

DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY
KOHIMA CAMPUS



Monitoring Report on SSA & MDM Performance
Nagaland 2013-2014
(Longleng, Tuensang, Mon)

Dr Buno Zetsuvi

Nodal Officer

Monitoring Institute

Nagaland University

DEPARTMENT OF EDUCATION

NAGALAND UNIVERSITY KOHIMA CAMPUS, MERIEMA

Monitoring Report on SSA Performance in Nagaland 2013-2014

Dr. Buno Zetsuvi

Ph: 9436013084

Department of Education

Dated: 28. 02. 14

Nagaland University, Kohima

Dear Sir/Madam,

The Monitoring Report of SSA performance in Nagaland 2013-2014 is completed and a copy is being enclosed for your information. The District covered are Longleng, Tuensang and Mon. These are the farthest District in the State bordering Myanmar and are usually known as the backward tribe/backward Districts. Data was collected from 3rd to 15th February, 2014.

The schools have shown great improvement under SSA cow shed like GPS have totally disappeared and better, finer structure have come up. Together with communitization, the VEC/WEC has been empowered to look after the schools. Showing positive change in the school system. There still exist loopholes which hopefully will be done away with in the next few years with the active participation of the community.

Yours Sincerely,

(Dr. Buno Zetsuvi)

Nodal Officer

Copy to :

1. K. Girija Shankar ,
Senior Consultant (Monitoring) SSA, New Delhi.
2. The P.S. to Vice Chancellor,
Nagaland University.
3. The Registrar, Nagaland University.
4. State Project Director SSA, Nagaland.
5. Head, Deptt. Of Education, Nagaland University.

(Dr. Buno Zetsuvi)

ACKNOWLEDGEMENT

The state of Nagaland is truly indebted to MHRD for SSA programme and uplifting the whole school educational system. I am grateful to Vice Chancellor Nagaland University for having been given the opportunity to do this Monitoring work. It is truly a challenge and a learning experience for me.

I would like to thank SMA, SSA for their support at all times. To the head teachers, teachers and students, parents, VEC/WEC members who took time to think and contribute to monitoring system I express my sincere gratitude.

I am indebted to the field investigator who in spite of rough roads, not very comfortable beds and very cold weather did a wonderful job in collecting the dates. My special thanks goes to Saza, Kikuneinuo and Rijingkhum without whose help this report would not have been possible.

I express my deep gratitude to my colleagues in the Department of Education for bearing with me in this extra work. Above all I thank the Almighty for His blessings in carrying out this work.

Dr. Buno Zetsuvi
Nodal Officer
SSA Monitoring
Nagaland University

REPORT ON THE MONITORING AND SUPERVISION ON SSA IN LONGLENG DISTRICT NAGALAND

2013-2014



3rd February to 15th February 2014

Dr. Buno Zetsuvi

Nodal Officer

Monitoring Institute

Nagaland University

LONGLENG DISTRICT NAGALAND

Longleng district is one of the eleven districts of the Indian state of Nagaland. It is the eighth least populous district in the country. Carved out of Tuensang district, Longleng is tenth district of Nagaland. It is bordered by Mon district in the north, Mokokchung district in the west and Tuensang district in the south. The district's headquarter is Longleng, which is at an altitude of about 1,066 m above sea level. Tamlu and Longleng are the major towns in the district. Its main river is Dikhu. According to the 2011 census Longleng district has a population of 50,593. This gives it a ranking of 632nd in India (out of a total of 640). Longleng has a sex ratio of 903 females for every 1000 males, and a literacy rate of 73.1%. Phom is the main language spoken here. The Phoms have 4 major festivals, the most important of which is Monyu. The others are Moha, Bongvum and Paangmo.



Map of Longleng District

REPORT ON MONITORING AND SUPERVISION OF SSA IN LONGLEND

DISTRICT NAGANLAND 2013-2014

ACCESS

PHYSICAL ACCESS:

The monitoring and supervision of SSA was done in Longleng District of Nagaland on 3rd Feb.2014 to 15th Feb 2014 by 5 investigators and Nodal Officer, surveying 40 schools, comprising of 35 Government Primary Schools, 3 Government Middle Schools and 2 Government High Schools. All these 40 schools served 34 habitations, where 28 habitations served by the Government Primary Schools, 3 habitations served by the Government Middle School and 3 habitations served by the Government High Schools. This indicates that still some habitations require schools; especially the primary schools should be early accessible to Middle schools. Moreover, the Government High Schools should be accessible to more number of habitations within 4 kilometers distance. The maximum distance of all 40 schools were located within 3 to 4 kms and minimum 1 km. All the 40 schools of this survey served a total number of 3444 students. The data reveals that there were no such features, in the vicinity of or on the route to school, which pose danger or threat to the safety, health or hygiene of the children.

QUALITY OF ACCESS:

1. SCHOOL CLASSROOM:

There were 177 classrooms used by a total of 3444 students enrolled in the current academic year. The students-classroom ratio was found 1:19. In 31 schools the classrooms were under good condition whereas in 9 schools the classrooms were of poor condition. The condition of the rooms needs to be improved. On view of the suitability of the classroom in relation to the enrolment of students 36 schools were of the view that it was adequate whereas 4 schools were contrary. It was found that the availability of sitting space per child was quite adequate in 27 schools

and in 13 schools, inadequate. The teacher-student ratio of all the 40 schools was 1:8.

2. FURNITURE:

Regarding furniture for the children, it was found that 29 schools were adequate and the remaining 11 schools were inadequate. The quality of the furniture was found to be average in 31 schools, 6 schools were of poor quality and 3 schools, the quality of the furniture were found to be in good condition.

3. LIGHT AND VENTILATION:

Proper lighting and ventilation facilitate and give comfort to the students' learning. It was found in all the 40 schools that there was no proper lighting. Similar in the case of ventilation, 30 schools had proper ventilation but 11 schools were found with no proper ventilation.

4. BUILDING DESIGN:

As far as child friendliness is concerned, it was found that 30 schools were having gates and they were child friendly. In all the 32 schools the door latches were well equipped. During the MI visit it was found that only 6 schools had stairs. The flooring of all the schools was found in average conditions. It was found that all the 40 schools had proper windows. In 11 schools it was found that the furnitures were not child friendly. However, the pillars were solid, strong and child friendly.

5. BLACKBOARD:

The condition of the blackboards, one of the foremost important tools of teaching- learning, was found in all the 40 schools. It was found that in 39 schools all the children could be benefited from the blackboards but the quality of the blackboards need to be maintained in 5 schools; whereas 32 schools were found to have average quality and 3 schools were found in good conditions. The location of the blackboards was suitable for both the teachers and students.

6. RAMP:

Out of the 40 schools 27 schools were found to be having ramps. It is fitted with handrails. It is functional and the quality is satisfactory. However, the remaining 13 schools had no ramps.

7. TOILETS:

Sl.no	Access to toilet	Yes	No
1.	Is there separate provision for girls and boys toilets?	26	14
2.	Are the toilets available in the school adequate for students?	29	11
3.	Are the students allowed to use the toilets?	33	7
4.	Is running water available in toilets?	5	35
5.	If not, are the toilets used properly?	27	13
6.	Are the toilets maintained properly?	24	16
7.	Are the toilets CWSN friendly?	18	22
8.	Do the girls' toilets have incinerator facility?	1	39

Under this section, the quality access to toilets has been analyzed and the above table projected the availability, condition and maintenance of toilets in all the 40 schools.

8. DRINKING WATER:

Regarding the drinking water facility, it was found that 37 schools had proper drinking water facilities whereas 3 schools did not have. Proper drinking water facilities were from pipeline for 35 schools and harvest water for 5 schools. It was found that 38 schools children made use of the water facilities whereas 2 schools were found otherwise. 36 schools

were found with proper cleanliness and maintenance of water facility available there.

9. PLAYGROUND:

As for the provision of playground, 16 schools had their own school playgrounds whereas the remaining 24 schools did not have playground. The schools not found with playground, used the public playground or nearby open space. The respondents stated that the school organized sport meet once in a year.

10. SCHOOL LIBRARY:

It was found that all the 40 schools have no library.

SOCIAL ACCESS:

Regarding the pattern of population of the habitation and enrolment in the school, it was found that 35 schools had children from all sections of the society. However, the remaining 5 schools had the majority from the STs. All the 38 schools had children from different religion but the remaining 2 schools had students of one particular religion. All the schools have been found with the students of both the genders. It was found that 23 schools had CWSN. There was no particular social group not attending the schools regularly. There was no discrimination practiced among the peer groups or between the teachers and students. It was found that 37 schools attendance Registers and MDM distribution register reflect the same kind of attendance pattern. However, 3 schools do not reflect the same pattern of attendance. This shows that during MDM distribution, students' attendance was found higher, therefore, it gives an implication that students were motivated to attend schools.

ADDITIONAL ITEMS IN THE CONTEXT OF RTE:

The schools in the district have different social groups, CWSN, different religious group, different economic groups, caste and gender. As regards to the teachers-students communication, MI observed that the teachers communicated with the students from all the sections of society and the students also communicated with the teachers freely and fearlessly. It was also observed that the sitting arrangements in the classroom were very encouraging and motivating. There is so much room for intermingling and mixing of children of all the sections of the society. Moreover, the authority of the schools conduct the exercise of school mapping for ensuring access of each and every child of school going from all sections of the society.

OUT OF SCHOOL CHILDREN:

It was found that no schools maintained or kept in possession of VER (Village Education Register) or WER (Ward Education Register). Therefore, no details could be collected regarding the out of school children. On investigating further, due to non retention policy, drop-outs from school were not found.

QUALITY ISSUES:

1. ENABLING CONDITION:

The MI visited 40 schools in the district and the total number of teachers in all these 40 schools is 417, out of which 190 male teachers and 227 female teachers. The average pupil-teacher ratio is 1:8. From all the schools visited, there were 41 position found vacant for teachers' post. It was found that only 6 schools have sufficient teachers to teach maths, science and language whereas the remaining 34 schools expressed that science and maths teachers were not available. Out of 417 teachers, 165 teachers were untrained. Regarding the training received, the teachers from the majority of the schools received the training through EBRC (Education Block Resource Centre). They expressed that the programme was useful and helpful in the teaching learning process. Responses

related to RTE Act, all the 40 schools were found to be aware of the RTE Act and the awareness programmes were made known by the Department of School Education through orientation programmes, seminars and workshops. Regarding the textbooks, all the forty schools received the text books in the last academic session but 34 schools did not receive the text books within one month of the commencement of the school. It was verified that all the children got textbooks for all the subjects. The schools had TLMs and used by the teachers during the teaching learning process. In all the 40 schools, head teachers stated that school grants, maintenance grants and TLMs grants were received.

2. TEACHING-LEARNING PROCESS:

This section, dealing with the teacher understanding for the constructive approach to the teaching learning process, it was found all the 40 schools expressed that the students played an important role in teaching-learning process. It was observed that the students were very interactive with teachers. 39 schools stated that the teachers provide concrete experience and expressed that they related their personal life experiences to learning. It was found that 21 schools were given notes on the blackboard whereas the remaining 19 schools were found dictating the notes to students.

Teacher understands of the NCF regarding teaching of language and social sciences were projected below the table:

Sl.no	Teacher's understanding of	Yes	No
1	Learner centeredness	37 Schools	3 Schools
2	Learners autonomy	36 Schools	4 Schools
3	Active participation of learning	38 Schools	2 Schools
4	Divergent discussion	37 Schools	3 Schools
5	Promotion of use of language	37 Schools	3 Schools
6	Non-insistence of rote memory	36	4

		Schools	Schools
7	Scope for thinking	36 Schools	4 Schools

So far the approach to teaching English, in all 40 schools, teachers gave importance to listening, speaking, reading and writing in their teaching English. Nagaland Board Of School Education had started assessing Listening, Speaking skills for 20 marks in language subject at the secondary and higher secondary level courses. All the 40 schools stated that English was taught through translation method. Regarding the teacher's approach to teaching mathematics the ability to think logically, ability to formulate, handle abstraction, development of thinking and reasoning was understood by all 40 schools in the district. All the 40 schools responded that quality mathematics is every child's right. In response to understanding of and approach to the use of community resources in teaching-learning process, 35 schools stated that their teachers use community resources while imparting knowledge to students. It was found that the students were happily participating in the classroom learning process in all the 40 schools.

Regarding the method of evaluation, all the 40 schools were found practicing Continuous Comprehensive Evaluation. As the Nagaland Board of School Education issued model cards in the form of PCR (Pupil Cumulative Record) to all the schools and made it mandatory to follow the Continuous Comprehensive Evaluation. The schools were found using marks converted into grades-both numerical grades and letter grades. This system of CCE is to be followed till secondary level. In all 40 schools it was observed that children did not sit in small groups but class-wise and sitting arrangements were found to be flexible. No schools had segregated children from disadvantaged groups and children with disabilities. The students were encouraged to pose questions.

3. ISSUES IN EQUITY AND EQUALITY:

Regarding the issues in equity and equality, all the participating schools stated that there were no noticeable gaps in the learning achievements of the STs, SCs, minority and genders. It was found that there was no discrimination in any form. In 37 schools co-curricular activities were designed to boost the moral and the self-esteem of the students from all walks of life and there was no special attention given on the minority, SCs, STs, gender, etc as there was no discrimination practiced. All the 40 school teachers expressed the understanding of the challenges and advantages of diversity in a classroom. In 36 school teachers were found making efforts to connect the text book lessons to the knowledge and experience of the children from socially disadvantaged groups. In 37 school efforts were made to highlight the contributions of different socio cultural groups to the society.

4. COMPUTER AIDED LEARNING (CAL):

Computers were not given to Government Primary Schools. However, three or four computers with accessories were supplied to Government Middle Schools and Government High Schools. Computer and other accessories were kept in separate computer rooms. It was verified that they are kept in the school. However in one case it was kept in VEC chairman's residence.

The conditions of the room where computers and other accessories are kept were found to be dry and not water soaking/seepage. Out of the 5 schools having computer, 2 school's computers were not functioning. Complaint was lodged. 2 repair men came from the main office from Kohima, and they could not repair it. And they took it for repair. However, till date they have not returned it.

There is not subject and topic wise list of digital/multi-media material available in any of the schools and teachers do not seem to have any knowledge about it. Nor is it used in their classroom teaching.

All the schools have sent one teacher for training but somehow it was not found very effective. It does not look very promising for any teachers

at the moment to develop digital teaching learning materials in the district. When MI visited the schools one of their earnest requests was to supply more good computers and a separate trained computer instructor.

5. GIRLS EDUCATION, NPEGEL & KGVB, GIRL'S EDUCATION & NPEGEL:

Gender gap in enrolment and attendance:

Sr. No	VER	School Enrolment	Children's Attendance on visit day
Boys		1712	1679
Girls		1732	1701
Total		3444	3380
Gap			

During the MI visit it was found that none of the VEC maintained Village Education Register (VER). Seeing the overall enrolment i.e. 3444 girls enrolment is 1732 and the boy's enrolment is 1712. Girls were enrolled more by 20. It was found that girl's enrolment being more is not because of their greater population or because of any special privilege. It is because boys are usually sent to good private schools. But the girls were sent to Government schools. So we find that there still exists some biasness towards the boys. This is because the social custom still plays a prominent role in society and also poverty of the parents.

KGVB:

Status of KGVB building: There are 2 KGVB in the district. Both are run in rented buildings and by the NGOs.

Involvement of community and Parents in the management of KGVB:

Village Development Board (VDB) identifies and selects the girls to be sent to KGVB.

Information on SMC: Meeting was held regularly.

Number of Teachers deployed: 14 each. Academic support was received from nearby Government Primary schools, Government Middle Schools and Government High Schools.

Quality and adequacy of facilities available:

MI observation of the 2 KGVBs infrastructure was sufficient for the hostel but not the school. Healthy and hygienic environment was satisfactory.

Condition of hygiene	Good	Average	Bad
Drinking water	√		
Toilets		√	
Classrooms		√	
Playground	√		
Campus	√		
Kitchen		√	
Bedding		√	

Fund received: There is no proper flow of fund and the management with 100 girls in the hostel faces problem.

Pattern of fund flow: Received from the state.

Maintenance record is updated.

Observation of the KGVB: KGVB are supposed to enrol the drop-outs and never enrolled children. But it was found that they are running hostel only and send the children to different schools. However, the KGVBs are supplemented with handicrafts such as basket making, weaving and tailoring apart from academic, which of course in the long run ensures self-help earning and being able to take care of themselves and their family to a certain extend. The NGO's running the KGBV earnestly requested the MI to disseminate the information to the right authority that they need training to run the KGBVs.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN:

Out of 40 schools visited by MI in the district, it was found that 25 children with special needs were enrolled in 23 schools. On the visiting days by MI an average of 55 children were presented who were found to be regular.

Types of disabilities	Boys	Girls	Minor	Moderate
Hearing	7	4	7	5
Vision	4	6	5	4
Epilepsy	2		2	
Lame	1	1	1	1

It was found that the few students with vision and hearing disabilities were placed in the front seats. The CWSN were found to be participative and teachers encouraged them to participate. No schools were found using any TLMs in the teaching learning process and no TLMs was provided to the schools for teaching of CWSN. It was observed that the peer interaction with CWSN was friendly in all 23 Schools. The normal children supported the CWSN in their movement during recess and in rare cases helping them in co-curricular activities. It was also observed that teacher's showed a positive attitude towards the CWSN and teachers took special care of them in all fields. All the 40 schools stated that they had not received special training on teaching CWSN. It was found that no schools had prepared any individualized Educational Plans (IEPs) for CWSN. Moreover, there were no resource teachers available for CWSN in any of the schools. The frequency of visit by the resource teachers for on-site academic support from the Block Resource Centres is not adequate as stated by the teachers in the schools. The parents received no counselling regarding their special CWSN. However, there was a medical camp organized in the schools for the assessment of the CWSN. It was in need of few assistive device and devices were supplied. As such there was no disability certificate issued. It was found that some assistive device provided to CWSN needs to be repaired. There was no CWSN who required Home Based Education (support). The district was found to have minimum numbers of CWSN.

7. CIVIL WORK:

During the visit to 40 schools in the district, it was found that 26 schools had completed the construction of the school building and 9 schools were under construction. It was observed that in 5 schools no construction work had taken place. The construction works for schools have been assigned to Village Education Councils. The MoU between SSA authorities and SMC was signed by 35 schools and remaining 5 schools had not signed the MoU. It was found that only 3 schools have copies of the MoU/Community manual and designed drawing. It was found that 36 schools had received training for implementing the civil work. The training was implemented by DMA (District Mission Authority) personnel and training modules were available in 32 schools. All the accounts for civil works were being maintained separately in all the schools and found updated and tallied. The accounts were being maintained by the VEC/WECs in all the schools. The SMCs showed 100% transparency with all accounts. All the funds are received by SMC through cheques and the average time taken for the transfer was a month.

The block engineers made visit to the site and imparting technique instructions, the respondents expressed that the block engineers visited the site according to their work that took place. It was found that in 33 schools daily cement account was maintained and was found authenticated. The maintenance of the account was done by the SMCs in 39 schools except in once school by the HM. 27 Schools respondent stated that the items like steel, pipes, fitting, etc BIS/ISO marked. It was found that 27 schools were provided the quality of paints like Asian, Deluxe, Berger or others. 35 schools followed the approved drawing at the site of construction. The third party evaluation agency visited the site in 35 schools, 2 to 3 times in a month. The perception of the community about the quality of material and work was fair in 22 schools and good in 18 schools. MI's perception of the quality of work and school infrastructure was found fair in 21 schools and 19 schools were found to be in good condition. The good practice found in civil works was community participation.

8. COMMUNITY AWARENESS:

In regards to the composition of SMC, the average composition of SMC was 20 members for 15 schools, 15 members for 13 schools and 10 members for 12 schools. All the 40 schools stated that the SMC members were aware of the role and responsibilities as notified by the State Government. It was found that SMC members were provided with the guideline copies in 31 schools whereas the remaining schools SMC members were not provided. All the 40 schools SMC members have been oriented on their roles and responsibilities. The guidelines were printed in simple English. Frequency of the SMC member meeting, was found to be in 21 schools held it quarterly, 6 schools monthly, 6 schools, half yearly, 4 schools yearly and 3 schools occasionally.

Awareness level of the SMC members:

The awareness levels of the SMC members on different activities are tabulated below:

Sl.no	Activities	Poor	Fair	Good	V.good	Excellent
1	Detail about SSA & MDM		1	30	9	
2	Funds (Civil works, additional classroom, school grants, maintenance grants etc)		4	31	5	
3	Roles and responsibilities	3	1	19	17	
4	School development plan		1	21	18	
5	Students enrollment and attendance	3	1	27	8	1
6	Right to Education Act	3	2	18	16	1
5	Scholl facilities (Classrooms, toilets and drinking water etc)	1	5	28	6	
8	DISE capture format	4	3	18	15	
9	School report card	6	2	25	7	
10	VER/WER	9	1	23	7	

As to the activity awareness level of SMC members about SSA and MDM 30 schools stated good, 9 schools very good and 1 school fair. For funds in civil works and grant it was found that 31 schools responded good, 5 schools very

good and 4 schools fair. For the roles and responsibilities it was found that 19 schools stated good, 17 schools very good, 3 schools poor and 1 school fair. Regarding the school development plan, it was found that 21 good, 18 schools very good and 1 fair. In Students enrolment and attendance it was found that 27 schools stated well, 8 schools very good, 3 schools poor, 1 school fair and 1 school excellent. Regarding the RTE act, the awareness level was 18 good, 16 very good, 3 poor, 2 fair and 1 excellent. Related to school facilities awareness was 28 good, 6 very good, 5 fair and 1 poor. DISE capture format awareness was 18 good, 15 very good, 4 poor and 3 fair. With the school report card awareness, it was found that 25 schools responded good, 7 schools very good, 6 schools poor and 2 schools fair. On enquiring about the VER/WER the awareness level was 23 good, 7 very good, 9 poor and 1 fair.

As to the sources of awareness of SMC members about school activities, it was found that SMC members of all the 40 schools get their information through teachers and other SMC members. It was found that SMC members were aware of the guidelines regarding the school development plan and members were trained. The duration of the training was for three days. The frequency of visit made by the SMC members was occasionally for 35 schools and monthly for 5 schools. Generally the role of the SMC members were monitoring the student attendance, teacher attendance and MDM. The community major contribution for the upliftment of schools was donation of land for school building, moral support and co-operation in any area where their help is needed. The SMC meeting minutes were found in 27 schools and the remaining 13 schools have no record of any sort.

9. MIS:

Regarding the school supply data under DISE for the current year, it was found that the 40 schools have submitted and filled in the Data Capture Format (DCF) were maintained intact in the Schools. 32 schools head teachers had received the training for filling up the Data Capture Format (DCF). 30 schools head teacher had conducted the Jan-Vaachan of the DISE data records in the DCF. 22 schools out of the 40 schools in the district have received the printed copy of the school report cards and it was displayed on the school notice board. All the schools stated that DCF or school report card matched with the actual position

in the school. All the 40 schools were found to maintain and updated school records.

10. FINANCIAL MANAGEMENT:

Maintenance of the financial records and registers; it was found that in all 40 schools cash books were available. It was also found that all the 40 schools have passbooks and stock-register. In all the schools the mode of transfer was through cheque.

Types of school grant:

Sl.No	Type of grant	Month of receipt	Amount received
1	Teachers grant (TLM)	April	Rs.500
2	School grants (SIG)	April	Rs.5000
3	Maintenance grant	April	Rs 7500
4	Civil works grant	-----	-----
5	School Uniform	February	
6	NPEGEL grant	-----	-----
7	Special training grant	-----	-----

There was no grant given for the school uniforms but the stitched uniforms were supplied to the school. All the schools have common system for drawing of fund from the SMC/VEC and the observation has been shared with the community.

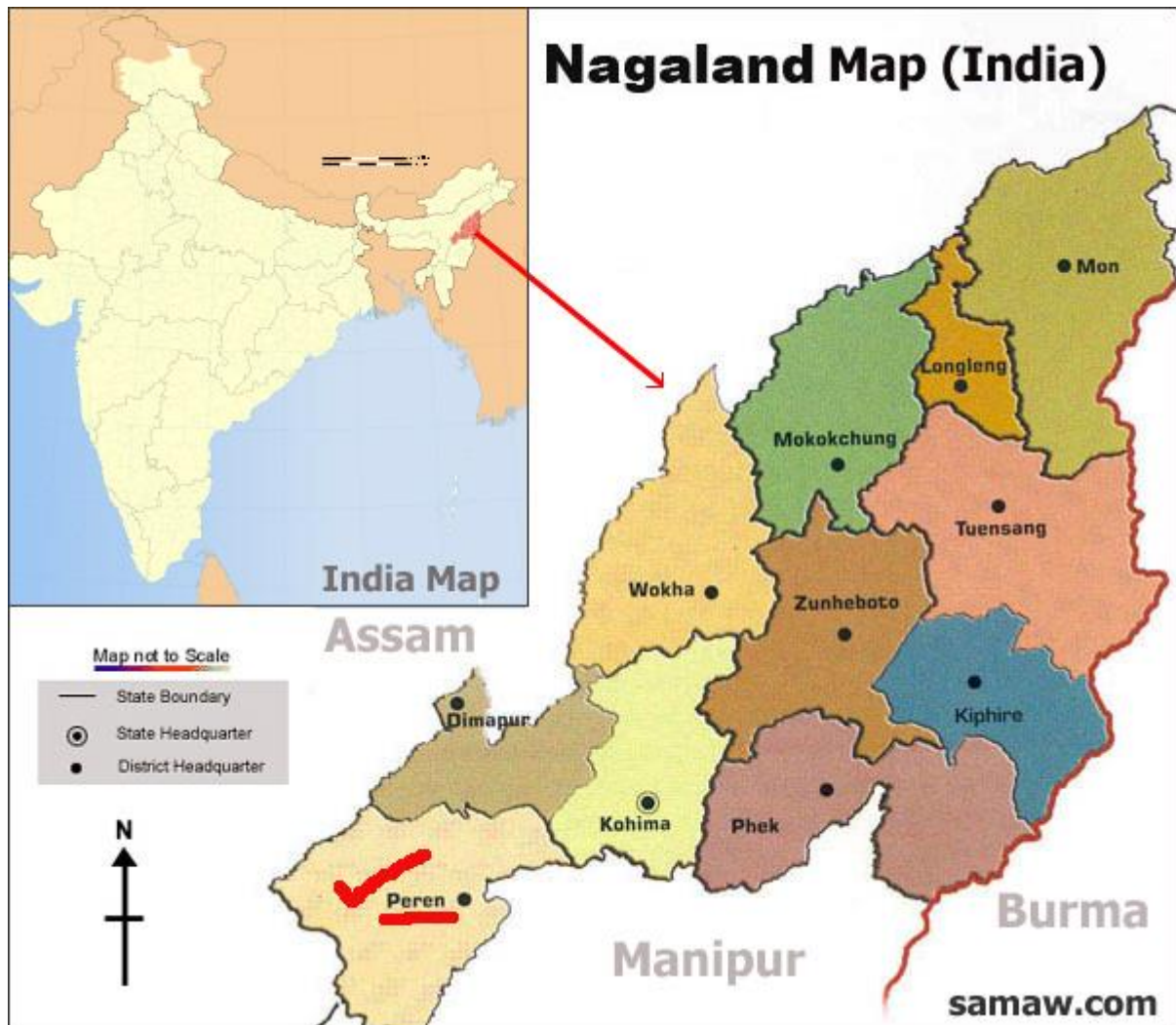
LIST OF SCHOOLS IN LONGLENG DISTRICT NAGALAND

Sl.no.	Name of the school	School code	Block Name
1	G.P.S. Yongyah sec-c	13090700803	Tamlu
2	G.P.S. Yongyah sec-A	13090700801	Tamlu
3	Primary school Yongnyah sec-B	13090700802	Tamlu
4	G.P.S. Tamlu sec-B	13090700602	Tamlu
5	G.P.S. Yongam sec- A	13090700402	Tamlu
6	G.P.S. Kangching sec- B	13090700702	Tamlu
7	G.P.S. Tamlu Town sec-A	13090700607	Tamlu
8	G.P.S. Yongam sec- B	13090700405	Tamlu
9	G.P.S. Tangha sec- B	13090700302	Tamlu
10	G.P.S. Yongshier sec-A	13090700101	Tamlu
11	G.P.S. Tangha sec- C	13090700307	Tamlu
12	G.P.S. Shamshang	13090700809	Tamlu
13	G.M.S. Shetap	13090701003	Tamlu
14	G.P.S. Shetap sec-A	13090701001	Tamlu
15	Primary School Nian	13090700501	Tamlu
16	G.P.S. Kangching sec-A	13090700701	Tamlu
17	G.P.S. Nian sec-B	13090700702	Tamlu
18	G.P.S. Alayong	13090602201	Longleng
19	G.P.S. Yongshei sec-C	13090700104	Tamlu
20	G.P.S. Netnyu	13090702002	Tamlu
21	G.P.S. Namching	13090600601	Longleng
22	G.P.S. Orangkong	13090601202	Longleng
23	G.P.S. Pongo	13090600502	Longleng
24	G.P.S. sakshi sec-A	13090600701	Longleng
25	G.H.S. Sakshi	13090600703	Longleng
26	G.H.S. Hukphang sec-B	13090600302	Longleng
27	G.P.S. Sakshi sec-B	13090600702	Longleng
28	G.P.S. Bhumnyu	13090600405	Longleng
29	G.P.S. Dungkhao	13090603201	Longleng
30	G.P.S. Nyengching	13090600106	Longleng
31	G.P.S. Pongo sec-A	13090600501	Longleng
32	G.M.S. Pongching	13090601601	Longleng
33	G.H.S. Nyengching	13090600107	Longleng
34	G.P.S. Hukphang sec-A	13090600301	Longleng
35	G.P.S. Bhumyu sec-A	13090600404	Longleng
36	G.M.S. Block Longleng	13090600129	Longleng

37	G.P. S. Station	13090600128	Longleng
38	G.P.S. Shauli Longleng town	13090600123	Longleng
39	G.P.S Yemchong	13090600705	Tamlu
40	G.P.S. Shayong Longleng	13090600101	Longleng

REPORT ON THE MONITORING AND SUPERVISION OF MDM IN LONGLENG DISTRICT NAGALAND

2013-2014



3rd February to 15th February 2014

Dr. Buno Zetsuvi

Nodal Officer

Monitoring Institute

Nagaland University

LONGLENG DISTRICT NAGALAND

Longleng district is one of the eleven districts of the Indian state of Nagaland. It is the eighth least populous district in the country. Carved out of Tuensang district, Longleng is tenth district of Nagaland. It is bordered by Mon district in the north, Mokokchung district in the west and Tuensang district in the south. The district's headquarter is Longleng, which is at an altitude of about 1,066 m above sea level. Tamlu and Longleng are the major towns in the district. Its main river is Dikhu. According to the 2011 census Longleng district has a population of 50,593. This gives it a ranking of 632nd in India (out of a total of 640). Longleng has a sex ratio of 903 females for every 1000 males, and a literacy rate of 73.1%. Phom is the main language spoken here. The Phoms have 4 major festivals, the most important of which is Monyu. The others are Moha, Bongvum and Paangmo.



Map of Longleng District

**REPORT ON MONITORING AND SUPERVISION OF MDM ACTIVITIES IN
LONGLENG DISTRICT 2013-2014**

1. Regularity in serving meal:

	Name of the school	Whether the school is serving hot cook meal daily	In the case of interruption extent or reason for the same
1	G.P.S. Yongyah sec-c	No	Shortage of stock
2	G.P.S. Yongyah sec-A	No	Shortage of stock
3	Primary school Yongnyah sec-B	No	Shortage of stock
4	G.P.S. Tamlu sec-B	No	Shortage of stock
5	G.P.S. Yongam sec- A	No	Insufficient food supply
6	G.P.S. Kangching sec- B	No	Delayed supply of food
7	G.P.S. Tamlu Town sec-A	No	Shortage of stock
8	G.P.S. Yongam sec- B	No	Insufficient food supply
9	G.P.S. Tangha sec- B	No	Insufficient food supply
10	G.P.S. Yongshier sec-A	No	Insufficient food supply
11	G.P.S. Tangha sec- C	No	Shortage of stock
12	G.P.S. Shamshang	No	Insufficient food supply
13	G.M.S. Shetap	No	Shortage of stock
14	G.P.S. Shetap sec-A	No	Insufficient food supply
15	Primary School Nian	No	Shortage of stock

	Name of the school	Whether the school is serving hot cook meal daily	In the case of interruption extent or reason for the same
16	G.P.S. Kangching sec-A	No	Shortage of stock
17	G.P.S. Nian sec-B	No	Insufficient food supply
18	G.P.S. Alayong	No	Shortage of stock
19	G.P.S. Yongshei sec-C	No	Disturbance of class
20	G.P.S. Netnyu	No	Shortage of stock
21	G.P.S. Namching	No	Shortage of stock
22	G.P.S. Orangkong	No	Insufficient food supply
23	G.P.S. Pongo	No	Shortage of stock
24	G.P.S. sakshi sec-A	No	Shortage of stock
25	G.H.S. Sakshi	No	Disturbance of class
26	G.H.S. Hukphang sec-B	No	Shortage of stock
27	G.P.S. Sakshi sec-B	No	Insufficient food supply
28	G.P.S. Bhumnyu	No	Shortage of stock
29	G.P.S. Dungkhao	No	Shortage of stock
30	G.P.S. Nyengching	No	Shortage of stock
31	G.P.S.Pongo sec-A	No	Disturbance of class
32	G.M.S. Pongching	No	Disturbance of class
33	G.H.S.Nyengching	No	Disturbance of class

	Name of the school	Whether the school is serving hot cook meal daily	In the case of interruption extent or reason for the same
34	G.P.S. Hukphang sec-A	No	Insufficient food supply
35	G.P.S. Bhumyu sec-A	No	Shortage of stock
36	G.M.S. Block Longleng	No	Shortage of stock
37	G.P. S. Station	No	Disturbance of class
38	G.P.S. Shauli Longleng town	No	Disturbance of class
39	G.P.S Yemchong	No	Disturbance of class
40	G.P.S. Shayong Longleng	No	Insufficient food supply

On enquiring whether the school is serving hot cooked meals daily, the data presented in the Table 1 indicates that out of the 40 schools, no schools served hot cook meals daily. In response to interruption, some schools stated that it disrupted the smooth functioning of the classes, shortage of stock, insufficient food supply and delayed of MDM items from the head office. However, on the day they served MDM-some twice in a week, thrice a week and some even once in a week served hot cooked meals.

2. Trends:

	Name of the school	Enrlt.	No. of children attending school on the day of visits	No. of children availing MDM as per MDM register	No. of children actually availing MDM on the day of visits
1	G.P.S. Yongyah sec-c	94	92,93	94	92,93
2	G.P.S. Yongyah sec-A	118	115,116	118	115,116
3	Primary school Yongnyah sec-B	115	115,112	115	115,112
4	G.P.S. Tamlu sec-B	89	85,86	89	85,86
5	G.P.S. Yongam sec- A	63	62,60	63	62,60
6	G.P.S. Kangching sec- B	61	61,59	61	61,50
7	G.P.S. Tamlu Town sec-A	56	56,54	56	56, 54
8	G.P.S. Yongam sec- B	50	50,49	50	50, 49
9	G.P.S. Tangha sec- B	76	72,73	76	72,73
10	G.P.S. Yongshier sec-A	65	64,62	65	64,62
11	G.P.S. Tangha sec- C	92	92, 91	92	92,91
12	G.P.S.Shamshang	76	74,75	76	74,75
13	G.M.S. Shetap	59	59,59	59	59,59
14	G.P.S. Shetap sec-A	45	45,44	45	45,44
15	Primary School Nian	215	213, 210	215	213, 210
16	G.P.S. Kangching sec-A	73	72,73	73	72,73
17	G.P.S. Nian sec-B	198	195,196	198	195,196
18	G.P.S. Alayong	15	15,14	15	15,14
19	G.P.S. Yongshei sec-C	50	48,50	50,50	48,50
20	G.P.S. Netnyu	34	34,33	34	34,33
21	G.P.S. Namching	82	82,80	82	82,80
22	G.P.S. Orangkong	92	92,90	92	92,90
23	G.P.S. Pongo	93	91,92	93	91,92
24	G.P.S. sakshi sec-A	49	38,45	49	38,45
25	G.H.S. Sakshi	62	56,60	62	56,60
26	G.H.S. Hukphang sec-B	69	64,67	69	64,67
27	G.P.S. Sakshi sec-B	52	51, 50	52	51, 50
28	G.P.S. Bhumnyu	54	52, 51	54	52, 51
29	G.P.S. Dungkhao	24	24, 23	24	24, 23

	Name of the school	Enrlt.	No. of children attending school on the day of visits	No. of children availing MDM as per MDM register	No. of children actually availing MDM on the day of visits
30	G.P.S. Nyengching	125	121, 123	125	121, 123
31	G.P.S.Pongo sec-A	60	59, 60	60	59, 60
32	G.M.S. Pongching	82	81, 80	82	81, 80
33	G.H.S.Nyengching	216	200, 209	216	200, 209
34	G.P.S. Hukphang sec-A	86	86, 85	86	86, 85
35	G.P.S. Bhumyu sec-A	87	85, 86	87	85, 86
36	G.M.S. Block Longleng	170	162, 167	170	162, 167
37	G.P. S. Station	167	167, 165	167	167, 165
38	G.P.S. Shauli Longleng town	66	65, 64	66	65, 64
39	G.P.S Yemchong	94	93, 90	94	93,90
40	G.P.S. Shayong Longleng	70	55, 65	70	55, 65

The total enrolment of the students out of the 40 school was 3444. The total number of children availing MDM was 3444. The total number of students attending schools and availing MDM on the first day of MI visit was 3356. The total number of students attending schools and availing MDM on the second day visit was 3361.

3. Regularity in delivering food grains to school level:

	Name of the school	Whether school received food grains regularly. Yes/No	Whether buffer stock of one month maintained. Yes/No	Whether food grain delivered at school. Yes/No
1	G.P.S. Yongyah sec-c	No	Yes	Yes
2	G.P.S. Yongyah sec-A	No	Yes	Yes
3	Primary school Yongnyah sec-B	Yes	Yes	Yes
4	G.P.S. Tamlu sec-B	Yes	Yes	Yes
5	G.P.S. Yongam sec- A	No	No	No
6	G.P.S. Kangching sec- B	No	Yes	Yes
7	G.P.S. Tamlu Town sec-A	No	Yes	Yes
8	G.P.S. Yongam sec- B	No	No	No
9	G.P.S. Tangha sec- B	Yes	Yes	Yes
10	G.P.S. Yongshier sec-A	Yes	Yes	Yes
11	G.P.S. Tangha sec- C	Yes	Yes	Yes
12	G.P.S. Shamshang	Yes	Yes	Yes
13	G.M.S. Shetap	No	Yes	Yes
14	G.P.S. Shetap sec-A	No	Yes	Yes
15	Primary School Nian	Yes	Yes	Yes
16	G.P.S. Kangching sec-A	Yes	Yes	Yes
17	G.P.S. Nian sec-B	No	No	No
18	G.P.S. Alayong	No	Yes	Yes
19	G.P.S. Yongshei sec-C	Yes	Yes	No
20	G.P.S. Netnyu	Yes	Yes	Yes
21	G.P.S. Namching	Yes	Yes	Yes
22	G.P.S. Orangkong	No	Yes	Yes
23	G.P.S. Pongo	No	No	No
24	G.P.S. sakshi sec-A	Yes	Yes	Yes
25	G.H.S. Sakshi	Yes	Yes	Yes
26	G.H.S. Hukphang sec-B	Yes	Yes	Yes
27	G.P.S. Sakshi sec-B	Yes	Yes	Yes
28	G.P.S. Bhumnyu	Yes	No	Yes
29	G.P.S. Dungkhao	Yes	No	Yes
30	G.P.S. Nyengching	Yes	Yes	Yes

	Name of the school	Whether school received food grains regularly. Yes/No	Whether buffer stock of one month maintained. Yes/No	Whether food grain delivered at school. Yes/No
31	G.P.S.Pongo sec-A	Yes	Yes	Yes
32	G.M.S. Pongching	Yes	Yes	Yes
33	G.H.S.Nyengching	Yes	Yes	Yes
34	G.P.S. Hukphang sec-A	Yes	Yes	Yes
35	G.P.S. Bhumyu sec-A	Yes	No	Yes
36	G.M.S. Block Longleng	No	No	Yes
37	G.P. S. Station	Yes	Yes	Yes
38	G.P.S. Shauli Longleng town	Yes	Yes	Yes
39	G.P.S Yemchong	Yes	Yes	Yes
40	G.P.S. Shayong Longleng	Yes	Yes	Yes

As projected in the Table 3. 27 schools responded that the school received the food grain regularly, whereas the remaining 13 schools were delayed in receiving the food grain. It was found that there were 32 schools maintaining the buffer stock of one month requirement. However, 8 schools were not maintaining the buffer stock. Out of the 40 schools, 35 schools stated that the schools received the food grain at the school whereas 5 schools, the food grains were not delivered at the school.

Regarding the quality of the food grains supplied, 36 schools responded positively that the food grains supplied was as per the marked/indicated weight. Out of the 40 schools, 35 schools responded that the quality of the food grains was good.

4. Regularity in delivering cooking cost to school level:

On enquiring to the different schools regarding with the regularity in delivering cooking cost, 10 schools stated positively whereas the remaining 30 schools stated that the schools did not received in advance. The reason was due to the delay caused from the office for the dispersal. During such delay, the school managed from the school

fund. It was found that the cooking cost was paid through cash and not through banking channel.

5. Social Equality:

It was observed in all the 40 schools that there was no discrimination on gender or caste or community in cooking or serving or seating arrangement. Every child was treated equally. The system of serving and seating arrangement for eating was arranged in class wise in all the schools.

6. Variety of Menu:

It was observed that 35 schools didn't display any weekly menu on the school notice board. Whereas 5 schools were found displaying the weekly menu of the MDM and all of them were found adhering to the menu displayed.

All the 40 schools were found to be serving variety of food; every time they served MDM. The variety of food includes rice, gram and vegetables.

7. Quality and quantity of meal:

Regarding the quality of meal, 35 schools stated that it good and for the remaining 5 schools it was of average quality. Moreover, with the quantity of meal 21 schools stated that it was insufficient whereas 19 schools stated that it was sufficient.

8. Supplementary:

It was found that no schools maintained health care card. Micronutrients were received by 34 schools once in a year and this was administered by PHC. 6 schools revealed that micronutrients were not provided.

9. Status of Cook:

During the MI visit it was found in all the 40 schools that, cooks were employed on regular basis. 30 schools stated that the cooks were appointed by the Department, whereas 10 schools the cooks were

appointed by VEC. Regarding the number of cooks and helpers engaged in the schools, 36 schools stated that it was as per GOI norms. However, 4 schools stated negatively. It was found that all the 40 schools paid Rs.1000/- per month. All the cooks were from the Scheduled tribe.

10. Infra-structure: Pucca Kitchen shed cum store:

	Name of the school	Infrastructure
1	G.P.S. Yongyah sec-c	Constructed and in use
2	G.P.S. Yongyah sec-A	Constructed and in use
3	Primary school Yongnyah sec-B	Constructed and in use
4	G.P.S. Tamlu sec-B	Constructed and in use
5	G.P.S. Yongam sec- A	Constructed and in use
6	G.P.S. Kangching sec- B	Constructed and in use
7	G.P.S. Tamlu Town sec-A	Constructed and in use
8	G.P.S. Yongam sec- B	Constructed and in use
9	G.P.S. Tangha sec- B	Constructed and in use
10	G.P.S. Yongshier sec-A	Constructed and in use
11	G.P.S. Tangha sec- C	Constructed and in use
12	G.P.S. Shamsang	Constructed and in use
13	G.M.S. Shetap	Constructed and in use
14	G.P.S. Shetap sec-A	Constructed and in use
15	Primary School Nian	Constructed and in use
16	G.P.S. Kangching sec-A	Constructed and in use
17	G.P.S. Nian sec-B	Constructed and in use
18	G.P.S. Alayong	Constructed and in use
19	G.P.S. Yongshei sec-C	Constructed and in use
20	G.P.S. Netnyu	Constructed and in use
21	G.P.S. Namching	Constructed and in use
22	G.P.S. Orangkong	Constructed and in use
23	G.P.S. Pongo	Constructed and in use
24	G.P.S. sakshi sec-A	Under construction
25	G.H.S. Sakshi	Constructed and in use
26	G.H.S. Hukphang sec-B	Not sanctioned
27	G.P.S. Sakshi sec-B	Constructed and in use

	Name of the school	Infrastructure
28	G.P.S. Bhumnyu	Constructed and in use
29	G.P.S. Dungkhao	Not sanctioned
30	G.P.S. Nyengching	Constructed and in use
31	G.P.S.Pongo sec-A	Constructed and in use
32	G.M.S. Pongching	Constructed and in use
33	G.H.S.Nyengching	Constructed and in use
34	G.P.S. Hukphang sec-A	Constructed and in use
35	G.P.S. Bhumyu sec-A	Not sanctioned
36	G.M.S. Block Longleng	Constructed and in use
37	G.P. S. Station	Constructed and in use
38	G.P.S. Shauli Longleng town	Constructed and in use
39	G.P.S Yemchong	Constructed and in use
40	G.P.S. Shayong Longleng	Constructed and in use

On enquiring about the infrastructure for the cooking place or kitchen shed cum store, the responses presented in the table reveal that 36 schools had constructed and in use and in 3 schools there was no grant sanctioned for the construction of kitchen shed cum store. It was found that in 1 school the kitchen shed cum store was under construction.

11. Water Potable for cooking and drinking purpose:

	Name of the schools	Yes/No
1	G.P.S. Yongyah sec-c	Yes
2	G.P.S. Yongyah sec-A	Yes
3	Primary school Yongnyah sec-B	Yes
4	G.P.S. Tamlu sec-B	Yes
5	G.P.S. Yongam sec- A	Yes
6	G.P.S. Kangching sec- B	Yes
7	G.P.S. Tamlu Town sec-A	Yes
8	G.P.S. Yongam sec- B	Yes
9	G.P.S. Tangha sec- B	Yes
10	G.P.S. Yongshier sec-A	Yes
11	G.P.S. Tangha sec- C	Yes
12	G.P.S. Shamshang	Yes
13	G.M.S. Shetap	Yes
14	G.P.S. Shetap sec-A	Yes
15	Primary School Nian	Yes
16	G.P.S. Kangching sec-A	Yes
17	G.P.S. Nian sec-B	Yes
18	G.P.S. Alayong	No
19	G.P.S. Yongshei sec-C	Yes
20	G.P.S. Netnyu	Yes
21	G.P.S. Namching	No
22	G.P.S. Orangkong	Yes
23	G.P.S. Pongo	Yes
24	G.P.S. sakshi sec-A	Yes
25	G.H.S. Sakshi	No
26	G.H.S. Hukphang sec-B	Yes
27	G.P.S. Sakshi sec-B	Yes
28	G.P.S. Bhumnyu	Yes
29	G.P.S. Dungkhao	Yes
30	G.P.S. Nyengching	Yes
31	G.P.S. Pongo sec-A	Yes
32	G.M.S. Pongching	Yes
33	G.H.S. Nyengching	Yes
34	G.P.S. Hukphang sec-A	Yes

	Name of the schools	Yes/No
35	G.P.S. Bhumyu sec-A	Yes
36	G.M.S. Block Longleng	No
37	G.P. S. Station	Yes
38	G.P.S. Shauli Longleng town	Yes
39	G.P.S Yemchong	Yes
40	G.P.S. Shayong Longleng	Yes

The above table presented the school potable water for cooking and drinking purpose, it was revealed that 36 schools were having facilities with potable water whereas the remaining 4 schools did not have the facility.

12.The utensils used for cooking adequate:

	Name of the school	Adequate/ Inadequate
1	G.P.S. Yongyah sec-c	Adequate
2	G.P.S. Yongyah sec-A	Adequate
3	Primary school Yongnyah sec-B	Adequate
4	G.P.S. Tamlu sec-B	Adequate
5	G.P.S. Yongam sec- A	Inadequate
6	G.P.S. Kangching sec- B	Adequate
7	G.P.S. Tamlu Town sec-A	Adequate
8	G.P.S. Yongam sec- B	Adequate
9	G.P.S. Tangha sec- B	Adequate
10	G.P.S. Yongshier sec-A	Adequate
11	G.P.S. Tangha sec- C	inadequate
12	G.P.S.Shamshang	inadequate
13	G.M.S. Shetap	Inadequate
14	G.P.S. Shetap sec-A	Adequate
15	Primary School Nian	Inadequate
16	G.P.S. Kangching sec-A	Adequate
17	G.P.S. Nian sec-B	Adequate
18	G.P.S. Alayong	Adequate
19	G.P.S. Yongshei sec-C	Adequate
20	G.P.S. Netnyu	Adequate
21	G.P.S. Namching	Inadequate
22	G.P.S. Orangkong	Adequate
23	G.P.S. Pongo	Inadequate
24	G.P.S. sakshi sec-A	inadequate
25	G.H.S. Sakshi	inadequate
26	G.H.S. Hukphang sec-B	inadequate
27	G.P.S. Sakshi sec-B	Adequate
28	G.P.S. Bhumnyu	Adequate
29	G.P.S. Dungkhao	Adequate
30	G.P.S. Nyengching	Inadequate
31	G.P.S.Pongo sec-A	inadequate
32	G.M.S. Pongching	Inadequate
33	G.H.S.Nyengching	inadequate
34	G.P.S. Hukphang sec-A	Inadequate
35	G.P.S. Bhumyu sec-A	Inadequate
36	G.M.S. Block Longleng	inadequate

	Name of the school	Adequate/ Inadequate
37	G.P. S. Station	Inadequate
38	G.P.S. Shauli Longleng town	inadequate
39	G.P.S Yemchong	Inadequate
40	G.P.S. Shayong Longleng	inadequate

The data presented in the above Tables highlighted that 21 schools expressed that the cooking utensils were inadequate to meet the needs for preparing the meal whereas 19 schools had adequate utensils.

13.Kinds of fuel used:

	Name of the School	Fuel used
1	G.P.S. Yongyah sec-c	Fire wood
2	G.P.S. Yongyah sec-A	Fire wood
3	Primary school Yongnyah sec-B	Fire wood
4	G.P.S. Tamlu sec-B	Fire wood
5	G.P.S. Yongam sec- A	Fire wood
6	G.P.S. Kangching sec- B	Fire wood
7	G.P.S. Tamlu Town sec-A	Fire wood
8	G.P.S. Yongam sec- B	Fire wood
9	G.P.S. Tangha sec- B	Fire wood
10	G.P.S. Yongshier sec-A	Fire wood
11	G.P.S. Tangha sec- C	Fire wood
12	G.P.S.Shamshang	Fire wood
13	G.M.S. Shetap	Fire wood
14	G.P.S. Shetap sec-A	Fire wood
15	Primary School Nian	Fire wood
16	G.P.S. Kangching sec-A	Fire wood
17	G.P.S. Nian sec-B	Fire wood
18	G.P.S. Alayong	Fire wood
19	G.P.S. Yongshei sec-C	Fire wood
20	G.P.S. Netnyu	Fire wood
21	G.P.S. Namching	Fire wood
22	G.P.S. Orangkong	Fire wood
23	G.P.S. Pongo	Fire wood
24	G.P.S. sakshi sec-A	Fire wood
25	G.H.S. Sakshi	Fire wood
26	G.H.S. Hukphang sec-B	Fire wood
27	G.P.S. Sakshi sec-B	Fire wood
28	G.P.S. Bhumnyu	Fire wood
29	G.P.S. Dungkhao	Fire wood
30	G.P.S. Nyengching	Fire wood
31	G.P.S.Pongo sec-A	Fire wood
32	G.M.S. Pongching	Fire wood
33	G.H.S.Nyengching	Fire wood
34	G.P.S. Hukphang sec-A	Fire wood
35	G.P.S. Bhumyu sec-A	Fire wood
36	G.M.S. Block Longleng	Fire wood

	Name of the School	Fuel used
37	G.P. S. Station	Fire wood
38	G.P.S. Shauli Longleng town	Fire wood
39	G.P.S Yemchong	Fire wood
40	G.P.S. Shayong Longleng	Fire wood

Regarding the use of fuel for cooking, it was found that all the 40 schools in the district used fire wood for cooking purposes. Longleng being very far away from the capital, they could not avail the service of using LPG. So they use only firewood for cooking purposes. However, since firewood is a way of life for all cooking purposes, it was found to be useful and does not pose any threat.

14. General impression of the environment, safety and hygiene:

Regarding safety and hygiene of meal provided, it was observed that 24 schools were satisfactory. However, the remaining 15 schools the environment, safety and hygiene were not very impressive. It was also found that in 36 schools 'Hand wash' was practiced by all the students before and after their food. The children were found partaking their food in an orderly manner. It was examined that 31 schools children were aware of conservation of water, where 9 schools children were not. In 32 schools, the kitchens were safe from any fire hazards and 8 schools kitchen were not very safe.

15. Community participation and awareness:

It was found that parents and VECs were actively participating in all the schools relating to MDM. VECs were effectively monitoring the schools. However, with the roster maintenance by the community members for supervision of the MDM, it was found that 3 schools had maintained the roster system for supervision of MDM. However, 37 schools did not maintained the roster system. Regarding awareness of the quality of MDM by the parents/community members, 35 schools stated that the parents/community members were satisfied and 5 schools stated that parents/community members were not satisfied.

16. Inspection and supervision:

On enquiring from the head teachers whether MDM programme had been inspected by any Officials from the State/District/Block level, it was found that 34 schools had been visited by the District and Block Officials. However, in 6 schools it was found that no officials had visited. The head teachers stated that the Officials visit occasionally.

17. Impact:

MI had observed that MDM programme had improved the enrolment in all the school and also the daily attendance. It has encouraged the parents to send their children to school and it had benefitted the general well being of the children.

18. MDM Logo:

In 36 schools, there was Mid-Day Meal Logo placed in front of the Schools.

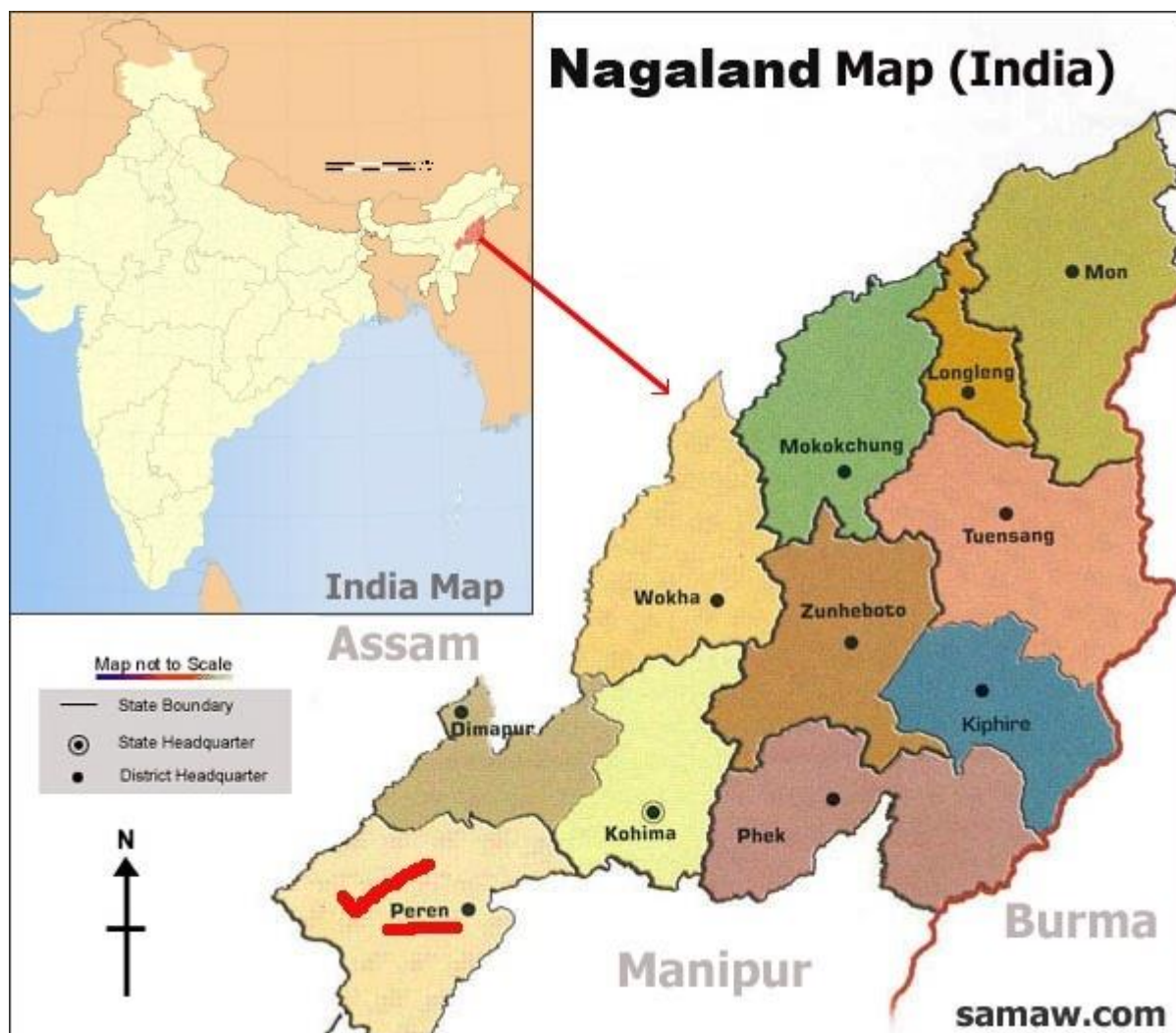
LIST OF SCHOOLS IN LONGLENG DISTRICT NAGALAND

Sl.no.	Name of the school	School code	Block Name
1	G.P.S. Yongyah sec-c	13090700803	Tamlu
2	G.P.S. Yongyah sec-A	13090700801	Tamlu
3	Primary school Yongnyah sec-B	13090700802	Tamlu
4	G.P.S. Tamlu sec-B	13090700602	Tamlu
5	G.P.S. Yongam sec- A	13090700402	Tamlu
6	G.P.S. Kangching sec- B	13090700702	Tamlu
7	G.P.S. Tamlu Town sec-A	13090700607	Tamlu
8	G.P.S. Yongam sec- B	13090700405	Tamlu
9	G.P.S. Tangha sec- B	13090700302	Tamlu
10	G.P.S. Yongshier sec-A	13090700101	Tamlu
11	G.P.S. Tangha sec- C	13090700307	Tamlu
12	G.P.S.Shamshang	13090700809	Tamlu
13	G.M.S. Shetap	13090701003	Tamlu
14	G.P.S. Shetap sec-A	13090701001	Tamlu
15	Primary School Nian	13090700501	Tamlu
16	G.P.S. Kangching sec-A	13090700701	Tamlu
17	G.P.S. Nian sec-B	13090700702	Tamlu
18	G.P.S. Alayong	13090602201	Longleng
19	G.P.S. Yongshei sec-C	13090700104	Tamlu
20	G.P.S. Netnyu	13090702002	Tamlu
21	G.P.S. Namching	13090600601	Longleng
22	G.P.S. Orangkong	13090601202	Longleng
23	G.P.S. Pongo	13090600502	Longleng
24	G.P.S. sakshi sec-A	13090600701	Longleng
25	G.H.S. Sakshi	13090600703	Longleng
26	G.H.S. Hukphang sec-B	13090600302	Longleng
27	G.P.S. Sakshi sec-B	13090600702	Longleng
28	G.P.S. Bhumnyu	13090600405	Longleng
29	G.P.S. Dungkhao	13090603201	Longleng
30	G.P.S. Nyengching	13090600106	Longleng
31	G.P.S.Pongo sec-A	13090600501	Longleng
32	G.M.S. Pongching	13090601601	Longleng
33	G.H.S.Nyengching	13090600107	Longleng

Sl.no.	Name of the school	School code	Block Name
34	G.P.S. Hukphang sec-A	13090600301	Longleng
35	G.P.S. Bhummyu sec-A	13090600404	Longleng
36	G.M.S. Block Longleng	13090600129	Longleng
37	G.P. S. Station	13090600128	Longleng
38	G.P.S. Shauli Longleng town	13090600123	Longleng
39	G.P.S Yemchong	13090600705	Tamlu
40	G.P.S. Shayong Longleng	13090600101	Longleng

REPORT ON THE MONITORING AND SUPERVISION OF SSA IN TUENSANG DISTRICT NAGALAND

2013-2014



3rd Of February-15th February 2014

Dr. Buno Zetsuvi

Nodal Officer

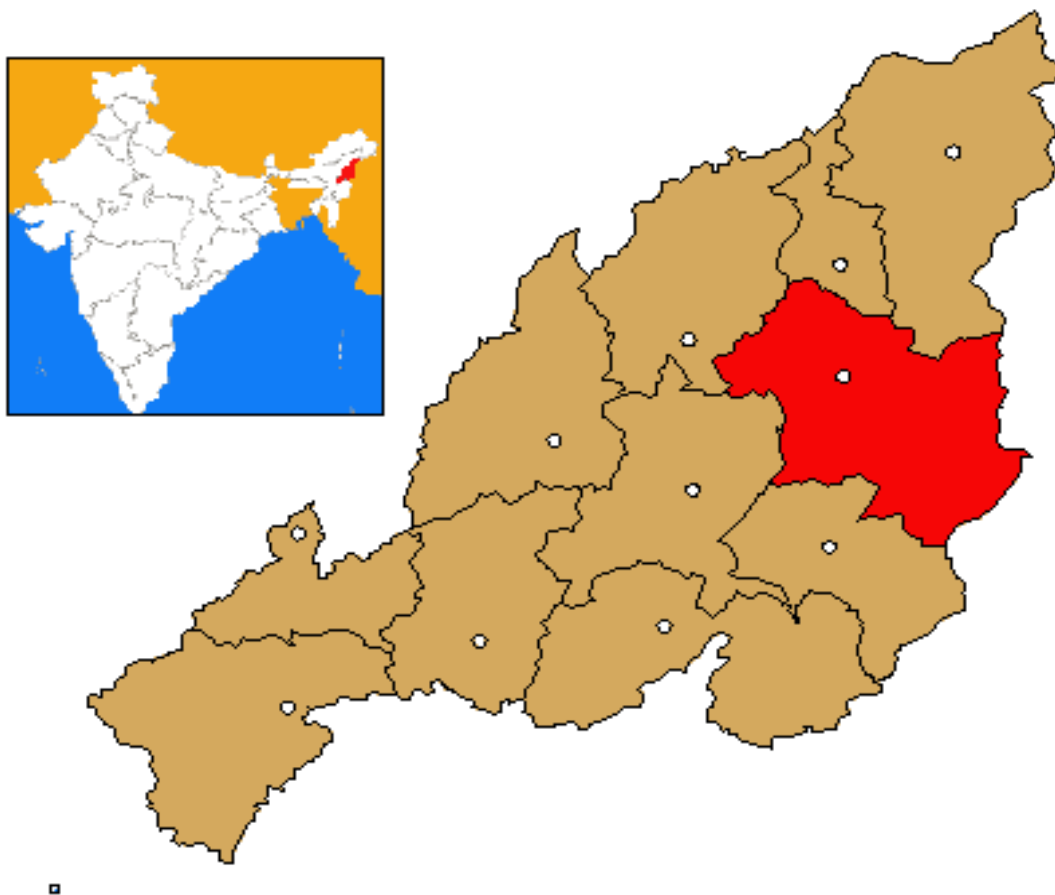
Monitoring Institute

Nagaland University

TUENSANG

TUENSANG is one of the eight districts of Nagaland. It lies in the easternmost part of Nagaland, and is named after the village which is situated closed by the district headquarter. The District is populated by 5 (Five) major tribes namely, Chang, Sangtam, Khiamniungan, Yimchunger, Phom and a part of Sumi. Tuensang is bordered by Myanmar all along its eastern side. On the North lies Mon district. Tuensang touches Assam on its north on a narrow strip between Mon on the east and Mokokchung in the West. On the South of Tuensang lies Phek District and on the west are Zunheboto and Mokokchung districts. The district has approximately 180 Kms of international border with Myanmar. Physiographically, Tuensang district is covered with hills, high ridges deep gorges and narrow valleys.

As of 2001 India census, Tuensang had a population of 29,654. Males constitute 56% of the population and females 44%. Tuensang has an average literacy rate of 71%, higher than the national average of 59.5%: male literacy is 74%, and female literacy is 67%. In Tuensang, 13% of the population is under 6 years of age.



REPORT ON MONITORING AND SUPERVISION OF SSA IN TUENSANG

DISTRICT NAGALAND 2013-2014

ACCESS

PHYSICAL ACCESS:

Monitoring Institute of Nagaland University had visited 40 schools in Tuensang District of Nagaland State. The survey was done from 3rd February to 15th February 2014. The 40 schools comprised 26 Government Primary Schools, 13 Government Middle Schools and 1 Government High Schools. All the 40 schools served 32 habitations out of which 21 habitations were served by Government Primary Schools, 8 habitations were served by Government Middle Schools and 2 habitations were served by Government High Schools. These indicate that still some habitations require schools at the reach of children. The maximum distance of all the 40 schools were located within 2 to

3 kms and minimum 1 km. All the 40 schools served a total number of 5481 students. 6 schools stated that crossing the state highway posed danger or threat to safety as the students had to cross the state highway. However, on observation it was found that the state highway is not very threatening comparing to cities.

QUALITY OF ACCESS:

1. SCHOOL CLASSROOM:

The number of students enrolled in the academic year of monitoring was 5481. The enrollment was found quite satisfactory; the students were accommodated in 280 rooms. It was found that in 21 schools the classroom were adequate. However in 19 schools the classrooms were found to be inadequate. The students-classroom ratio was found to be 19:1. Regarding the suitability of classroom in relation to the strength of students 22 schools stated that it was adequate and for 18 schools it was inadequate. In the view of the availability of sitting space per child in the classroom, it was found that it was adequate in 17 schools whereas 23 schools were found inadequate. According to the data collection the teacher-students ratio was 21:1.

2. FURNITURE FOR THE CHILDREN:

On enquiring about the furniture it was found that in 25 schools the condition of furnitures were of poor quality, in 13 schools the condition were average and in 9 schools it was found that the condition was good.

3. LIGHT AND VENTILATION:

Regarding lighting in the schools, 8 schools were facilitated with proper lighting arrangement in the classroom but 32 schools needed to rearrange the classroom for proper lighting. As to the ventilation in the classrooms, 23 schools had been found with proper ventilation, however 17 schools were found to have poor ventilation.

4. BUILDING DESIGN:

Sl. No	Child friendliness of	Yes	No
1	Gates	13	27
2	Door Latches	15	25
3	Stairs	15	25
4	Floors	24	16
5	Windows	31	9
6	Furniture	22	18
7	Pillars	24	16

Table 1: Building Design

Regarding building design, it was found that 13 schools had proper gates, 15 schools had door latches, 15 schools had proper stairs leading to classrooms, 24 schools had proper flooring, 31 schools had proper window frame, 22 schools had adequate furniture and in 24 schools the pillars were found to be strong and friendly. Details are projected in the above Table 1.

5. BLACKBOARD IN CLASSROOM:

Sl.no	Blackboard in classroom	Yes	No
1	Availability	40	
2	Can children in the classroom benefit from the blackboard	13	27
3	Quality of blackboard	10	26
4	Location of black board suitability	17	23

Table 2: Blackboard in classroom

As projected in the above Table 2, in all the 40 schools in the district, it was found that the blackboards were available in all the schools. It was found that in 13 schools children were benefited from the blackboard whereas in 27 schools it was found to be otherwise. Regarding the quality of the blackboard it was found that only 10 schools had an adequate quality whereas 26 schools were of poor quality. In viewing the location of blackboard suitability in the classroom, 17 schools were found to be suitable, but the remaining 23 were

not. However, it was found in all the 40 schools that the blackboards were placed centrally. In 25 schools blackboard were not painted properly.

6. RAMP:

Out of the 40 schools visited by MI, there were 29 schools fitted with ramps. In 15 schools ramps were fitted with handrails and were being used. It was expressed by the teachers in charge that the quality of ramps was good.

7. TOILETS IN THE SCHOOLS:

Sl.No	Access to toilets	Yes	No
1	Separate provision for girls and boys toilets	22	18
2	Toilet adequate for students in the school	20	20
3	Are the students allowed to use the toilets?	24	16
4	Is running water available in toilets?	18	22
5	Are toilets used properly?	21	19
6	Are the toilets maintained properly?	22	18
7	Are the toilets CWSN friendly?	16	24
8	Do the girls' toilets have incinerator facility?	1	39

Table 3: Toilets in the Schools

The provision, conditions and maintenance of toilets are projected in the above Table 3.

8. DRINKING WATER:

As to drinking water facilities, it was found that 28 schools had proper drinking water facilities whereas 12 schools did not have proper facilities. The sources of water in all the schools were spring water and PWD pipe line. On enquiring of proper cleanliness and maintenance of water facilities, in 28 schools the respondents expressed that the children made use of it properly, whereas the remaining 12 schools did not.

9. PLAYGROUND:

It was observed that 24 schools had their own playgrounds whereas the remaining 16 schools did not have playground. During the sports meet the schools used the local ground or nearby open space. All the 40 schools organized outdoor activities once in a year besides other co-curricular activities. The teachers in charge of sport stated that the sport materials were not adequate.

10. LIBRARY:

During the MI visit in all 40 schools, it was found that 3 schools had school library. However, the books available in the library couldn't meet the requirement of the children.

SOCIAL ACCESS:

PATTERN OF POPULATION OF THE HABITATION AND ENROLLMENT IN THE SCHOOL:

Sl. No	Children from all sections of society	Yes	No
1.	Caste- STs, SCs & OBCs	20	20
2	Religion	20	20
3	Gender	40	
4	CWSN	22	18
5	Hamlets		40

Table 4: Pattern of population of the habitations and enrollment in the school

The above Table 4 represents the pattern of population of the habitations and enrollment in the school.

Regarding with the attendance of the students in the school, there were no particular social groups found to be irregular in the schools. There was no

discrimination among the peer groups or between teachers and students. In 10 schools the respondents expressed that the attendance of the students had reflected with the MDM distribution whereas 30 schools expressed that it did not reflect the same pattern of attendance. MDM was not very frequently given.

ADDITIONAL ITEMS IN THE CONTEXT OF RTE:

School as an agency of social cohesiveness:

Sl. No	Teachers communication with students	Yes	No
1	Different social groups	38	2
2	Different economic groups	39	1
3	CWSN	23	17
4	Children of different castes	40	
5	Children of different religions	40	
6	Girls	40	

Table 5: Teachers communication with students' of different social groups

The above Table 5 shows that the communication of the teachers with different groups of students was found encouraging. It was found from the data that in 38 schools, teachers communicated with the students from different social groups and 39 schools, teachers communicated with the students from economic social groups. In 23 schools teachers communicated with the CWSN. In all the 40 schools teachers were found communicating with children from different castes, different religions and the girls without any discrimination. It shows that a good number of schools have been acting as an agency of social cohesiveness.

Students' from different social groups' fearless in communication with teachers:

Sl. No	Students from different social groups fearless communication with teachers	Yes	No
1	Different social groups	21	19
2	Different economic groups	20	20

3	CWSN	21	19
4	Children of different castes	22	18
5	Children of different religions	20	20
6	Girls	18	22

Table 6: Students from different social groups fearless in communication with teachers

The above table indicates that, from the sample 40 schools, 21 schools from the students of different social groups, in 20 schools from different economic groups, in 21 schools from the CWSN, in 22 schools from different castes, in 20 schools from different religions and in 18 schools, the girls communicated with the teachers without any hesitations and inhibition.

With regards to the seating arrangement in the class, MI observed that there was so much room for intermingling and mixing of children from all the sections of the society in all the 40 schools. Moreover, it was found in all the 40 school that the school authorities conducted the exercise of school mapping for ensuring access of each and every child of school going age of all categories.

OUT OF SCHOOL CHILDREN:

It was observed that Alternative and Innovation Education Centers are not functioning in the district for out of school and never enrolled children which were offered earlier. Now, 11 villages were found to be having special training i.e. giving tuition to about 10 to 20 children in each village for those out of school children who are still interested in studies by SMC and VEC. However, 29 villages does not have this special education because the drop outs are not interested in studies anymore and doing field works helping out their parents and some have gone to bigger town like Dimapur, Mokochung and Kohima on the lookout for prospective small jobs.

QUALITY ISSUES:

1. ENABLING CONDITION:

Out of the 40 schools visited by MI, there were 253 teachers, out of which were 94 male and 159 female. The ratio of pupil and teacher is 21:1. It was found there were 52 vacancies for the teaching post in all the 40 schools. Regarding the teachers' availability for teaching science, mathematics and language, 24 schools expressed that the schools have teachers in teaching science, 20 schools have teachers in teaching mathematics and 36 schools have teachers in teaching language. Out of 253 teachers, 95 teachers were untrained.

On enquiring the details of the training received, all the 40 schools had received training through, B.ed 31, DIET 35 and the rest at EBRC level for 10 days and 12 days. The teachers expressed that those training were very useful in imparting knowledge. Further the teachers expressed that it has helped them better in transacting in the teaching learning process.

Regarding teachers' awareness of the duties and responsibilities of teacher under RTE Act, 2009, all the 40 school in the district were made known through seminars, workshops, orientation programmes conducted by the SCERT on RTE, and also during the training programme through EBRC and SSA Personnel.

Further, it was verified that all the schools had received the text books for all the subjects but the text books were not received within one month of the commencement of the school. Besides text books, the other teaching learning materials (TLM) used in the schools were in visual form. In all the 40 schools, the head teachers stated that the school grants, maintenance grants and TLM grants were received.

2. TEACHING LEARNING PROCESS:

While analyzing teachers' understanding of the constructivist approach to teaching learning process, all the 40 schools stated that both teachers and students played an important role in the teaching learning process. During the MI visit, it was observed that both the teachers and students had equal talk

time in the learning process. It was identified that in 38 schools teachers provided concrete experience and related their personal life experiences to learning. While discussing with the teachers in all the 40 sample schools, teachers expressed the importance of learners in the teaching learning process. Education is not only imparting knowledge or acquisition of knowledge or skill but the character formation or character building. So, teachers accept every individual as they are and put much effort in the character building. It was found that in all the GMS and GPS the teachers were giving notes to students whereas in GHS teachers were found dictating notes.

Teachers’ understanding of the NCF regarding teaching of language and social science: Table 7

Sl. No	Teachers’ understanding of the NCF regarding teaching of language and social science	Yes	No
1	Learner centeredness	27	13
2	Learner autonomy	24	16
3	Active participation of learning	20	20
4	Divergent discussion	19	21
5	Promotion of use of language abilities	21	19
6	Non-instance of rote memory	11	24
7	Scope for thinking	16	24

The above Table 7 had projected the teachers’ understanding of the NCF regarding teaching of language and social science. It was found that majority of the schools teachers had understood the importance of learner centeredness, learner autonomy and active participation of learning. However, it was found that 19 schools understood the divergent discussion but 21 schools did not. Out of the 40 schools, 21 schools understood the promotion and use of language abilities, 11 schools non-insistence of rote memory and 16 schools scope of thinking.

In view of approach to teaching English, all the 40 schools teachers understood the importance of listening, speaking, reading and writing. It was found that English was taught through translation method. It was observed and also expressed by the teachers in their approach to teaching mathematics that the teachers were found to have the ability to think logically, ability to formulate and handle abstraction. Teachers understood the development of thinking and reasoning. All the 40 schools teachers stated that the quality mathematics is

every child's right. As approach to understanding and the use of community resources in the teaching learning process, 36 schools had stated that they used the community resources whereas 4 schools were not. It was found in all the 40 schools in the district that children were happily participating in the classroom learning process.

Regarding methods of evaluation, CCE and Grading methods of evaluation is being followed in all the 40 schools. Out of the 40 schools it was verified that only 15 schools get an onsite academic support. Further, parents or community's members were aware and understood the changes in the teaching learning and evaluation process. As to sitting arrangement in the classroom, children were made to sit in a flexible manner and in class wise. It was found that no schools had discriminated or segregated the disadvantaged and disabled. The students were encouraged to pose any questions to their teachers. Further it was found that in 35 schools teachers decide the classroom ethos.

3. ISSUES IN EQUITY IN QUALITY:

All the 40 schools stated that there were no noticeable gaps in the learning achievement level of the SC, ST, minority and girls. There was no any overt or covert, manifested or subtle discrimination against children of any social group or community by the teachers or peers as observed by the MI. As discussed with the head of schools, teachers used co-curricular activities to boost the morale and self-esteem of the children from weaker section. On view of teacher's attitude towards diversity in classroom, it was found to be satisfactory. It was observed in all the 40 schools that teachers were making an effort to connect the text books lessons to the knowledge and experience of the children from socially disadvantaged groups. And teachers were found to highlight the contributions of different socio-cultural groups in the society.

4. COMPUTER AIDED LEARNING:

Out of the 40 sample schools, 26 GPS were not supplied with computer. However, 1 High school and 8 Government Middle schools from the sample

schools were supplied with computers. The schools having computers have kept the computer in separate room. Two schools having computer stated that they have no electricity connection and were not being able to use the computer. The teachers were trained in those schools where computer was supplied so basic knowledge of computer could be imparted. The schools that received computer were found to have the full set. However, it was found that no teaching learning through computer was done, as the teachers does not have the required skill for developing digital teaching learning material.

5. GIRLS EDUCATION, NPEGEL & KGBV:

Girls Education:

During the MI visit, the overall enrollment of the 40 sample schools was 5481, out of which 2713 were boys and 2768 were girls. Girls were more by 55. However, boys were usually sent to private schools and girls to government schools, it is not because populations of the girls are more or preferred. It is because special attention was given to boys' education.

KGBV:

There are four KGBV functioning in the district. Two are found to be adequate. However, two KGBVs are not found to be adequate. All the four KGBVs are running in rented buildings by the NGOs. Enrollment of girls in the KGBVs is from 90 to 100 and the enrolled girls in the KGBVs are from ST community.

Community was found to be actively involved in the running of the KGBVs. Meeting of the committees was found to be regular. In all the KGBVs 4 part time teacher were employed and were found to be trained under EBRC. Including warden there are about 9 trained workers in every KGBVs.

Infrastructure was not adequate in two KGBVs. However, two were found to be adequate and satisfactory. Being in the country side the environment was found to be hygienic and healthy.

KGBV are supposed to be residential schools. However, these KGBVs are functioning as girls' hostel and send to nearby schools. Teachers are less in number and only part time. There is no permanent infrastructure for running

the KGBVs. Since it is for girls, warden definitely should be female and if possible all the teachers and attendants should be female. Out of the 4 KGBVs 3 wardens were female and 1 warden was found to be male.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERNCE TO CWSN:

Out of the 40 schools visited in Tuensang District, it was found that there are 105 CWSN in the 40 sample schools. On the day of visit 93 students were present, which was found to be very regular. The types of disability which was found are presented in the **Table 8** below:

Sl. No.	Types of disability	Nos.
1	Hearing impairment	36
2	Learning disability	5
3	Locomotors impairment	1
4	Mental retardation	7
5	Speech impairment	13
6	Visual impairment	43

The sitting arrangement was inclusive and not segregated. They were found to be participating. No extra TLM was used for teaching them. However, since the cases were not severe they were found to be capable of following what was going on in the class. There is no discrimination instead they were very much a part of the class (teacher's response). Their peers were supportive in all forty schools, be it in studies, co-curricular, etc. the teachers were found paying much attention to them. Out of the sample schools 8 teachers responded that they have undergone some short term courses and it was adequate to handle CWSN. However, it was found that no schools have prepared IEP (Individualized Education Plan) and no resource teachers for CWSN were found in any of the school during the visit. In 9 schools medical camp was conducted where CWSN could avail medical help and assistive devices like spectacle, hearing aid and crutches were provided. No CWSN was found to need Home Based Education (support) in the 40 sample schools.

7. CIVIL WORKS:

Out of the 40 schools visited by MI, 24 schools were found to have completed the constructions, 9 schools were found constructing toilets and 1 school found renovating the schools. In the remaining schools no construction work was taking place. The agencies assigned for the construction works were VECs/WECs/SMCs. 27 schools stated that MoU between SSA and the authority have been signed. It was found that the copies of MoU, community manual and design-drawing were with the SMC chairperson. 20 schools stated that the SMC had been trained adequately for the implementation of civil works by DMA (District Mission Authority) supervisor. The training modules were available in 23 schools. In all the 40 schools, the separate accounts had been maintained, updated and it was found to be tallied with the balance of the civil works account. All the 40 schools stated that the accounts had been maintained by the SMC chairperson and the SMCs showed transparency account. All the funds are received by the SMC through cheques and the average time taken for the transfer was a month.

Technical personal visits: Regarding the technical personal visit, 23 schools stated that the engineers visited the site once or twice a month. In all the schools, cement accounts was maintained and was found to be authenticated. It was also stated that items like steel pipes, fitting, etc, were rated with BIS/ISO. It was found that only 15 schools were painted with branded quality paints. It was found that approved drawing had been followed at the site. The respondents stated that no third party has evaluated or visited the site. The perception of the quality of materials and work were found to be satisfactory. According to the MI's perception of the community about the quality of work and school infrastructure was good but still needs to improve in many areas.

8. COMMUNITY AWARENESS:

The compositions of SMC (as per RTE Act) were 7 members to 12 members each in all the 40 schools. Out of the 40 schools, 29 schools stated that they were aware of the roles and responsibilities as notified by the State Government, whereas in 11 schools SMC members were not fully aware of their responsibilities. The copies of the guidelines for the SMC members had

been provided. It was found that the guide lines had been printed in simple English for the members. All the 40 schools stated that the SMC members meeting were held regularly.

The awareness levels of the SMC members are presented in **the Table 9** below:

Sl.no	Activities	Poor	Fair	Good	V.Good	Excllt
1	Details about SSA & MDM	3	10	27		
2	Funds	6	12	22		
3	Roles and responsibilities	10	8	22		
4	School development	16	11	13		
5	Student enrollment and attendance	14	8	18		
6	Right to education act	14	5	21		
7	School facilities	24	11	5		
8	DISE captures format	20	6	14		
9	School Report Card	18	19	3		
10	VER/WER	35	2	3		

Regarding the sources of awareness of SMC members regarding school activities, the most useful sources was the teachers for all the 40 schools. It was found that 29 schools SMC members were aware of the guidelines regarding the school development plan and the members were trained. All the 40 schools stated that the SMC members visited the schools and were monitoring the students' attendance, teachers' attendant and the MDM.

9. MIS:

Regarding the school supply data under DISE, it was found that all the 40 schools had submitted and filled in the Data Capture Format (DCF). It was found that DCF filled copy were intact in the school office under the Head Teacher. In response to the training on filling up of DCF, majority of the schools stated that training was not provided whereas only 9 schools stated that training was provided to the head teachers. All the 40 schools stated that there

was no CRC coordinator/head teacher conducting the Jan-Vaachan (community reading as a measure of special audit) of DISE data reported in the DCF. Further, the school report cards were received by 10 schools whereas 30 schools did not. It was found that only 2 schools had placed the report cards on the school notice board. Those schools that received the schools report cards were found fully tallied with the actual position in the schools. It was found that all the sample schools maintained and updated their school records.

10. FINANCIAL MANAGEMENT:

Maintenance of financial records and register: All the 40 schools had the cash books; passbooks and stock-register. The cash book, passbook and stock register were updated at the end of the month.

Mode of transfer of fund: fund received from the State or District level was all done through bank.

Types of Grant: for the current year, the amount received for the teachers grant (TLM) was Rs 500/- for each teacher. The maintenance grant for each GPS was Rs. 7000/-, GMS was Rs. 7500/- and GHS was 7500/-.

School uniform grant: all the 40 sample schools, readymade uniform were received.

The funds were received by the schools from March to July. However, school uniform was received one month of the commencement of the school. It was verified that the system for the withdrawal of fund was a joint account maintained by the SMC/VEC chairman and Secretary. 30 schools stated that the VEC/SMC is covered by audit and the audit observation had been shared with the community. All the 40 schools stated that SMC shared the proposals for expenditure as well as expenditure statements with the community.

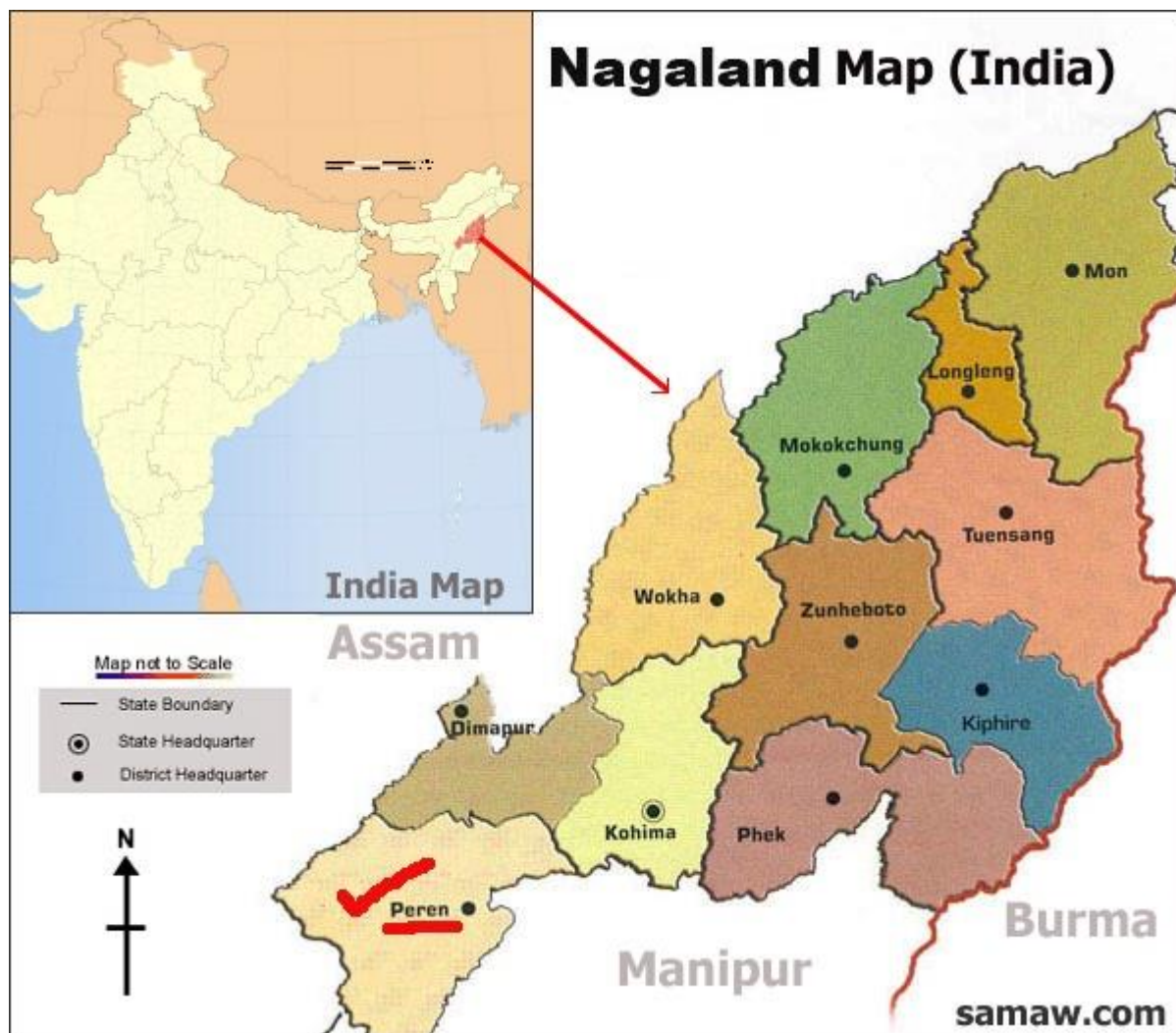
LIST OF THE SAMPLE SCHOOLS IN TUENSANG DISTRICT

Sl. No	Name of the school	Dise Cod	Block name
1	GMS Nokyan	13020500502	Noklak
2	GMS Pathso Noking	13020503903	Noklak
3	GPS Kingpao	13020503601	Noklak
4	GMS Nokhu	13020500201	Noklak
5	GPS Kingniu	13020501301	Noklak
6	GMS Noklak Station	13020500401	Noklak
7	GPS Langnok	13020500901	Noklak
8	GPS Ekhaio	13020504201	Noklak
9	GPS Pathso Noking	13020503901	Noklak
10	GPS Noklak	13020500201	Noklak
11	GPS Dan	13020500103	Noklak
12	GPS Wonsoi	13020500801	Noklak
13	GMS Dan	13020500101	Noklak
14	GPS Pangsha	13020500601	Noklak
15	GPS Panso Town	13020504303	Noklak
16	GPS Aniashu	13020501001	Noklak
17	GPS Pathso	13020503801	Noklak
18	GPS Nokhu	13020500202	Noklak
19	GMS Chingmei	13020501801	Noksen
20	GPS New Sanglao	13020504501	Noksen
21	GHS Noksen Town	13020201304	Shamator
22	GMS Yokumsang	13020200401	Shamator
23	GMS Chessore- A	13020402302	Shamator
24	GMS NAP Sector Shamator	13020400410	Shamator
25	GPS Rurur-B	13020400502	Shamator
26	GPS Rurur-A	13020400501	Shamator
27	GPS Chassir	13020400901	Shamator
28	GPS Sangphur-A	13020400101	Shamator
29	GPS Shamator	13020401001	Shamator
30	GPS Shamator-A	13020400401	Shamator
31	GPS Shamator-B	13020400402	Shamator
32	GPS Leangkonger	13020400601	Hakushang
33	GPS Muleangkiur	13020402201	Hakushang
34	GPS Wongtsuwong Tuensang	13020100603	Hakushang

Sl. No	Name of the school	Dise Cod	Block name
35	GMS NAP Sakshi Tuensang	13020100631	Hakushang
36	GPS Chendang	13020101101	Hakushang
37	GHS Chaba Tuensang	13020100601	Hakushang
38	GMS Station-II Tuensang	13020100632	Hakushang
39	GMS Post Office Tuensang	13020100610	Hakushang
40	GMS Station-I Tuensang	13020100604	Hakushang

REPORT ON THE MONITORING AND SUPERVISION OF MDM IN TUENSANG DISTRICT NAGALAND

2013-2014



3rd Of February-15th February 2014

Dr. Buno Zetsuvi

Nodal Officer

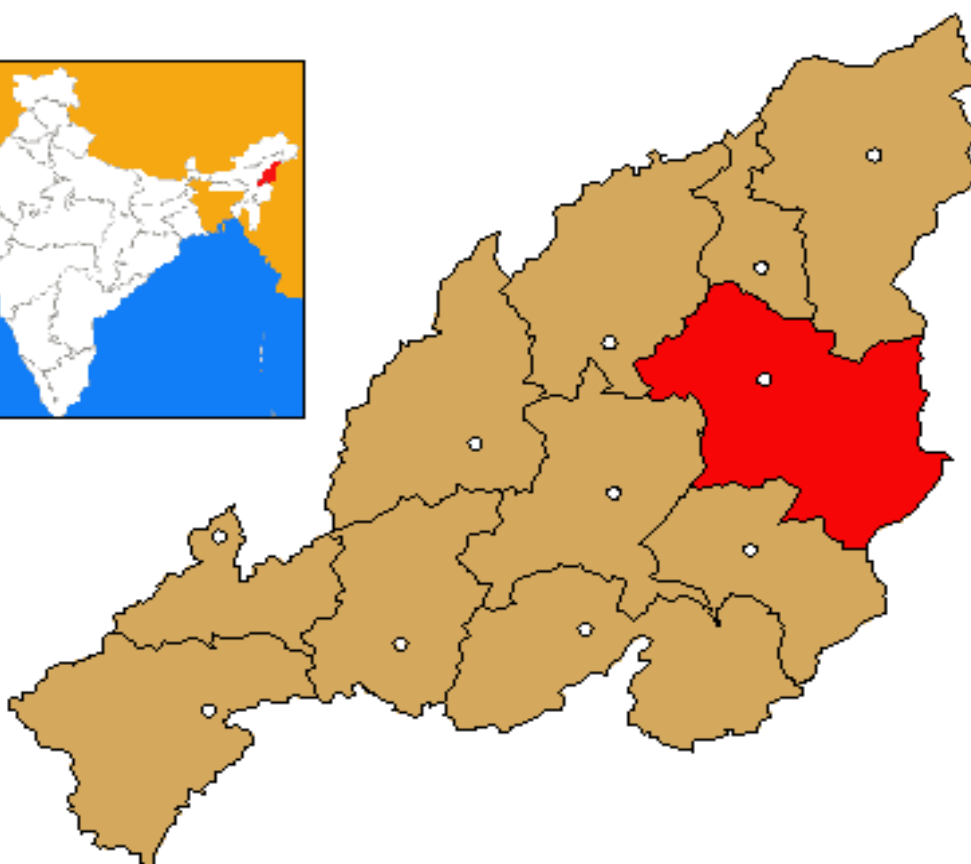
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TUENSANG

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As of 2001 India census, Tuensang had a population of 29,654. Males constitute 56% of the population and females 44%. Tuensang has an average literacy rate of 71%, higher than the national average of 59.5%: male literacy is 74%, and female literacy is 67%. In Tuensang, 13% of the population is under 6 years of age.



**REPORT ON MONITORING AND SUPERVISION ON MDM IN
TUENSANG DISTRICT NAGALAND 2013-2014**

1. Regularity in serving meal:

	Name of the school	Whether the school is serving hot cooked meal	In the case of interruption, extent or reason for the same
1	GMS Nokyan	No	Shortage of food supply
2	GMS Pathso Noking	No	Shortage of food supply
3	GPS kengpao	No	Shortage of food supply
4	GMS Nokhu	No	Shortage of food supply
5	GPS Kingniu	No	Shortage of food supply
6	GMS Noklak Station	No	Shortage of food supply
7	GPS Longnok	No	Shortage of food supply

	Name of the school	Whether the school is serving hot cooked meal	In the case of interruption, extent or reason for the same
8	GPS Ekhaio	No	Shortage of food supply
9	GPS Pataso Nokeng	No	Shortage of food supply
10	GHS Ngoungchung Hak	Yes	Disturbances of class
11	GPS Noklak	No	Delay in delivering food grains
12	GPS Dan	No	Shortage of food supply
13	GPS Wonsoi	No	Delay in delivering food grains
14	GMS Dan	No	Shortage of food supply
15	GPS Pangsha Old	No	Shortage of food supply
16	GPS Pathso Town	No	Delay in delivering food grains
17	GPS Anishu	No	Shortage of food supply
18	GPS Pathso	No	Delay in delivering food grains
19	GPS Nokhu	No	Shortage of food supply
20	GMS Chingmei	No	Shortage of food supply
21	GPS Newsanglao	No	Shortage of food supply
22	GMS Ruru	No	Delay in delivering food grains
23	GMS NAP Sector Shamator	No	Delay in delivering food grains
24	GMS Yokumsang	Yes	Delay in delivering food grains
25	GMS NAP Sakshi	Yes	Delay in delivering food grains
26	GPS Chendang	No	Delay in delivering food grains
27	GHS Chabatsg	No	Disturbances of class
28	GMS Station-II Tsg	No	Shortage of food supply
29	GPS Post Office Tsg	No	Shortage of food supply
30	GMS Station-I Tsg	No	Shortage of food supply
31	GPS Rurur 'B' Village	Yes	Shortage of food supply
32	GPS Rurur 'A' Village	Yes	Shortage of food supply
33	GPS Chassir Village	Yes	Shortage of food supply
34	GPS Sangphur Village	Yes	Shortage of food supply
35	GPS Shamator Village	Yes	Delay in delivering food grains
36	GPS Shamator Town 'A'	Yes	Delay in delivering food grains
37	GPS Shamator Town	Yes	Delay in delivering food grains

	Name of the school	Whether the school is serving hot cooked meal	In the case of interruption, extent or reason for the same
	'B'		
38	GPS Leankong	Yes	Delay in delivering food grains
39	GPS Wongtsuwong	Yes	Shortage of food supply
40	GPS Mukangkiur	Yes	Shortage of food supply

From the table it is found that 13 schools served hot cooked meals daily whereas 27 schools did not serve hot cooked meals daily. In response to interruption, the schools stated that it was due to shortage of food supply, delay in delivering food grains from the head office and disturbance of classes.

2. Trends:

	Name of the School	Enroll.	Stds' as per MDM register	Stds' atten. on 2 days visit	Stds' availing MDM on 2 days visit
1	GMS Nokyan	29	29	28, 26	28, 26
2	GMS Pathso Noking	48	48	45, 47	45, 47
3	GPS kengpao	70	70	67, 68	67, 68
4	GMS Nokhu	36	36	32, 34	32, 34
5	GPS Kingniu	160	160	156, 157	156, 157
6	GMS Noklak Station	116	116	114, 115	114, 115
7	GPS Longnok	176	176	172, 175	172, 175
8	GPS Ekhaio	65	65	64, 63	64, 63
9	GPS Pataso Nokeng	212	212	210, 211	210, 211
10	GHS Ngoungchung Hak	60	54	58, 56	52, 53
11	GPS Noklak	403	403	400, 401	400, 401
12	GPS Dan	79	79	74, 76	74, 76
13	GPS Wonsoi	110	110	107, 108	107, 108
14	GMS Dan	58	58	56, 55	56, 55
15	GPS Pangsha Old	72	72	69, 71	69, 71
16	GPS Pathso Town	92	92	89, 90	89, 90
17	GPS Aniashu	122	122	114, 119	114, 119
18	GPS Pathso	241	241	235, 238	235, 238
19	GPS Nokhu	169	169	162, 166	162, 166

	Name of the School	Enroll.	Stds' as per MDM register	Stds' atten. on 2 days visit	Stds' availing MDM on 2 days visit
20	GMS Chingmei	112	112	107, 110	107, 110
21	GPS Newsanglao	82	82	80, 81	80, 81
22	GMS Ruru	62	62	61, 59	61, 59
23	GMS NAP Sector Shamator	149	149	139, 145	139, 145
24	GMS Yokumsang	87	87	82, 85	82, 85
25	GMS NAP Sakshi	193	193	187, 190	187, 190
26	GPS Chendang	163	163	159,160	159. 160
27	GHS Chabatsg	101	90	99, 100	88, 89
28	GMS Station-II Tsg	198	198	192, 194	192, 194
29	GPS Post Office Tsg	192	192	189, 190	189, 190
30	GMS Station-I Tsg	206	206	202, 203	202, 203
31	GPS Rurur 'B' Village	74	74	70, 72	70, 72
32	GPS Rurur 'A' Village	118	118	113, 116	113, 116
33	GPS Chassir Village	111	111	107, 109	107, 109
34	GPS Sangphur Village	282	282	278, 279	278, 279
35	GPS Shamator Village	151	151	146, 149	146, 149
36	GPS Shamator Town 'A'	178	178	177, 176	177, 176
37	GPS Shamator Town 'B'	215	215	211, 213	211, 213
38	GPSLeankong	132	132	127, 130	127, 130
39	GPS Wongtsuwong	167	167	161, 164	161, 164
40	GPS Mukangkiur	190	190	185, 188	185, 188

The above table had projected the total enrollment of the students in 40 schools is 5481 and number of students availing MDM is 5464, number of students attending schools on the first day of the visit and availing MDM is 5324 and number of students attending schools on the second day visit and availing MDM is 5389.

3. Regularity in delivering food grains to school level:

Regarding delivery of food grains to school level, 28 schools responded that the schools were delayed in receiving food grains whereas 12 schools

responded that the schools received the food grains regularly. The reason for the delay was due to lack of transportation as the district was far away from the capital and District head quarter. There were 25 schools found maintaining the buffer stock of one month's requirement. However, 15 schools did not maintain the buffer stock. The quality of food grain supplied as per the marked or indicated weight, 20 schools responded positively whereas 20 schools responded that it was not according to the marked or indicated weight. For all 40 schools, the food grains were not delivered at the schools. 26 schools were satisfied with the quality of food grain where as 14 schools were not satisfied with the quality of food grains.

4. Regularity in delivering cooking cost to school level:

On enquiring the regularity in delivering cooking cost to the schools level, 31 schools stated the cooking cost was not delivered regularly. The reason for delay was due to delay of disbursement of fund from the office. However, the school made an alternative arrangement from the schools fund. It was found that the cooking cost was paid by cash.

5. Social Equity:

In all the 40 schools it was found that there was no discrimination in cooking or serving or seating arrangement in all the 40 schools. Every child was treated equally important.

6. Weekly menu:

Regarding weekly menu, it was found that no schools had displayed its weekly menu at a place noticeable to the students and community. Usually it was decided by the teacher in charge.

7. Variety of menu:

All the 40 schools responded that the school provides what was available in the school and what kinds of vegetables are available in the village at that time. It usually includes rice, dal and vegetables.

8. Quality and quantity of meal:

Regarding the quality of meal, 31 schools stated that it was good whereas 9 schools stated that the quality of meal was average. As to the quantity of meal, 32 schools stated that it was sufficient but the remaining 8 schools stated that it was less.

9. Supplementary:

On enquiring about the maintenance of School Health Card, it was found that no schools had maintained the School Health Card. Micronutrients were received by 18 schools whereas the remaining 22 schools did not receive it. It was stated that the PHC administers micrometrics for those schools that had received it.

10. Status of cooking:

All the 40 schools employed cooks for cooking the mid-day meal and were appointed by the VECs. It was found that the number of cooks and helpers engaged in the school were as per GOI norms. The remuneration paid to cook cum helpers, in 23 schools paid Rs. 1000/- per month whereas the remaining 17 schools paid Rs. 10,000/- annually. All the cooks from the schools surveyed are from the Scheduled Tribe.

11. Infrastructure:

Sl. No	Name of the schools	Is a pucca kitchen shed –cum - store
1	GMS Nokyan	Constructed and in use
2	GMS Pathso Noking	Not sanctioned
3	GPS kengpao	Constructed and in use
4	GMS Nokhu	Constructed and in use
5	GPS Kingniu	Sanctioned but construction not started
6	GMS Noklak Station	Constructed and in use
7	GPS Longnok	Constructed and in use
8	GPS Ekhaio	Constructed and in use
9	GPS Pataso Nokeng	Constructed and in use
10	GHS Ngoungchung Hak	Constructed and in use
11	GPS Noklak	Constructed and in use
12	GPS Dan	Constructed and in use
13	GPS Wonsoi	Constructed and in use
14	GMS Dan	Constructed and in use
15	GPS Pangsha Old	Constructed and in use
16	GPS Pathso Town	Constructed and in use
17	GPS Aniashu	Constructed and in use
18	GPS Pathso	Constructed and in use
19	GPS Nokhu	Constructed and in use
20	GMS Chingmei	Constructed and in use
21	GPS Newsanglao	Constructed and in use
22	GMS Ruru	Constructed and in use
23	GMS NAP Sector Shamator	Constructed and in use
24	GMS Yokumsang	Constructed and in use
25	GMS NAP Sakshi	Constructed and in use
26	GPS Chendang	Constructed and in use
27	GHS Chabatsg	Constructed and in use
28	GMS Station-II Tsg	Constructed and in use
29	GPS Post Office Tsg	Constructed and in use
30	GMS Station-I Tsg	Constructed and in use
31	GPS Rurur 'B' Village	Constructed and in use
32	GPS Rurur 'A' Village	Constructed and in use
33	GPS Chassir Village	Constructed and in use

Sl. No	Name of the schools	Is a pucca kitchen shed –cum - store
34	GPS Sangphur Village	Constructed and in use
35	GPS Shamator Village	Constructed and in use
36	GPS Shamator Town 'A'	Constructed and in use
37	GPS Shamator Town 'B'	Constructed and in use
38	GPS Leankong	Constructed and in use
39	GPS Wongtsuwong	Constructed and in use
40	GPS Mukangkiur	Constructed and in use

The data presented in the above table reveals that 38 schools had constructed the permanent kitchen and 1 school had not constructed. It was found that 1 school; fund was not sanctioned for the construction of the kitchen.

12. Potable water for cooking and drinking purpose:

It was found that 20 schools had been facilitated with potable water for cooking and drinking purposes whereas 20 schools did not have proper water facility.

13. Utensils:

Regarding the utensils for cooking and serving purposes, 22 schools expressed that the utensils were adequate. However, 18 schools expressed that utensils were not adequate.

14. The kind of fuel used:

	Name of the school	Fuel used
1	GMS Nokyan	Fire wood
2	GMS Pathso Noking	Fire wood
3	GPS kengpao	Fire wood
4	GMS Nokhu	Fire wood
5	GPS Kingniu	Fire wood
6	GMS Noklak Station	Fire wood
7	GPS Longnok	Fire wood
8	GPS Ekhaio	Fire wood
9	GPS Pataso Nokeng	Fire wood
10	GHS Ngoungchung Hak	Fire wood
11	GPS Noklak	Fire wood
12	GPS Dan	Fire wood
13	GPS Wonsoi	Fire wood
14	GMS Dan	Fire wood
15	GPS Pangsha Old	Fire wood
16	GPS Pathso Town	Fire wood
17	GPS Aniashu	Fire wood
18	GPS Pathso	Fire wood
19	GPS Nokhu	Fire wood
20	GMS Chingmei	Fire wood
21	GPS Newsanglao	Fire wood
22	GMS Ruru	Fire wood
23	GMS NAP Sector Shamator	Fire wood
24	GMS Yokumsang	Fire wood
25	GMS NAP Sakshi	Fire wood
26	GPS Chendang	Fire wood
27	GHS Chabatsg	Fire wood
28	GMS Station-II Tsg	Fire wood
29	GPS Post Office Tsg	Fire wood
30	GMS Station-I Tsg	Fire wood
31	GPS Rurur 'B' Village	Fire wood
32	GPS Rurur 'A' Village	Fire wood
33	GPS Chassir Village	Fire wood
34	GPS Sangphur Village	Fire wood

	Name of the school	Fuel used
35	GPS Shamator Village	Fire wood
36	GPS Shamator Town 'A'	Fire wood
37	GPS Shamator Town 'B'	Fire wood
38	GPS Leankong	Fire wood
39	GPS Wongtsuwong	Fire wood
40	GPS Mukangkiur	Fire wood

The above table had revealed that all the 40 schools in the district used fire wood for cooking purposes.

15. Safety and Hygiene:

	Name of the school	General impression	Washing hands before and after eating	Orderly manner	Conservation of water	Cooking process and storage of fuel safety
1	GMS Nokyan	Yes	Yes	Yes	No	No
2	GMS Pathso Noking	Yes	Yes	Yes	No	Yes
3	GPS kengpao	Yes	Yes	Yes	Yes	Yes
4	GMS Nokhu	No	Yes	Yes	Yes	Yes
5	GPS Kingniu	Yes	Yes	Yes	Yes	Yes
6	GMS Noklak Station	Yes	Yes	Yes	Yes	Yes
7	GPS Longnok	Yes	Yes	Yes	Yes	Yes
8	GPS Ekhaio	No	Yes	Yes	No	No
9	GPS Pataso Nokeng	Yes	Yes	Yes	Yes	Yes
10	GHS Ngoungchung Hak	Yes	Yes	Yes	Yes	Yes
11	GPS Noklak	Yes	Yes	Yes	Yes	No
12	GPS Dan	Yes	Yes	Yes	Yes	Yes
13	GPS Wonsoi	No	Yes	Yes	No	No
14	GMS Dan	Yes	Yes	Yes	Yes	Yes

	Name of the school	General impression	Washing hands before and after eating	Orderly manner	Conservation of water	Cooking process and storage of fuel safety
15	GPS Pangsha Old	Yes	Yes	Yes	Yes	Yes
16	GPS Pathso Town	Yes	Yes	Yes	No	Yes
17	GPS Aniashu	Yes	Yes	Yes	Yes	Yes
18	GPS Pathso	Yes	Yes	Yes	No	Yes
19	GPS Nokhu	Yes	Yes	Yes	Yes	Yes
20	GMS Chingmei	Yes	Yes	Yes	Yes	Yes
21	GPS Newsanglao	Yes	Yes	Yes	Yes	yes
22	GMS Ruru	Yes	Yes	Yes	Yes	No
23	GMS NAP Sector Smtr.	Yes	Yes	Yes	Yes	No
24	GMS Yokumsang	Yes	Yes	Yes	Yes	Yes
25	GMS NAP Sakshi	No	Yes	Yes	Yes	No
26	GPS Chendang	No	Yes	Yes	Yes	Yes
27	GHS Chabatsg	Yes	Yes	Yes	Yes	Ye s
28	GMS Station-II Tsg	No	Yes	Yes	No	Yes
29	GPS Post Office Tsg	Yes	Yes	Yes	No	No
30	GMS Station-I Tsg	No	Yes	Yes	No	No
31	GPS Rurur 'B' Village	No	Yes	Yes	Yes	Yes
32	GPS Rurur 'A' Village	Yes	Yes	Yes	Yes	Yes
33	GPS Chassir Village	Yes	Yes	Yes	Yes	Yes
34	GPS Sangphur Village	Yes	Yes	Yes	Yes	Yes
35	GPS Shamator Village	Yes	Yes	Yes	Yes	Yes
36	GPS Shamator Town 'A'	Yes	Yes	Yes	Yes	Yes
37	GPS Shamator Town 'B'	Yes	Yes	Yes	Yes	Yes
38	GPS Leankong	Yes	Yes	Yes	Yes	Yes
39	GPS	No	Yes	Yes	Yes	No

	Name of the school	General impression	Washing hands before and after eating	Orderly manner	Conservation of water	Cooking process and storage of fuel safety
	Wongtsuwong					
40	GPS Mukangkiur	No	Yes	Yes	Yes	No

Regarding safety and hygiene of meal provided, as furnished in the above table, the general impression on safety and hygiene was good in 30 schools whereas 10 schools responded negatively. Hand wash was practiced by all the students before and after food in all the 40 schools. Children partake MDM in an orderly manner in all the 40 schools. In 9 schools it was expressed that students were not aware of conservation of water and in 31 schools the children were found to be aware of conservation of water. It was found that in 29 schools, kitchens were found to be safe from any fire hazards where in 11 schools it was found to be not very safe.

16. Community participation and awareness:

Regarding the community participation, it was found that in all the 40 schools parents and SMC members was extending their cooperation in school activities including MDM. No schools had maintained the roster system for the supervision of the MDM. However, as to the quality of MDM, 23 schools parents/community members responded that it was good whereas 17 schools responded otherwise. It was found that the general awareness about the overall implementation of MDM programme was quite satisfactory in all the 40 schools. The main source of awareness about the MDM scheme was the students and the teachers.

17. Inspection and Supervision:

Further on enquiring about the inspection and supervision from the Head teacher, it was found that 18 schools were inspected by the District Official where as 22 schools had not been inspected or visited by any Official.

18. Impact:

For those schools being able to provide MDM regularly to a certain extent, it was found to be a source of motivation for children to go to school.

19. MDM LOGO:

It was found that 25 schools had placed the MDM logo in front of the schools; however 15 schools did not place the MDM logo.

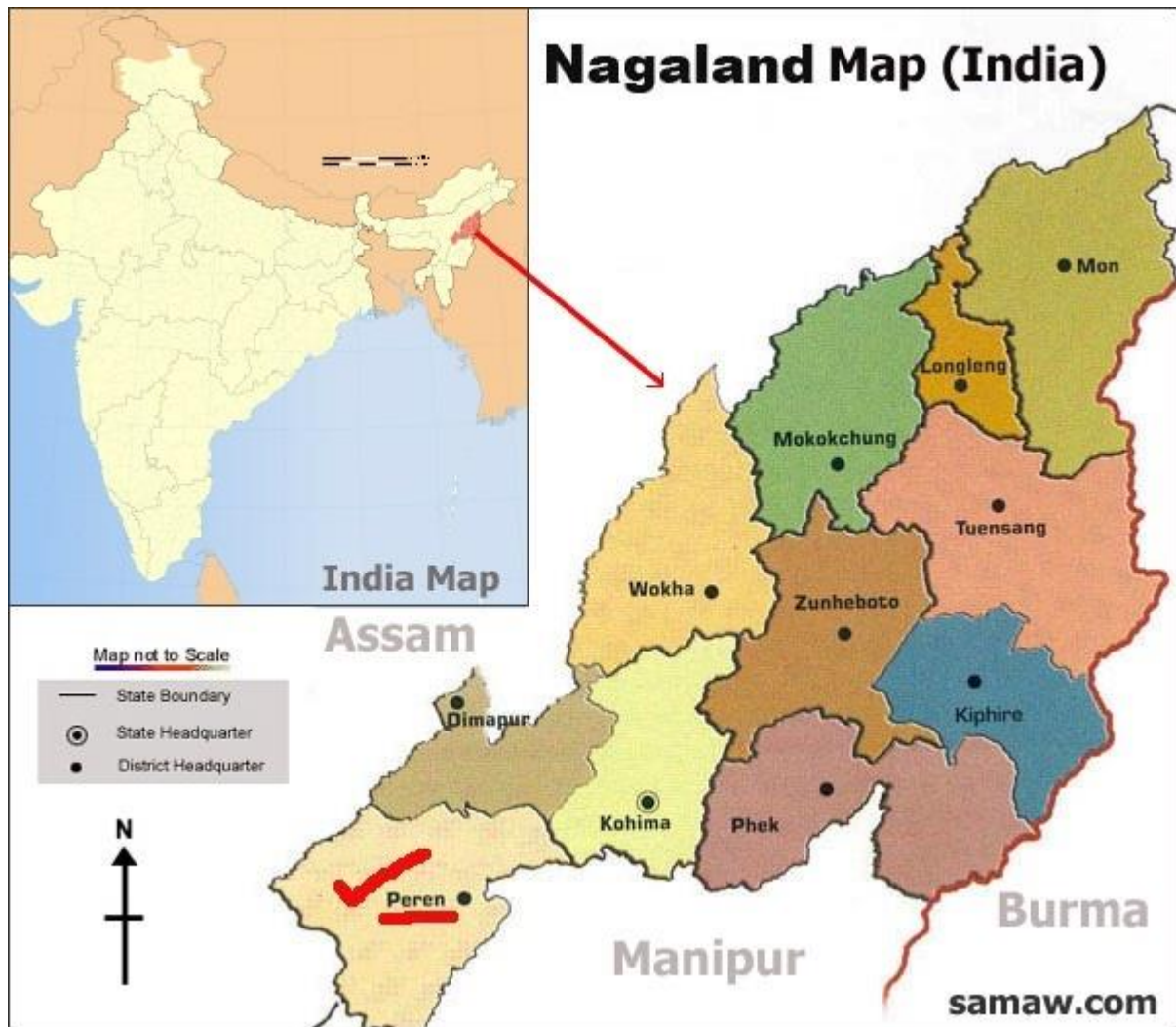
LIST OF THE SAMPLE SCHOOLS IN TUENSANG DISTRICT

Sl. No	Name of the school	Dise Cod	Block name
1	GMS Nokyan	13020500502	Noklak
2	GMS Pathso Noking	13020503903	Noklak
3	GPS Kingpao	13020503601	Noklak
4	GMS Nokhu	13020500201	Noklak
5	GPS Kingniu	13020501301	Noklak
6	GMS Noklak Station	13020500401	Noklak
7	GPS Langnok	13020500901	Noklak
8	GPS Ekhaio	13020504201	Noklak
9	GPS Pathso Noking	13020503901	Noklak
10	GPS Noklak	13020500201	Noklak
11	GPS Dan	13020500103	Noklak
12	GPS Wonsoi	13020500801	Noklak
13	GMS Dan	13020500101	Noklak
14	GPS Pangsha	13020500601	Noklak
15	GPS Panso Town	13020504303	Noklak
16	GPS Anishu	13020501001	Noklak
17	GPS Pathso	13020503801	Noklak
18	GPS Nokhu	13020500202	Noklak
19	GMS Chingmei	13020501801	Noksen
20	GPS New Sanglao	13020504501	Noksen
21	GHS Noksen Town	13020201304	Shamator

Sl. No	Name of the school	Dise Cod	Block name
22	GMS Yokumsang	13020200401	Shamator
23	GMS Chessore- A	13020402302	Shamator
24	GMS NAP Sector Shamator	13020400410	Shamator
25	GPS Rurur-B	13020400502	Shamator
26	GPS Rurur-A	13020400501	Shamator
27	GPS Chassir	13020400901	Shamator
28	GPS Sangphur-A	13020400101	Shamator
29	GPS Shamator	13020401001	Shamator
30	GPS Shamator-A	13020400401	Shamator
31	GPS Shamator-B	13020400402	Shamator
32	GPS Leangkonger	13020400601	Hakushang
33	GPS Muleangkiur	13020402201	Hakushang
34	GPS Wongtsuwong Tuensang	13020100603	Hakushang
35	GMS NAP Sakshi Tuensang	13020100631	Hakushang
36	GPS Chendang	13020101101	Hakushang
37	GHS Chaba Tuensang	13020100601	Hakushang
38	GMS Station-II Tuensang	13020100632	Hakushang
39	GMS Post Office Tuensang	13020100610	Hakushang
40	GMS Station-I Tuensang	13020100604	Hakushang

**REPORT ON THE MONITORING AND SUPERVISION OF SSA IN
MON DISTRICT NAGALAND**

2013-2014



3rd Of February-15th February 2014

Dr. Buno Zetsuvi

Nodal Officer

Monitoring Institute

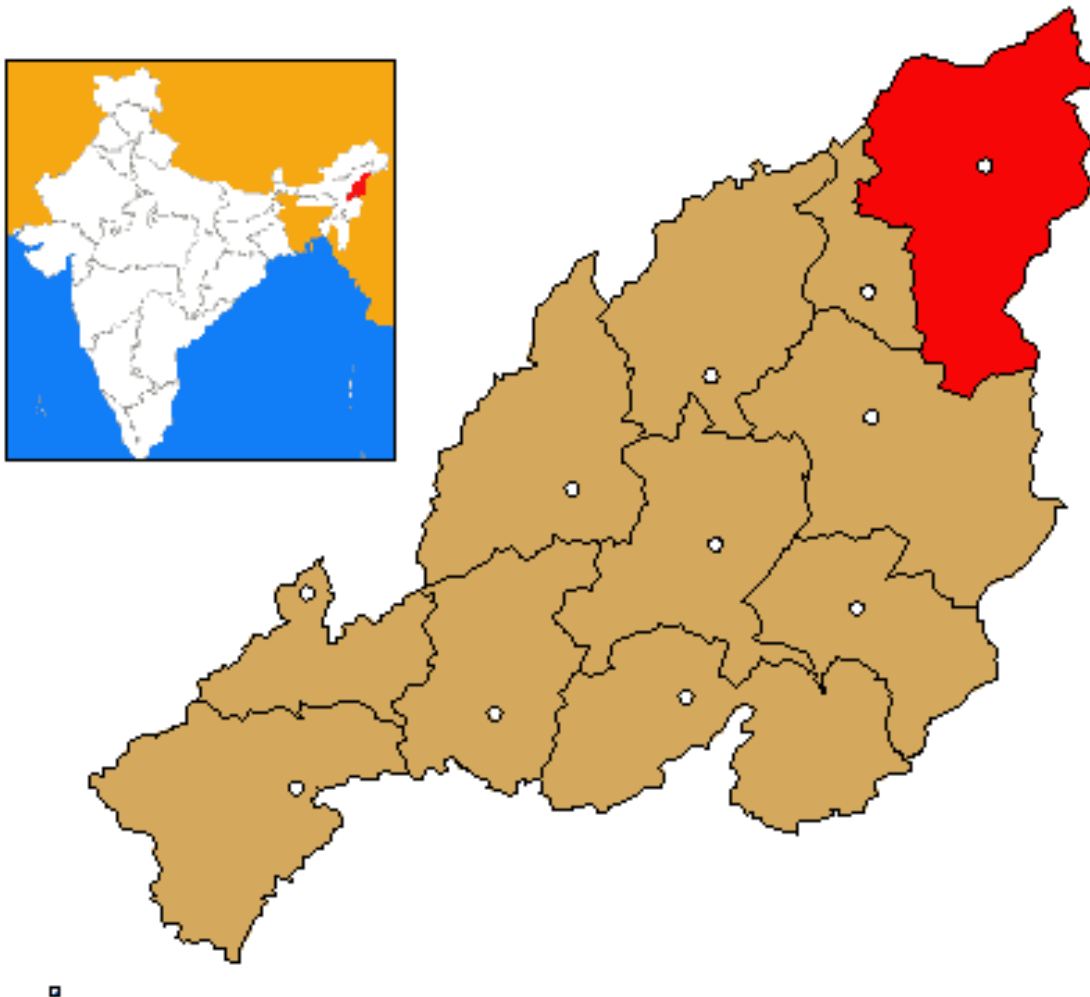
Nagaland University

MON DISTRICT

Mon district is the northernmost district of Nagaland. It is bounded by the state of Arunachal Pradesh to its north, Assam to its west, Myanmar to its east, Longleng district to its south-west and Tuensang district to its south. The town of Mon is its district headquarters.

In 2006 the Ministry of Panchayati Raj named Mon one of the country's 250 most backward districts (out of a total of 640). It is one of the three districts in Nagaland currently receiving funds from the Backward Regions Grant Fund Programme (BRGF).

According to the 2011 census Mon district has a population of 250,671, roughly equal to the nation of Vanuatu.^[3] This gives it a ranking of 582nd in India (out of a total of 640). Mon has a sex ratio of 898 females for every 1000 males, and a literacy rate of 56.6%



**REPORT ON MONITORING AND SURPERVISION OF SSA IN MON
DISTRICT NAGALAND**

ACCESS

PHYSICAL ACCESS:

The monitoring and supervision of SSA was done during the period of 3rd February to 15th February 2014 by surveying 40 schools, comprising of 30 Government Primary Schools and 10 Government Middle Schools. All the 40 schools served 58 habitations. The distance of the 40 schools was within a distance of a 2 to 3 kms maximum and minimum ½ to 1 kms. The total enrolment of all the 40 schools was 6911. It was found that there was no such feature in the vicinity of or on the route to schools, which posed any danger or threat to the safety, health or hygiene of the children.

QUALITY ACCESS:

1. SCHOOL CLASSROOM:

Regarding the school classroom, it was found that in all the 40 schools there were 195 classrooms with the total enrolment of 6911 students. The enrolment in all the school was high comparing to the other districts. The students' classroom ratio was found 35:1. In 27 schools the classroom condition were found to be adequate whereas 13 schools were of poor condition. On view of the suitability of the classroom in relation to enrolment of students 21 schools were of the view that it was adequate whereas the remaining 19 schools were not adequate. It was found that the availability of sitting space was quite adequate in 18 schools and in 22 schools was not adequate. The teacher- students' ratio of all the 40 sample schools was 1:28.

2. FURNITURE:

This section shows that 22 schools were found with adequate furnitures for children whereas 18 schools were inadequate. As far the quality of the furnitures is concerned, it was found that majority of the schools (38 schools) stated that the quality was average and the remaining 2 schools it was poor.

3. LIGHT AND VENTILATION:

Proper lighting arrangement in the classroom was found to be poor in 34 schools and in 4 schools it was found to be good. 14 schools were equipped with proper ventilation in the classrooms whereas 26 schools were found contradictory.

4. BUILDING DESIGN:

Sl. No	Child friendliness	Yes	No
1	Gates	29	11
2	Door latches	31	9
3	Stairs	19	21
4	Floor	24	16
5	Windows	32	8
6	Furnitures	34	6
7	Pillars	34	6
8	Any other	-----	-----

Table 1: Child friendliness on building design

29 schools out of 40 schools had gates which were child friendly but 11 schools did not have gates. 9 schools were found not having door latches, in fact, by observation about 3 schools does not even have doors. But 31 schools had doors with latches. 19 schools have stairs which were safe. 24 schools had proper floors which were cemented but 16 schools did not have cemented floors. 32 schools have windows and about 8 schools did not have proper windows. It was encouraging to find 34 schools with proper furnitures however 6 schools did not have proper furnitures. 34 schools stated that they have sturdy safe pillars but 6 schools stated that their pillars were not very strong.

5. BLACKBOARD IN CLASSROOM:

Sl. No	Description	Yes	No
1	Availability	40	-----
2	Can all the children of the classroom	40	-----

	benefit from the blackboard		
3	Quality of blackboard	26	14
4	Is the location of blackboard suitable from all parts of the room?	40	
5. a	How are the blackboards located in the classroom? Centrally placed	40	-----
b.	Well painted	11	29
c.	No glare	25	15
d	Written material	27	17

Table 2: Blackboard in classroom

The above Table 2 furnished the blackboard in classrooms. It was found that the 40 sample schools were equipped with blackboards and it was found that all the children were benefitted from the blackboards. In 26 schools the blackboards were of average quality whereas 14 schools were of poor quality. It was found that in all the 40 sample schools blackboards were centrally placed and the locations of blackboards were suitable from all parts of the classroom. In 29 schools blackboards were not painted well whereas 11 schools blackboard were found to be painted.

6. RAMP:

Out of the 40 schools visited by the MI, there were 16 schools fitted with ramps. In 7 schools the ramps were fitted with handrails. It is found to be functioning well and the quality is satisfactory.

7. TOILETS in the school:

Sl. No	Access to toilets	Yes	No
1	Is there separate provision for girls and boys toilets?	19	21
2	Are the toilets available in the school adequate for students?	24	16
3	Are the students allowed to use the toilets?	29	11
4	Is running water available in toilets?	13	27
5	Is no, are the toilets used properly?	19	21

Sl. No	Access to toilets	Yes	No
6	Are the toilets maintained properly?	25	15
7	Are the toilets CWSN friendly?	13	27
8	Do the girls' toilets have incineration facility?	2	38

Table 3: Toilets in the school

Out of the 40 sample schools 19 schools stated that they had provisions for separate toilets for girls and boys. However 21 schools had no separate toilets for boys and girls. 24 schools responded that they have adequate toilet facilities. But 16 schools stated that it was not adequate. It was found that where ever there are toilets students were allowed to use it. 13 schools have running water facilities in the toilets. But 27 schools stated that they have no water running water facility. They have to carry water to the toilets.

In 25 schools, toilets are maintained properly but 15 schools were found not maintaining it properly. Out of the 40 sample schools only 13 schools were having toilets which were CWSN friendly and 27 schools not so. 38 schools do not have incineration for girls' toilets but 2 schools were found to be having it.

8. DRINKING WATER:

Regarding drinking water facilities in the 40 sample schools, it was found that 38 schools had proper drinking water facilities whereas 2 schools did not have proper drinking water facility. The main sources of water in all the schools were spring, ring well, harvest water and PWD pipe line. On enquiring to the maintenance and cleanliness of water facilities, the respondents stated that the children made use of the water facilities in all the schools and it was clean.

9. PLAYGROUND:

Regarding playground in the schools, it was found that 20 schools had their own playground for the students and the remaining 20 schools were found without playground. So during sports meet the schools with no playground, use the public local ground. The respondents stated that the schools organized sports meet once in a year besides other co-curricular activities. It was found

that 10 schools had adequate sports materials and remaining 30 schools stated that the sports materials were not sufficient

10. LIBRARY:

Regarding Library, it was found that no sample schools in the district have school library.

SOCIAL ACCESS:

PATTERN OF POPULATION OF THE HABITATION AND ENROLLMENT IN THE SCHOOL:

Regarding the pattern of population of habitation and enrolment in the school, it was found that 13 schools had children from all sections of the society. Whereas 27 schools had children from the STs only. It was found that there were 100 CWSN children enrolled in the schools. There were no particular social groups not attending the school regularly. All the 40 sample schools expressed that the attendance of the students had reflected with the MDM distribution. There was no discrimination practiced among the peer groups or between teachers and students.

ADDITIONAL ITEMS IN THE CONTEXT OF RTE:

School as an agency of social cohesiveness:

Sl. No	Teachers' communication with students	Yes	No
1	Different social groups	34	6
2	Different economic groups	36	4
3	CWSN	40	-----
4	Children of different castes	40	-----
5	Children of different religions	40	-----
6	Girls	40	-----

Table 4: Teachers' communication with students of different social groups

The schools in all the 40 sample schools had enrolled students belonging to different social groups. Regarding teachers' communication with students of different social groups, MI found that the teachers were communicating with the students from different social groups in 34 schools, different economic groups in 36 schools and CWSN in all the schools. It was found that all most all the schools are acting as an agency of social cohesiveness.

Sl. No	Student s' communication with teachers	Yes	No
1	Different social groups	32	8
2	Different economic groups	35	5
3	CWSN	30	10
4	Children of different castes	36	4
5	Children of different religions	38	2
6	Girls	31	9

Table 5: Students communication with teachers fearlessly

The above Table 5 indicates the students from different social groups communicating fearlessly with teachers.

Regarding the seating arrangement in the class, it was found that the seating arrangement were very encouraging and motivating. The school atmosphere paved the way for every child intermingling with one another.

OUT OF SCHOOL CHILDREN:

There was no proper maintenance of VER. However it was roughly estimated by VEC and teachers that there will be about 40 out- of school children spread in about 5 villagers. When MI asked as how the school and community help their children commented on special training that is a kind of tuition for the village children those who are still interested in school. Majority of the out of school children drop out because they are not interested in learning any more or because they have to help parents in the field.

QUALITY ISSUES:

1. ENABLING CONDITIONS:

Sl. no.				Sources/ method tool
1	Number of teachers	Male -112	Female -131	Total -243
2	Pupil- teachers ratio			1:28
3	Teacher vacancies			62
4	Teachers available for teaching science	14 schools - Yes	26 schools- No	
5	Teachers available for teaching mathematics	16 schools- Yes	24 schools - No	
6	Teachers available in teaching language	31 schools - Yes	9 schools - No	
7	No. Of untrained teachers			41

Table 6: Enabling conditions in 40 sample schools

The above Table 6 projected the numbers of teachers serving in 40 sample schools for survey. There were 243 teachers, out of which 112 were male teachers and 131 were female teachers. The average pupil-teachers ratio was found to be 1:28. From all the schools visited, there were 62 vacancies for teaching post. At the time of visit, 26 schools expressed the need of science teachers, 24 schools expressed the need of mathematics and 9 schools expressed the need of language. It was found that 41 teachers in all the 40 sample schools were untrained. However, high majority of the teachers had received training through B.Ed, DIET and EBRCs level.

Regarding the awareness of the duties and responsibilities of teachers under RTE Act, it was found that all the 40 sample schools were made known through seminars, workshops, orientation programmes conducted by the SCERT and DIET. It was verified that in all the 40 schools, children got text books for all the subjects. However, the schools did not receive it within one month of the commencement of the schools. The schools had TLMs and used by the teachers during the teaching learning process in 35 schools whereas in the remaining 5 schools it was not used. In all the 40 schools, head teachers stated

that schools grants, maintenance grants, TLM grants, uniform grants were received.

2. TEACHING LEARNING PROCESS:

Teachers' understanding of the constructivist approach to teaching and learning process:

Sl. No	Issues		
1	Who is important in teaching and learning environment?	40 schools stated both	
2	Teacher talk time and students talk time	Teachers talk more in all the schools	
3	Does teacher provide concrete experiences	36 schools stated Yes	4 schools stated No
4	Does a teacher relate personal life experiences to learning?	38 schools stated Yes	2 schools stated No
5	Is learner important in teaching?	All the 40 schools stated Yes	
6	Do the teachers dictate notes to students?		No in all the 40 schools.

Table 7: Issues on teachers' understanding of the constructivist approach

As projected in the above Table 7, it was found that in all the 40 sample schools responded that both the teachers and students are equally important in teaching and learning environment. It was stated in all the schools that teachers talked more in the teaching learning process.

It was found that in 36 schools teachers provide concrete experience and in 38 schools teachers were found relating their personal life experiences to learning. All the 40 schools respondents expressed that learners play a vital role in teaching learning process. It was found that no schools dictate notes to the students. However, the teacher writes notes on the blackboard for the children to copy.

Teachers' understanding of the NCF regarding teaching of language and social science:

Sl. No.	Issues	Yes	No
1	Learner centeredness	31	9
2	Learner autonomy	30	10
3	Active participation	28	12
4	Divergent discussion	29	11
5	Promotion of use of language abilities	29	11
6	Non-insistence of rote memory	29	11
7	Scope for thinking	28	12

Table 8: Issus on teachers understanding of the NCF

The above Table 8 depicts the teachers understanding of the NCF regarding teaching of language and social science, learner centeredness was found in 31 schools, learner autonomy was in 30 schools, active participation was in 28 schools, divergent discussion was found in 29 schools, promotion of language was in 29 schools, non-insistence of rote memory in 29 schools and scope for thinking in 28 school.

As approach to teaching, the entire 40 schools teacher's understood the importance of listening, speaking and writing. It was found in 29 schools, teachers were teaching through translation method. In view to teaching mathematics, all the respondents expressed that teachers had the ability to formulate and handle abstraction while teaching mathematics. It was found that teachers understood the development of thinking and reasoning. It was expressed that the quality mathematics is every child's right.

On enquiring the use of community resources in the teaching learning process, 28 schools expressed the use of community resources in teaching learning process. . It was found in all the schools that children were happily participating in the classroom learning process. Regarding the method of evaluation being followed in the school, it was found that in all the schools followed the CCE and Grading methods. The respondents expressed that onsite academic supports are received. Parents/community in 27 schools was aware of the changes in the teaching learning and evaluation methods. With the

classroom management, it was found that in all the 40 sample schools children were made to sit class wise and in a flexible manner. However, disabled and disadvantaged children were not segregated in sitting arrangement. Children were encouraged to pose any questions. On view with children role in the classroom management, 32 schools stated that children had specific role.

3. ISSUES IN EQUITY AND QUALITY:

It was found that not much noticeable gaps in the learning achievement level of the STs, SCs, minority and girls. In all the 40 schools surveyed, no discrimination was practiced in any form against children of any social group or community by the teachers or peer groups. It was found that only few schools use the co-curricular activities to boost the moral and self-esteem of the children from weaker sections. It was found that 23 schools teachers understood the challenges and advantages of diversity in a classroom. Regarding the efforts made to connect the text book lessons to the knowledge and experience of the children from socially disadvantage groups, it was found that 38 schools made an effort.

4. COMPUTER AIDED LEARNING:

GPS were not provided with computers. However, 10 GMS were provided with 3 sets of computers. The computers were functioning and kept in the schools in a separate room which was found to be dry. In all the 10 GMS there was no activity based digital content and TLMs are not used as supplementary material or integrated with teaching learning process in classroom interaction. Some teachers were giving training but it was found to be inadequate. So, only basic computer knowledge was imparted. In about 7 schools it was not used at all..

5. GIRLS EDUCATION, NPEGEL AND KGBV:

Girls Education:

Over all totals of students in the 40 sample schools was 6911. Boys 3384 and girls 3527. The gap was 257 more of girls. Reason for gender gap was found to be of (a) Socio- cultural reason and (b) Economic reason. There was no severe case of absenteeism by the girls. However when they are absent it is usually because of house hold responsibilities and sibling care.

On efforts made to address to give proper education for girls or equality with boys DIETs sensitized parents and teachers by organising community and teacher training programmes. It was done once a year. There are no physical barriers which obstruct girls going to school.

There is no discrimination of girls' participation in the co-curricular activities and no discrimination in sitting arrangement.

According to the culture of the people girls are assigned to welcome guest in the school. Serving was part of the girls' role and also sweeping, cleaning classroom and toilets are tasks very much assigned to them. Girls were found to be active and participative even excelling better than the boys in certain cases (teachers comment).

KGBV:

M.I observation on Mon K.G.B.V. was that the rented buildings were somewhat sufficient but the NGOs felt the need of a permanent building with school attached which was observed to be genuine. The wardens expressed the need for training or at least the provision to go and see other KGBVs functioning well in the country, to be able to give them an idea on how exactly it should be. Having girls of about 90 to 100 when there is no proper flow of fund is a great risk was expressed by all of them. MI observed that KGBV in whatever way they are running is helping out a great deal to destitute girls, orphans and girls who have no one to look after them and girls who are so poor and cannot effort school.

Status of KGBV

There are four KGBV in Mon district. All of them are run in rented buildings by NGOs. The VDB (Village Development Board) were in charge of identifying the most in need girls to be sent to KGBVs. In Mon district the KGBVs were found to be having meetings regularly. There were four part time teachers and five assistants each. The reason for fewer teachers is because of funds. Teachers were found to be trained through EBRC but the NGOs were not trained to run KGBV in any way. So they were earnestly asking for some sort of training.

Infrastructure was found to be adequate for the present situation but provision for a permanent building with school attached was felt needed. The environment was found to be healthy and hygienic.

Conditions of hygiene	Good	Average	Bad
Drinking water	√		
Toilets		√	
Classrooms		√	
Playground		√	
Campus	√		
Kitchen		√	
Bedding		√	

Table 9: Quality and adequacy of facility available

The pattern of fund flow: There was no regular flow of fund.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN:

The total number of children with special needs from 40 samples school was 100. On the day of visit there were 83 found present in the schools. On

enquiry it was found that only about 7 of them were irregular. 60% per cent of the attendance was found from CWSN which was regular.

The type of disability was found are presented in the **Table 10** below:

Sl. No	Types of disability	Nos.
1	Hearing impairment	51
2	Learning disability	3
3	Locomotors impairment	4
5	Speech impairment	7
6	Visual impairment	35

Sitting arrangement was inclusive in fact vision and impaired hearing children were placed in the front. About 90% per cent of the CWSN were found to be participative. They were given maximum support to participate. No school with CWSN was found to be using TLM. Since they all belong to the same habitation, there was no inhibition and they were found to be friendly and give support at all fronts by their peer in studies, co-curricular etc,. Teachers on enquiry said that they give full support even extra attention in certain cases. Training was found to be inadequate however all the teachers support in any way that they can. No resource teacher was found in the 40 sample school in assistive device was given like hearing aids, spectacle and crutches. No CWSN who needs home based education support was enrolled.

7. CIVIL WORK:

Type of work and status: Out of the 40 schools in the district, 21 schools were found to have completed the construction of school buildings, 5 schools were found constructing toilets and 4 schools were constructing additional classrooms.

Agency and MoU: The agencies assigned for the construction works were VECs/WECs. It was found that 28 schools had signed MoU between SSA authorities and SMC members.

Availability of community manual: It was found the copies of the MoU, community manual and design-drawing were with the SMC Chairperson in 27 schools.

Adequate training of the SMC: The respondents of 23 schools stated that the SMC had been trained adequately for implementing civil works by the District Mission Authority (DMA) supervisors. The training modules were available in 20 schools.

Separate account and transparency: All the 40 schools stated the separate accounts had been maintained, updated and it was found to be tallied with the balance of the civil work account. It was found that the account had been maintained by the SMC members and it always maintained transparency. All the funds were received through cheques and the average time taken for the transfer was a month.

Technical personal visit: Regarding the technical personal visit, 7 schools responded that the engineers visited the site once a month.

Quality of Material: In all the schools, cement accounts were maintained and it is authenticated. It was also found that the items like steel; pipes, etc are BIS/ISO marked in 19 schools. It was observed that no schools were found painted with branded quality paints. The approved drawings had been followed at the site and it was stated that no third party evaluation agency visited the site.

Perception of the community: The perception of the community about the quality of materials and work were found to be satisfactory.

MI impression of quality of school infrastructure: The quality of infrastructure still needs to improve in many schools.

8. COMMUNITY AWARENESS:

In all the 40 sample schools, the compositions of SMC members were 5 to 7 members each. 35 schools, SMC members were aware of their role and responsibility as notified by the State Government. It was found that the SMC members were oriented by the VECs on their roles and responsibilities. The copies of the guidelines for the SMC members had been provided and were printed in simple English language. All the schools SMC members held meeting regularly.

The awareness levels of the SMC members are presented in the **Table 11** below:

Sl. No	Activities	Poor	Fair	Good	Very Good	Excellent
1	Details about SSA & MDM		9	29	2	
2	Funds (civil works, additional classrooms, school grants, maintenance grants, etc)	3	20	16	1	
3	Roles and responsibilities	1	18	12	9	
4	School development	3	8	18	11	
5	Students enrolment and attendance		10	28	1	1
6	Right to Education Act		10	20	10	
7	School facilities (classrooms, toilets, drinking water, etc)	22	13	4	1	
8	DISE captures format	1	11	20	8	
9	School Report Card	1	19	13	7	
10	VER/WER	3	18	12	7	

The above Table 11 had projected the awareness levels of the SMC members by all the 40 sample schools in the district.

As to the source of awareness of SMC members regarding school activities, the SMC members get the information through teachers. In 32 schools, the SMC members know the guidelines of the school development. It was found that in 11 schools SMC members were given training whereas the remaining 29 schools had not received any training. All the 40 schools responded that SMC members meeting were held regularly and SMC members often visit the schools. During the visit the SMC members observe the teachers attendances, students' attendance and classroom management.

9. MIS:

All the 40 sample schools had submitted the data under DISE for the current year of the survey. The copies submitted by the schools to the DISE office were found intact for the reference in the office. It was found that 20 schools head teachers had received the training for filling up the Data Capture Format (DCF). It was stated by the 7 schools that the headmaster had conducted the Jan-Vaachan community reading as a measure of social audit of DISE data reported in the DCF.

Regarding the School Report Cards, it found that 26 schools had received the printed copy of the school report cards. No schools had displayed it on the notice board but kept it in the file. In all the schools, the schools records are being maintained and updated regularly.

10. FINANCIAL MANAGEMENT:

Maintenance of financial records and register: It was found that all the 40 sample schools in the district, maintained the cash book, passbook and stock register in the school office. Cash book, passbook and stock register were kept updated in all the 40 schools.

Mode of transfer of fund to SMC/VEC from the State or District levels: Mode of transfer of fund to the SMC/VEC from the State to District levels was done through cheque.

Types of funds/ grants received:

Teachers grant: The amount received for teachers grant was Rs. 500/- for each teachers.

Maintenance grant: It was found each school received Rs. 7000/- in Government Primary Schools and Rs. 7500/- in Government Middle Schools.

School uniform grant: All the 40 schools received readymade uniforms.

It was found that the system for the withdrawal of fund the SMC/VEC account was all done through joint account. It was verified from the pass books and cash books of all the 40 schools. All the schools stated that the SMC/VEC was covered by the audit and the audit observation was being shared with the community. All the 40 schools stated that the SMC had shared the proposals for the expenditure statement with the community.

LIST OF SAMPLE SCHOOLS IN MON DISTRICT

Sl. no	Name of the school	School code	Block name
1.	G.P.S. Longlem Village	13010202301	Tizit
2.	G.P.S. Longphoh	13010701901	Mon
3.	G.P.S. Chenloishu Village A	13010400302	Aboi
4.	G.P.S. Tingsa	13010203701	Tizit
5.	G.P.S. Longwa Village	13010703802	Mon
6.	G.P.S Chui Village	13010701401	Mon
7.	G.P.S. Guching	13010701501	Mon
8.	G.P.S. Pessao sec-C	13010101603	Tobu
9.	G.M.S. Wakching Village	13010800510	Wakching
10.	G.P.S. Wakching Chingla	13010801501	Wakching
11.	G.P.S. Wanching B	13010800603	Wakching
12.	G.P.S. Chenloishu B	13010400303	Aboi
13.	G.M.S. Upper Tiru	13010801201	Wakching
14.	G.P.S. Motok	13010400402	Aboi
15.	G.M.S. Chenwetnyu	13010400206	Aboi
16.	G.P.S. Chenwetnyu A	13010400201	Aboi
17.	G.P.S. Chenloishu C	13010400304	Aboi
18.	G.P.S. Hahkhe	13010403301	Aboi
19.	G.P.S. Bohlo	13010400405	Aboi
20.	G.M.S. Chenloishu Village	13010400301	Aboi
21.	G.P.S. Kongan sec B	13010800702	Wakching
22.	G.M.S. Hongphoi	13010700601	Mon
23.	G.P.S. Wanching A	13010800602	Wakching
24.	G.P.S. Jahjon Ward	13010705201	Mon
25.	G.P.S. Mon Town D	13010705828	Mon
26.	G.M.S. Mon Town B	13010705802	Mon
27.	G.P.S. Totok Chingha Village	13010700301	Mon
28.	G.P.S. Mon Town C	13010705803	Mon
29.	G.P.S. Papong	13010705804	Mon
30.	G.P.S. Shinnyu	13010102001	Tobu
31.	G.M.S. Leangha Village	13010701303	Mon
32.	G.M.S. Chinglong Village A	13010401201	Aboi

Sl. no	Name of the school	School code	Block name
33.	G.M.S. Monyakshu	13010100907	Tizit
34.	G.P.S. Wetting	13010703601	Mon
35.	G.P.S. Nyahnyu	13010703701	Mon
36.	G.P.S. Pukha	13010703401	Mon
37.	G.P.S. Leangha Tangten	13010704002	Mon
38.	G.M.S. Longwa	13010703801	Mon
39.	G.P.S. Wamsa	13010703901	Mon
40.	G.P.S. Motok	13010704201	Mon

REPORT ON THE MONITORING AND SUPERVISION OF MDM IN MON DISTRICT NAGALAND

2013-2014



3rd Of February-15th February 2014

Dr. Buno Zetsuvi

Nodal Officer

Monitoring Institute

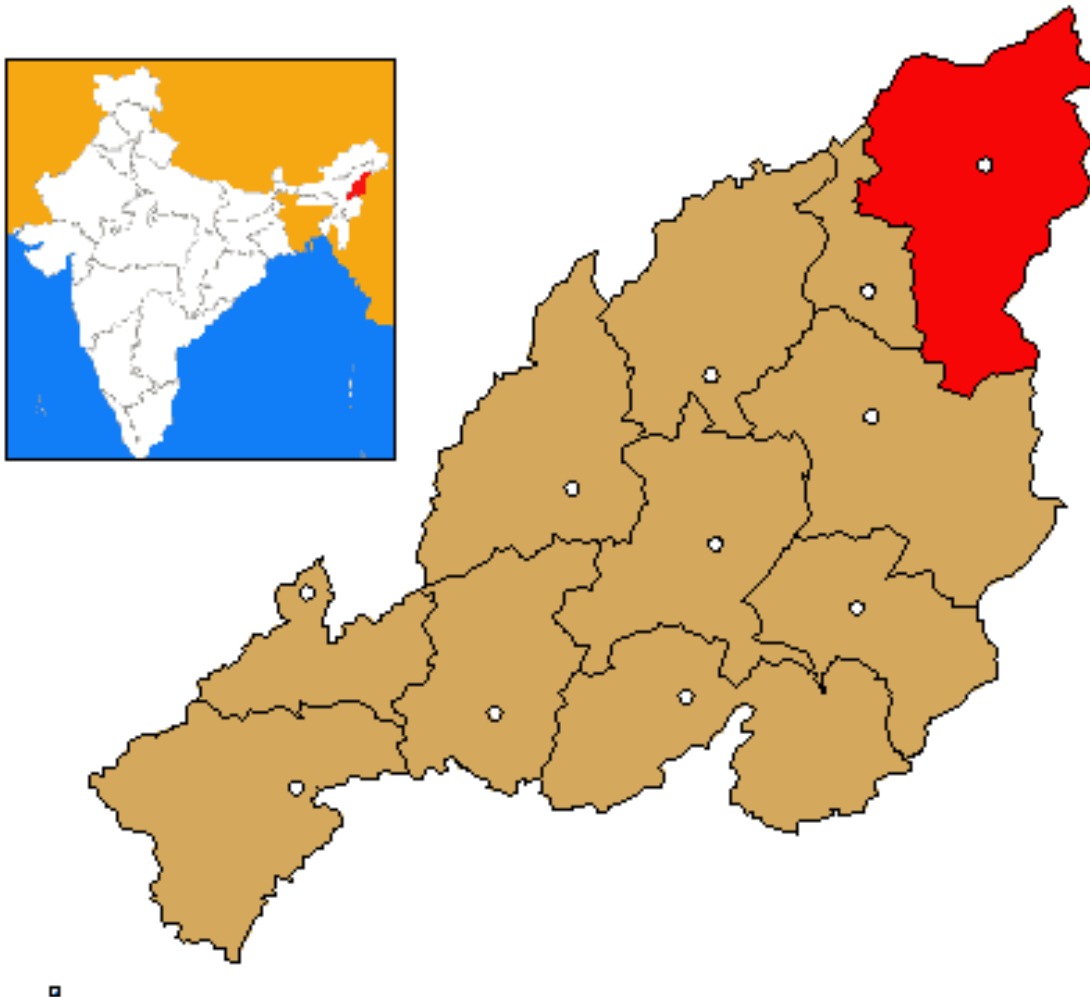
Nagaland University

MON DISTRICT

Mon district is the northernmost district of Nagaland. It is bounded by the state of Arunachal Pradesh to its north, Assam to its west, Myanmar to its east, Longleng district to its south-west and Tuensang district to its south. The town of Mon is its district headquarters.

In 2006 the Ministry of Panchayati Raj named Mon one of the country's 250 most backward districts (out of a total of 640). It is one of the three districts in Nagaland currently receiving funds from the Backward Regions Grant Fund Programme (BRGF).

According to the 2011 census Mon district has a population of 250,671, roughly equal to the nation of Vanuatu.^[3] This gives it a ranking of 582nd in India (out of a total of 640). Mon has a sex ratio of 898 females for every 1000 males, and a literacy rate of 56.6%



REPORT ON MID-DAY MEAL SCHEME IN MON DISTRICT NAGALAND

1. REGULARITY IN SERVING MEAL:

	Name of the school	Whether hot cooked meal is served daily	In case of interruption extent or reason for the same
1.	G.P.S. Longlem Village	No	Shortage of stock
2.	G.P.S. Longphoh	No	Insufficient food supply
3.	G.P.S. Chenloishu Village A	No	Insufficient food supply
4.	G.P.S. Tingsa	No	Shortage of stock
5.	G.P.S. Longwa Village	No	Disturbances of normal class
6.	G.P.S Chui Village	No	Disturbances of normal class
7.	G.P.S. Guching	No	Shortage of stock
8.	G.P.S. Pessao sec-C	Once in a week	Shortage of stock
9.	G.M.S. Wakching Village	Once in a week	Shortage of stock
10.	G.P.S. Wakching Chingla	No	Shortage of stock
11.	G.P.S. Wanching B	No	Insufficient food supply
12.	G.P.S. Chenloishu B	Twice in a week	Insufficient food supply
13.	G.M.S. Upper Tiru	No	Shortage of stock
14.	G.P.S. Motok	No	Disturbances of normal class

15.	G.M.S. Chenwetnyu	Twice in a week	Disturbances of normal class
16.	G.P.S. Chenwetnyu A	Once in a week	Shortage of stock
17.	G.P.S. Chenloishu C	No	Shortage of stock
18.	G.P.S. Hahkhe	No	Insufficient food supply
19.	G.P.S. Bohlo	No	Insufficient food supply
20.	G.M.S. Chenloishu Village	No	Shortage of stock
21.	G.P.S. Kongan sec B	No	Disturbances of normal class
22.	G.M.S. Hongphoi	No	Disturbances of normal class
23.	G.P.S. Wanching A	No	Shortage of stock
24.	G.P.S. Jahjon Ward	Once in a week	Shortage of stock
25.	G.P.S. Mon Town D	Twice in a week	Insufficient food supply
26.	G.M.S. Mon Town B	No	Insufficient food supply
27.	G.P.S. Totok Chingha Village	No	Shortage of stock
28.	G.P.S. Mon Town C	Twice in a week	Disturbances of normal class
29.	G.P.S. Papong	Once in a week	Disturbances of normal class
30.	G.P.S. Shinnyu	No	Shortage of stock
31.	G.M.S. Leangha Village	No	Shortage of stock
32.	G.M.S. Chinglong Village A	No	Insufficient food supply
33.	G.M.S. Monyakshu	No	Insufficient food supply
34.	G.P.S. Wetting	No	Shortage of stock

35.	G.P.S. Nyahnyu	No	Disturbances of normal class
36.	G.P.S. Pukha	No	Disturbances of normal class
37.	G.P.S. Leangha Tangten	No	Shortage of stock
38.	G.M.S. Longwa	Once in a week	Shortage of stock
39.	G.P.S. Wamsa	Once in a week	Shortage of stock
40.	G.P.S. Motok	No	Shortage of stock

The above table projected the regularity in serving meals; it was found that in all the 40 schools in the district no school served hot cooked meals daily. However, hot cooked meals were served once a week or twice a week. In response to interruption and the reasons stated by the schools was due to shortage of stock, insufficient food supply and disturbance of normal classes.

2. TRENDS:

Sl.No	Name of the school	Enrllt	No. Of children attending school on the day of visit	No. Of children availing MDM as per MDM register	No. Of children actually availing MDM on the day of visit
1.	G.P.S. Longlem Village	170	164, 167	170	164, 167
2.	G.P.S. Longphoh	97	91, 95	97	91, 95
3.	G.P.S. Chenloishu Village A	198	194, 195	198	194, 195
4.	G.P.S. Tingsa	98	95, 97	98	95, 97
5.	G.P.S. Longwa Village	200	195, 198	200	195, 198
6.	G.P.S Chui Village	172	169, 170	172	169, 170
7.	G.P.S. Guching	99	95, 97	99	95, 97
8.	G.P.S. Pessao sec-C	150	145 148	150	145, 148
9.	G.M.S. Wakching Village	204	200, 201	204	200, 201
10.	G.P.S. Wakching Chingla	60	55, 59	60	55, 59
11.	G.P.S. Wanching B	85	81, 83	85	81,83
12.	G.P.S. Chenloishu B	83	79, 81	83	79, 81
13.	G.M.S. Upper Tiru	174	170, 172	174	170, 172
14.	G.P.S. Motok	93	90, 91	93	90, 91
15.	G.M.S. Chenwetnyu	318	315, 316	318	315, 316
16.	G.P.S. Chenwetnyu A	138	135, 137	138	135, 137
17.	G.P.S. Chenloishu C	68	64, 67	68	64, 67
18.	G.P.S. Hahkhe	77	73, 72	77	73, 72
19.	G.P.S. Bohlo	46	44, 46	46	44, 46
20.	G.M.S. Chenloishu Village	126	123,125	126	123, 125
21.	G.P.S. Kongan sec B	209	206, 207	209	206, 207
22.	G.M.S. Hongphoi	150	145, 147	150	145, 147
23.	G.P.S. Wanching A	140	134, 137	140	134, 137
24.	G.P.S. Jahjon Ward	180	176, 175	180	176, 175
25.	G.P.S. Mon Town D	300	298, 299	300	298, 299
26.	G.M.S. Mon Town B	410	406, 408	410	406, 408

27.	G.P.S. Totok Chingha Village	259	255, 257	259	255, 257
28.	G.P.S. Mon Town C	276	273, 274	276	273, 274
29.	G.P.S. Papong	186	183, 184	186	183, 184
30.	G.P.S. Shinnyu	29	27, 28	29	27, 28
31.	G.M.S. Leangha Village	120	117, 118	120	117, 118
32.	G.M.S. Chinglong Village A	156	152, 155	156	152, 155
33.	G.M.S. Monyakshu	250	247, 248	250	247, 248
34.	G.P.S. Wetting	186	181, 183	186	181, 183
35.	G.P.S. Nyahnyu	241	237, 239	241	237, 239
36.	G.P.S. Pukha	191	187, 190	191	187, 190
37.	G.P.S. Leangha Tangten	178	175, 177	178	175, 177
38.	G.M.S. Longwa	386	380, 384	386	380, 384
39.	G.P.S. Wamsa	221	217	221, 216	217, 216
40.	G.P.S. Motok	187	184, 185	187	184, 185

The response highlighted that the total number of children enrolled were all availing MDM. The total enrolment is 6911. The number of children attending schools and availing MDM on the first day visit is 6757. The number of children attending schools and availing MDM on the second day visit is 6828.

3. Regularity in delivering food grains to school level:

Sl. No	Name of the school	Whether school received food grains regularly	Whether buffer stock of one month maintained	Whether food grain delivered at school
1.	G.P.S. Longlem Village	No	No	No
2.	G.P.S. Longphoh	No	No	No
3.	G.P.S. Chenloishu Village A	No	No	No
4.	G.P.S. Tingsa	No	No	No
5.	G.P.S. Longwa Village	No	No	No
6.	G.P.S Chui Village	No	No	No
7.	G.P.S. Guching	No	No	No
8.	G.P.S. Pessao sec-C	No	No	No
9.	G.M.S. Wakching Village	No	No	No
10.	G.P.S. Wakching Chingla	No	No	No
11.	G.P.S. Wanching B	No	No	No
12.	G.P.S. Chenloishu B	No	No	No
13.	G.M.S. Upper Tiru	No	No	No
14.	G.P.S. Motok	No	No	No
15.	G.M.S. Chenwetnyu	No	No	No
16.	G.P.S. Chenwetnyu A	No	No	No
17.	G.P.S. Chenloishu C	No	No	No
18.	G.P.S. Hahkhe	No	No	No
19.	G.P.S. Bohlo	No	No	No
20.	G.M.S. Chenloishu Village	No	No	No
21.	G.P.S. Kongan sec B	No	No	No
22.	G.M.S. Hongphoi	No	No	No
23.	G.P.S. Wanching A	No	No	No
24.	G.P.S. Jahjon Ward	No	No	No
25.	G.P.S. Mon Town D	No	No	No
26.	G.M.S. Mon Town B	No	No	No
27.	G.P.S. Totok Chingha Village	No	No	Yes
28.	G.P.S. Mon Town C	No	No	Yes
29.	G.P.S. Papong	No	No	No
30.	G.P.S. Shinnyu	No	No	No

31.	G.M.S. Leangha Village	No	No	No
32.	G.M.S. Chinglong Village A	No	No	No
33.	G.M.S. Monyakshu	No	No	No
34.	G.P.S. Wetting	No	No	Yes
35.	G.P.S. Nyahnyu	No	No	Yes
36.	G.P.S. Pukha	No	No	Yes
37.	G.P.S. Leangha Tangten	No	No	No
38.	G.M.S. Longwa	No	No	No
39.	G.P.S. Wamsa	No	No	Yes
40.	G.P.S. Motok	No	No	Yes

The response presented in the Table reveals that no schools had received the food grain regularly. It was also found that all the 40 schools do not maintained buffer stock of one month requirement. The food grains were not delivered at the schools, where the schools had to collect from District Head quarter i.e. S.D.E.O office. It was found that the quantity of food grain supplied was as per the marked/indicated weight. The teacher in charges in all the 40 schools stated that the quality of food grain was good.

4. Regularity in delivering cooking cost to school level:

On enquiring the regularity in receiving the cooking cost, it was found that 34 schools were not receiving the cooking cost in advance whereas 6 schools were receiving in advance. The reason for the delay was fund not made available in advance for the purpose. However, the school funds were used for making alternative arrangement. It was found that the cooking cost was paid by cash for all the 40 schools.

5. Social Equity:

It was found that there was no discrimination on the basis of gender or caste or community discrimination in cooking or serving or seating arrangements. The system of serving and seating arrangement for eating was found that in all the 40 schools the children were arranged class wise.

6. Weekly menu:

All the 40 schools did not display any weekly menu on the school notice board. Usually it was decided by the teacher in charge.

7. Variety of menu:

On variety of menu, it was found that 37 schools provide the same menu which includes rice, dal and vegetables. Vegetables which are in season in the village are mainly used.

8. Quality and Quantity of meal:

Regarding the quality of meal, majority of the schools i.e. 32 schools responded that the quality of meal was good whereas 6 schools response was that it was fair and average. Further, the quantity of meal was sufficient for 29 schools and insufficient for 11 schools. On asking for suggestions majority of the schools feel that MDM should be served more regularly and in some cases daily and some suggested more variety in the menu.

9. Supplementary:

It was found that no schools had maintained School Health Card. 2 schools stated that children were provided micro nutrients once in a year and was administered by the Medical Department. Whereas 38 sample schools had not received any micro nutrients from the department.

10. Status of cooks:

On enquiring the status of cooks and helpers, the cooks were appointed by the VEC and it was engaged in the school as per GOI norms. The remuneration of Rs. 1000/- per month, Rs. 10,000/- annually and some on daily wages were paid to cooks/helper, however they are not paid regularly. The compositions of cooks/helpers were of Scheduled Tribe.

11. Infra-structure of pucca kitchen shed cum store:

Sl. No.	Name of the school	Infrastructure
1.	G.P.S. Longlem Village	Not Sanctioned
2.	G.P.S. Longphoh	Sanctioned but construction not started
3.	G.P.S. Chenloishu Village A	Constructed and in use
4.	G.P.S. Tingsa	Constructed and in use
5.	G.P.S. Longwa Village	Constructed and in use
6.	G.P.S Chui Village	Constructed and in use
7.	G.P.S. Guching	Constructed and in use
8.	G.P.S. Pessao sec-C	Constructed and in use
9.	G.M.S. Wakching Village	Constructed and in use
10.	G.P.S. Wakching Chingla	Constructed and in use
11.	G.P.S. Wanching B	Constructed and in use
12.	G.P.S. Chenloishu B	Constructed and in use
13.	G.M.S. Upper Tiru	Constructed and in use
14.	G.P.S. Motok	Constructed and in use
15.	G.M.S. Chenwetnyu	Constructed and in use
16.	G.P.S. Chenwetnyu A	Constructed and in use
17.	G.P.S. Chenloishu C	Constructed and in use
18.	G.P.S. Hahkhe	Constructed and in use
19.	G.P.S. Bohlo	Constructed and in use
20.	G.M.S. Chenloishu Village	Constructed and in use
21.	G.P.S. Kongan sec B	Constructed and in use
22.	G.M.S. Hongphoi	Constructed and in use
23.	G.P.S. Wanching A	Constructed and in use
24.	G.P.S. Jahjon Ward	Constructed and in use
25.	G.P.S. Mon Town D	Constructed and in use
26.	G.M.S. Mon Town B	Constructed and in use
27.	G.P.S. Totok Chingha Village	Constructed and in use
28.	G.P.S. Mon Town C	Constructed and in use
29.	G.P.S. Papong	Constructed and in use
30.	G.P.S. Shinnyu	Constructed and in use
31.	G.M.S. Leangha Village	Constructed and in used
32.	G.M.S. Chinglong Village A	Constructed and in use
33.	G.M.S. Monyakshu	Constructed and in used
34.	G.P.S. Wetting	Sanctioned but construction

		not started
35.	G.P.S. Nyahnyu	Sanctioned but construction not started
36.	G.P.S. Pukha	Sanctioned but construction not started
37.	G.P.S. Leangha Tangten	Sanctioned but construction not started
38.	G.M.S. Longwa	Constructed and in used
39.	G.P.S. Wamsa	Constructed and in used
40.	G.P.S. Motok	Constructed and in used

With regards to infrastructure of the kitchen, it was found that 34 schools had constructed the kitchen and using it. Whereas in 1 school fund was not sanction and in 5 schools funds was sanctioned but construction not started.

12. Water Potable for cooking and drinking purpose:

Sl.No.	Name of the schools	Yes/No
1.	G.P.S. Longlem Village	No
2.	G.P.S. Longphoh	No
3.	G.P.S. Chenloishu Village A	Yes
4.	G.P.S. Tingsa	Yes
5.	G.P.S. Longwa Village	Yes
6.	G.P.S Chui Village	Yes
7.	G.P.S. Guching	Yes
8.	G.P.S. Pessao sec-C	Yes
9.	G.M.S. Wakching Village	Yes
10.	G.P.S. Wakching Chingla	Yes
11.	G.P.S.Wanching B	No
12.	G.P.S. Chenloishu B	Yes
13.	G.M.S. Upper Tiru	No
14.	G.P.S. Motok	Yes
15.	G.M.S. Chenwetnyu	No
16.	G.P.S. Chenwetnyu A	Yes
17.	G.P.S. Chenloishu C	Yes
18.	G.P.S. Hahkhe	No
19.	G.P.S. Bohlo	Yes
20.	G.M.S. Chenloishu Village	Yes
21.	G.P.S. Kongan sec B	Yes
22.	G.M.S. Hongphoi	Yes
23.	G.P.S. Wanching A	No
24.	G.P.S. Jahjon Ward	Yes
25.	G.P.S. Mon Town D	Yes
26.	G.M.S. Mon Town B	Yes
27.	G.P.S. Totok Chingha Village	Yes
28.	G.P.S. Mon Town C	Yes
29.	G.P.S. Papong	No
30.	G.P.S. Shinnyu	Yes
31.	G.M.S. Leangha Village	Yes
32.	G.M.S. Chinglong Village A	Yes
33.	G.M.S. Monyakshu	No
34.	G.P.S. Wetting	Yes
35.	G.P.S. Nyahnyu	No

36.	G.P.S. Pukha	No
37.	G.P.S. Leangha Tangten	No
38.	G.M.S. Longwa	Yes
39.	G.P.S. Wamsa	No
40.	G.P.S. Motok	Yes

On enquiring about the potable water in the schools for drinking and cooking purposes, 27 schools were found to be having good water facilities whereas the remaining 13 schools did not have the proper water facility.

13. The utensils used for cooking adequate:

Sl.No.	Name of the Schools	Adequate/Inadequate
1.	G.P.S. Longlem Village	Adequate
2.	G.P.S. Longphoh	Adequate
3.	G.P.S. Chenloishu Village A	Adequate
4.	G.P.S. Tingsa	Adequate
5.	G.P.S. Longwa Village	Adequate
6.	G.P.S Chui Village	Adequate
7.	G.P.S. Guching	Adequate
8.	G.P.S. Pessao sec-C	Adequate
9.	G.M.S. Wakching Village	Adequate
10.	G.P.S. Wakching Chingla	Adequate
11.	G.P.S. Wanching B	Adequate
12.	G.P.S. Chenloishu B	Adequate
13.	G.M.S. Upper Tiru	Adequate
14.	G.P.S. Motok	Adequate
15.	G.M.S. Chenwetnyu	Adequate
16.	G.P.S. Chenwetnyu A	Adequate
17.	G.P.S. Chenloishu C	Adequate
18.	G.P.S. Hahkhe	Inadequate
19.	G.P.S. Bohlo	Adequate
20.	G.M.S. Chenloishu Village	Adequate
21.	G.P.S. Kongan sec B	Adequate
22.	G.M.S. Hongphoi	Adequate
23.	G.P.S. Wanching A	Inadequate
24.	G.P.S. Jahjon Ward	Adequate
25.	G.P.S. Mon Town D	Adequate
26.	G.M.S. Mon Town B	Adequate
27.	G.P.S. Totok Chingha Village	Adequate
28.	G.P.S. Mon Town C	Inadequate
29.	G.P.S. Papong	Adequate
30.	G.P.S. Shinnyu	Inadequate
31.	G.M.S. Leangha Village	Adequate
32.	G.M.S. Chinglong Village A	Adequate
33.	G.M.S. Monyakshu	Inadequate
34.	G.P.S. Wetting	Adequate
35.	G.P.S. Nyahnyu	Inadequate
36.	G.P.S. Pukha	Inadequate

37.	G.P.S. Leangha Tangten	Inadequate
38.	G.M.S. Longwa	Adequate
39.	G.P.S. Wamsa	Inadequate
40.	G.P.S. Motok	Adequate

Regarding utensils for cooking food, 32 schools responded that the utensils used for cooking were adequate but 8 schools responded that it was not adequate.

14. The kind of fuel used:

Regarding the kind of fuel used for cooking purposes, it was found that all the 40 sample schools used firewood as a fuel in preparing meal.

15. Safety and Hygiene:

On enquiring and observing the general impression on safety and hygiene it was found to be satisfactory in all the 40 schools though there were variation on response from fair 14 schools, good 18 schools and 8 schools average. All the 40 sample schools responded that hand wash was practiced by all the students before and after food. It was observed that children were taking their meals in orderly manner. In all the 40 schools children were found being aware of conservation of water. In all the schools, kitchens were found to be safe from any fire hazards as per the responses.

16. Community Participation:

Regarding the community participation, it was found that the SMC members were very cooperative and take active part in the MDM programmes. However, it was found that parents were not very co-operative as majority were illiterate.

17. Inspection and supervision:

It was found that 8 schools were inspected by the Block level official, 2 schools by the District Official and 3 schools by the Education Department whereas 27 schools stated that no officials had visited or inspected the school relating to the MDM.

18. IMPACT:

All the 40 schools stated that MDM programme had improved the enrolment and attendance of children. The respondents' responded that no other incidental benefits to the children and school were found due to serving cooked meals in schools.

19. MDM LOGO:

It was found that 29 schools had placed before the schools with the MDM Logo.

LIST OF SAMPLE SCHOOLS IN MON DISTRICT

Sl. no	Name of the school	School code	Block name
1.	G.P.S. Longlem Village	13010202301	Tizit
2.	G.P.S. Longphoh	13010701901	Mon
3.	G.P.S. Chenloishu Village A	13010400302	Aboi
4.	G.P.S. Tingsa	13010203701	Tizit
5.	G.P.S. Longwa Village	13010703802	Mon
6.	G.P.S Chui Village	13010701401	Mon
7.	G.P.S. Guching	13010701501	Mon
8.	G.P.S. Pessao sec-C	13010101603	Tobu
9.	G.M.S. Wakching Village	13010800510	Wakching
10.	G.P.S. Wakching Chingla	13010801501	Wakching
11.	G.P.S. Wanching B	13010800603	Wakching
12.	G.P.S. Chenloishu B	13010400303	Aboi
13.	G.M.S. Upper Tiru	13010801201	Wakching
14.	G.P.S. Motok	13010400402	Aboi
15.	G.M.S. Chenwetnyu	13010400206	Aboi
16.	G.P.S. Chenwetnyu A	13010400201	Aboi
17.	G.P.S. Chenloishu C	13010400304	Aboi
18.	G.P.S. Hahkhe	13010403301	Aboi
19.	G.P.S. Bohlo	13010400405	Aboi
20.	G.M.S. Chenloishu Village	13010400301	Aboi
21.	G.P.S. Kongan sec B	13010800702	Wakching
22.	G.M.S. Hongphoi	13010700601	Mon
23.	G.P.S. Wanching A	13010800602	Wakching
24.	G.P.S. Jahjon Ward	13010705201	Mon
25.	G.P.S. Mon Town D	13010705828	Mon
26.	G.M.S. Mon Town B	13010705802	Mon
27.	G.P.S. Totok Chingha Village	13010700301	Mon
28.	G.P.S. Mon Town C	13010705803	Mon
29.	G.P.S. Papong	13010705804	Mon
30.	G.P.S. Shinnyu	13010102001	Tobu
31.	G.M.S. Leangha Village	13010701303	Mon
32.	G.M.S. Chinglong Village A	13010401201	Aboi

33.	G.M.S. Monyakshu	13010100907	Tizit
34.	G.P.S. Wetting	13010703601	Mon
35.	G.P.S. Nyahnyu	13010703701	Mon
36.	G.P.S. Pukha	13010703401	Mon
37.	G.P.S. Leangha Tangten	13010704002	Mon
38.	G.M.S. Longwa	13010703801	Mon
39.	G.P.S. Wamsa	13010703901	Mon
40.	G.P.S. Motok	13010704201	Mon

