works which can be replicated in other places/in other States.

8. Community Mobilization/ Participation: -

- (i) Are SMDC members familiar with
 - Their roles and responsibilities as notified by the State Government.
 - The SEMIS data captures format, school report card and SMDC Register.
 - The guidelines regarding School Development Plan and training received by them in this regard.
- (ii) Frequency of SMDCs meetings held and issues discussed thereof. Average attendance of the SMDC Members.
- (iii) What are the roles of SMDCs members in monitoring of teachers and students attendance?
- (iv) Whether the SMDC members are participating in preparation of AWP&B.
- (v) Whether members of the SMDC have received any training? If so, how many members?
- (vi) When these trainings were held? Who conducted the trainings? What is the SMDCs members' perception of the trainings?

9. MIS (Management Information System): -

- (i) Has the Master list of all schools (including private) been prepared?
- (ii) Have the Data Capture Formats (DCF) been distributed to all schools? If no, why.

- (iii) What kind of training on filling up of DCF was provided to the teacher/head teacher?
- (iv) Has Data been received from all the schools in the Data Capture Formats for including information for the current year, reasons for delay if any?
- (v) Do the schools have a copy of the filled-in Data Capture Formats (DCF) for record and reference?
- (vi) Is the school report card generated and distributed to all schools after data entry?
- (vii) Have Sample checks been done after receiving of filled-in Data Capture format (DCFs) from schools? What are the findings?
- (viii) Has the data been submitted to the State as per time schedule?
- (ix) At which level the data is being analyzed and disseminated?
- (x) Are the school authorities aware of the importance of the data collected under MIS and are they using this data?
- (xi) Is SEMIS/UDISE data used for planning and budgeting?
- (xii) Is the backup of the data supplied under SEMIS/UDISE properly maintained?

10. Financial Management: -

- (i) Nature of financial records and registers maintained specially cash book – is it maintained on daily basis and is the bank reconciliation carried out on monthly basis?
- (ii) Mode of transfer of funds to the SMDC from the State/ District level.
- (iii) Type of funds/grants received by the school, details thereof.
- (iv) System for the drawl and payment of fund from the SMDC account (Cash/ Cheque).
- (v) Whether the proposal for expenditure and expenditure statements are shared with the community. If yes, is there any instance of community expressing objection/reservation about any transaction?
- (vi) Whether the SDMC is covered by audit. If yes, were the audit observations shared with the community.
- (vii) Is social audit being done (Display of financial information- receipts and payments, on the notice board/ wall of the school).
- (viii) Report any instance of community mobilizing resources for the school.
- (ix) Status of Utilization Certificates submitted by SDMC: period for which it has been submitted to District Project Office.
- (x) Comment on the process of settlement of advance and collection of Utilization Certificate by SPO and DPO.
- (xi) A Financial statement for the SDMC/ DPO/ SPO may be provided as on date in the format given below:

Name of the Unit:				
A Opening Balance as on 1st April of the year -----	B Funds received	C= A+B Total Fund available till that date	D Expenditure	E=C-D Closing balance as on _

Name of the school:				
S. No.	Name of the activity	Funds spent on the head till that date	Balance not spent	Reasons/ Remarks
1	School Grant			
2	Minor repair grant			
3	Specify other grants			

11. School Annual Grant

- (i) When was the School Annual Grant received by the school?
- (ii) Please comment on the status of utilization of funds (% of the Total) and whether the utilization has been done as per norms of the scheme.
(Note: - Information to be verified on the spot in respect of schools visited by MI.)

12. Minor repair Grant

- (i) When was the School Annual Grant received by the school?
- (ii) Please comment on the status of utilization of funds (% of the Total) and whether the utilization has been done as per norms of the scheme.
- (iii) Was the funds utilized for repair and white wash of the school building?
(Note:-Information to be verified on the spot in respect of schools visited by MI.)

13. Innovations

- (i) Details of innovative proposals undertaken during the current financial year (District-wise).
- (ii) Details of number of innovative proposals sanctioned in the previous calendar year and the status of implementation.
- (iii) Monitoring institutions should review the progress of all innovative activities taken up in a district or has been completed with respect to innovative activities funded from the innovation component under RMSA.
 - What are the main reasons and why the objectives have not been met in case so?
 - Whether effective monitoring and evaluation mechanisms have been put in place?
 - Whether the activity's objectives have been met?
 - Identify any successful element that can be scaled up under RMSA.

(Note: - Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.)

14. Management/ Monitoring/ Evaluation and Research

(Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.)

1. Staffing pattern (At State level)

The total number of staff sanctioned category wise in the State/ District office under RMSA and the number in position and action taken to fill up the vacancies?

Category	State Level	District Level
Total Sanctioned Post		
In Position		
Vacant		

- (i) Specify Nature of engagement- (On Deputation/ Contract)
- (ii) Whether the component wise (Finance, Civil, Quality, Equity, Gender, Pedagogy Planning etc.) personnel are in place at State/District level? If not, whether there is an alternative arrangement?
- (iii) Is the administrative staff available or not? If not, comment on the alternative arrangements made.
- (iv) Are the officials and staff clear about the objectives, targets and goals of the programme and their role in the management structure?

2. Monitoring Strategy (District Level)

- i. What are the monitoring tools/ mechanism (reports, visits etc.) used at school and district level to ensure effective implementation of the scheme. Please give details along with time schedules.
- ii. Are the monitoring guidelines laid down?

3. Management Systems

(Academic Institutions including District Education Office)

(At School, District and State Level)

- I. What are the facilities available in the institute District Institute of Education & Training (DIET), State Council of Education Research & Training (SCERT) etc.?
- II. What other essential facilities are required?

4. State Database (At State level)

- i. Whether school mapping has been completed. If not, on what basis State/UT are developing their annual/perspective plan for access. Please also specify mechanism other than GIS mapping adopted by the State.
- ii. Whether the database mechanism (MIS) at District level is in place or not? If not what are the sources of data used for plan preparation at District level?

- iii. What are the major issues in collecting and compilation of data at school and district level?

5. Research (State/ District Level)

- i. Details of Research Projects to be undertaken during the current financial year district-wise and the purpose of research.
- ii. Whether the Research Advisory Committee has been formed?
- iii. What kind of research need has been felt and at what level?
- iv. Whether Action Research is being conducted or not by the teachers/external agencies for finding out solutions to users pertaining to pedagogy/quality.

15. Additional items (If any)

- 16. Any other issues relevant to RMSA implementation- in the prescribed proforma and bank details (Authorization Letter) in advance to receive the fund through electronic clearance system. (May be downloaded from Ministry's website at http://www.mhrd.gov.in/download_rmsa)**

17. Liquidated damages/penalty

- 18. In case of unsatisfactory work, the Ministry may terminate the work assigned to the monitoring institutions and in such cases, the Ministry may even recover the advance amount paid to the MIs.**

- 19. If due to negligence in work of MI, the Ministry suffers unquantifiable losses / damages, the MI concerned may be asked to pay the amount not exceeding 20% of the total value of the work as liquidated damage.**