

Department of Adult, Continuing Education & Extension,
Himachal Pradesh University,
Shimla – 171005.

No.HPU/AEEP/SSA-3/

Dated: 30th Nov. 2009.

To

Shri K.Girija Shankar,
Sr. Consultant (Monitoring) SSA,
Ed. CIL's, TSG,
10-B,Indraprastha Estate,
New Delhi – 110002.

Sub: 2nd Half of 1st Year Monitoring Report of Districts Shimla, Lahaul Spiti and Kinnaur on SSA and MDM for the period of 1st February to 31st August, 2009 .

Sir,

Kindly find enclosed herewith the 2nd Half of 1st Year Monitoring Report of Districts Shimla, Lahaul Spiti and Kinnaur (Monitoring Institution) on SSA and MDM for the State of Himachal Pradesh for the period of 1st February to 31st August, 2009 along with the CD of the same.

Thanking you,

Yours faithfully,

Prof. Sudesh Negi,
DIRECTOR

Copy to:

State Project Director, SSA, DPEP Bhawan, Lal Pani, Shimla – 1. The report has been strictly prepared as proforma developed by MHRD, New Dew Delhi.

DIRECTOR

**2nd Half of 1st Year Monitoring Report of
(MONITORING INSTITUTION) ON SSA
AND MDM
FOR THE STATE OF
HIMACHAL PRADESH
FOR THE PERIOD OF
1ST FEBURARY 2009 TO 31ST AUGUST, 2009
TOTAL DISTRICTS -12
DISTRICTS COVERED-3
1. SHIMLA
2. LAHAUL & SPITI
3. KINNAUR
DISTRICTS TO BE COVERED - 6**

2nd Half of 1st Year Monitoring Report of Districts Shimla, Lahaul Spiti and Kinnaur (Monitoring Institution) on SSA and MDM for the State of Himachal Pradesh for the period of 1st February to 31st August, 2009 .

General Information:

Sl. No.	Subject	Details
1.	Name of the Monitoring Institution	H.P. University, Shimla-5
2.	Period of the report	1 st February to 31 st August, 2009
3.	No. of Districts allocated	12
4.	District names	Bilaspur, Chamba, Hamirpur, Kangra, Kinnaur, Kullu, Lahaul & Spiti, Mandi, Shimla, Sirmour, Solan,Una,
5.	Date of visit to the Districts/EGS/Schools (information is to be given for district wise:	1.Shimla : 15-30, July, 2009. 2. Lahaul & Spiti:7-21, Oct.2009 3. Kinnaur: 7-21, Oct.2009
6.	Total number of elementary schools/EGS/AIE Centres in all the Districts allocated information is to be given for district wise:	1. Shimla : ES. 2271, EGS:18 2. lahaul & Spiti: ES:175, 3. Kinnaur: ES: 267, EGS: 1
7.	Total number of elementary schools(primary and upper primary)/EGS/AIE Centres covered monitored information is to be given for district wise:	1. Shimla ES. 126 EGS/AIE/Mobile: 4 2. Lahaul & Spiti: 17 3. Kinnaur: ES:38 EGS, 1
8.	Whether 5% of the elementary schools/EGS/AIE Centres in total of all the districts allocated covered:	Yes
9.	At least 1% of the school visited within one months of the start of the academic year in all the District:	

	Yes/No (While most of the states start their academic year in June/July there are few states with academic year starting in January/April)	Yes
10.	Whether the MI has sent their report to the SPO at the draft level Yes/No	Yes
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: Yes/No	Yes
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: Yes/No	Yes
13.	Whether your institution come under lead institutes if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: Yes/No/Not applicable	No

2. Executive Summary of all the district reports:

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

	Information is to be given in the box only similarly for all the items.
District 1: Shimla	ES: 2271, No new schools opened and upgraded as per information supplied by DPO.
District 2 : Lahaul & Spiti	ES:175, No new school was opened/upgraded as per information given by the DPO, but the MI found 1 new school in the district during the visit.
District 3: Kinnaur	ES:267, 1 new upper primary schools has been opened at Yuwarangi in Kalpa Block as reported by DPO and checked by MI team.

(b) Civil Works:

District 1: Shimla	Additional class room sanctioned 300 Girls toilets- 4712 Boundary Wall – 12 , HM Room – 90 Major repair primary - 80 upper primary-58, Water facility – 3, CRC room-7, Kitchen Shed (SSA) – 2, Kitchen Shed (MDM) Primary 1358 Kitchen Shed (MDM) Upper primary - 646, All are including spillover. MI team found that work of additional class rooms in 17 sampled schools, CRC rooms in 3 schools, Drinking water in one school under DRDA, Boundary wall in 3 schools and work of Kitchen Shed in 11 Schools was under construction. Kitchen Shed have been constructed in 10 schools .
District 2 : Lahaul & Spiti	Targets for 2009-10 - Additional Class rooms =4, Separate Girls Toilets= 35, Drinking Water-1, Boundary Wall – 10, Major repair primary - 2 Major repair upper primary – 6, Headmaster’s room – 15, Target achieved till 31.9.2009, additional Class rooms – 2. Separate Girls Toilets – 1, Drinking Water – 1, Boundary wall – nil Major repair primary-6, major repair upper primary- nil, Headmaster’s room nil.

District 3: Kinnaur	Additional class rooms sanctioned 148, completed – 77, in progress – 71, BRC building sanctioned – 3, completed -1, in progress -2, CRC building sanctioned 14, completed – 10, in progress -4, Boundary wall sanction-164, completed -75, in progress – 14 and construction not started in – 75, Toilets sanctioned -102, completed -100, in progress -2, Girls Toilets-268 , completed – 4, in progress – 64 and not started 200 in schools, Drinking Water Sanctioned -35, completed -35, Major repair primary sanctioned – 29, completed - 8, in progress – 3 and not started in 18, Major repair upper primary sanctioned -15, completed – 3, in progress -3 and not started in – 9 schools.
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(c) Textbooks:

District 1: Shimla	The free text books were distributed to the boys and girls (48615) of general category from SSA and for the students of SC/ST from State Govt. It was found by the MI team that Books were distributed to all the sampled schools well in time in the 1 st and 2 nd week of March, 2009.
District 2 : Lahaul & Spiti	Text books were received in December 2008 and were distributed to children in the beginning of session i.e April 2009. Free text books were provided to all categories of students from State Govt. fund.
District 3: Kinnaur	Text books were received in the beginning of the session 2009-10 and distributed to the 2152 students in the end of March and 1 st week of April, 2009.

(d) School Grants:

District 1: Shimla	It was found by the MI team that grants for the year 2009-10 were not released to any school till the visit of MI team. Previous grants for the year 2008-09 have been spent in 116 while it remains unspent in 10 schools. According to the information received from the DPO the grants for the year 2009-10 will be distributed in Aug./Sept.2009.
District 2 : Lahaul & Spiti	School grant has been released to 175 primary and upper primary schools by DPO in July, 2009 and the same has been received by the schools in Oct. /Nov. 2008.
District 3: Kinnaur	School grants have been distributed to 267 schools in the month of September 2009 and the same has been received by the schools.

(e) Teachers and Teachers Training:

District 1: Shimla	Target number of teachers to be given in service training is 7011 for the period of 15 days and 10 to 11 days training had been imparted till the MI visit.
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District 2 : Lahaul & Spiti	The target number of teachers to be given in service training of 15 days was 448 and all the teachers were imparted such training in the district.
District 3: Kinnaur	10 days training out of 15 days have been imparted 701 teachers out of total targeted 891 in the district till the MI visit. 5 days training to be completed further.

(f). Teaching Learning Material (TLM) grants:

District 1: Shimla	7064 teachers (primary and upper primary) are eligible for the year 2009-10. TLM Grant of Rs.500/- per teacher but the same was not released till the visit of MI.
District 2 : Lahaul & Spiti	DPO has released TLM grant @ Rs.500/- per teacher to all the eligible 448 teachers in July, 2009 and the same has been received by the schools in Oct./Nov. 2009.
District 3: Kinnaur	TLM grant of Rs.500/- released to 891 teachers and was not utilized till the MI visit.

(g) EGS & AIE:

District 1: Shimla	EGS-18, Enrolment: 460 no EGS was upgraded or proposed to be upgraded in current financial year.
District 2 : Lahaul & Spiti	Not operational in the district
District 3: Kinnaur	There is 1 EGS centre at Rethkar in Pooh block and 17 students were enrolled in this centre.

(h) Children with Special Needs (CWSN):

District 1: Shimla	4221 CWSN children have been identified in the district. 3806 CWSN have been enrolled in the schools and 415 were out of schools till the date of MI visit. 20 CWSN are being covered by NGO, ABHI.
District 2 : Lahaul & Spiti	29 CWSN (17 CWSN in Lahaul and 12 CWSN in Spiti) have been identified in the district and all the CWSN have been enrolled in schools. 6 IED resource teachers have been identified for CWSN.
District 3: Kinnaur	165 CWSN have been identified in the district. 152 CWSN have been enrolled in the school and 13 are home based. MI team found 7 CWSN enrolled in the sample checked schools. 32 resource teachers

	are identified in the district as per the information received from the DPO.
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(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

District 1: Shimla	NPEGEL was started in Chauhara Block in 10 clusters. Total students covered under this scheme from 1 st to 8 th class was 5634. Total budget released was Rs.10.88 lacs. There is 1 Gender coordinator in the district. Total expenditure w.e.f. 1.4.2008 to 31.1.2009 was Rs.5,03 511. The vocational training was provided to girl students. Educational kits having 16 articles in each kit had been given to 32 girls in Oct.2008.
District 2 : Lahaul & Spiti	NPEGEL is not operational in the district.
District 3: Kinnaur	NPEGEL is not operational in the district.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

District 1: Shimla	There is one KGBV Andhra in Chauhara block in which 47 girls were admitted at the time of visit by MI.
District 2 : Lahaul & Spiti	KGBV is not operational in the district.
District 3: Kinnaur	KGBV is not operational in the district.

(k) District Information System for Education (DISE)

District 1: Shimla	DCF have not been supplied to the schools till the date of visit of MI.
District 2 : Lahaul & Spiti	DCF were supplied to the schools in September 2009 during this year.17 sample checked schools received DCF by September 2009.
District 3: Kinnaur	DCF have been supplied to 27 sampled schools and same has not been received in 11 schools till the visit of MI team.

(l) Research and Evaluation:

District 1: Shimla	15 Research studies have been sanctioned by SPO for BRCC and 2 for the district level.
District 2 : Lahaul & Spiti	1 research study has been sanctioned during the year 2009-10. 1 research study was sanctioned in the year 2008-09 but was not completed till date.
District 3: Kinnaur	No research studies have been sanctioned during current financial year 2009-10. Research study on "Teachers Absentee" in 14 primary schools and 4 upper primary schools had been sanctioned and completed in the year 2008-09 reported by the DPO.

(m) Functioning of the VEC:

District 1: Shimla	The total no. of VECs constituted in the district is 2271. Adequate representation to women has been given in VECs.
District 2 : Lahaul & Spiti	Total no. of VECs constituted in district is 178. Adequate representation to women has not been given in VECs in sample checked schools.
District 3: Kinnaur	267 VECs have been constituted in the district. Adequate representation to women has been given in VECs in the sample checked schools by the MI team.

(n) Staffing at State and District level:

District 1: Shimla	State level: Sanctioned post-59, filledup-43, vacant- 16, District level: Sanctioned post-58, Filled up- 40, Vacant-18
District 2 : Lahaul & Spiti	State level: Sanctioned post-59, filledup-43, vacant- 16, District level: Sanctioned post-26, Filled up- 16, Vacant-10
District 3: Kinnaur	State level: Sanctioned post-59, filledup-43, vacant- 16, District level: Sanctioned post-31, Filled up- 11, Vacant-20

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

District 1: Shimla	Educational facilities being provided to children of SC, ST, Minority and girls include: books, uniform, kits, MDM and various kinds of scholarships.
District 2 : Lahaul & Spiti	
District 3: Kinnaur	Educational facilities being provided to children of SC, ST, Minority and girls include: books, uniform, kits, MDM and various kinds of scholarships.

(p) Any other issues relevant to SSA implementation:

District 1: Shimla	----
District 2 : Lahaul & Spiti	-----
District 3: Kinnaur	-----

(q) Mid Day Meal

District 1: Shimla	Hot, well cooked and tasty food in good quality and quantity has been provided to the children. There is no discrimination on the basis of caste, creed and colour among the children.
District 2 : Lahaul & Spiti	-do-
District 3: Kinnaur	-do-

3. Monitoring Report of 2nd half (1st Year)

(The Ministry/TSG needs district wise information/observation as per TOR 2008-2010 using this format, for each district separately, for the districts monitored by the Monitoring Institution both for SS and MDM tasks)

3.1	Name of the District	Shimla
3.2	Date of visit to the District/EGS/Schools	July 15-30, 2009
3.3.	Task	The Monitoring Institute will obtain information on the following areas and include them in its report.

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

i)	What is the number of schools sanctioned in the current financial year in the state (including spill over)district wise and how many of them have been opened district wise?
	As per the information received from DPO, no new primary/upper primary school has been opened in the district during the current session 2009-10.
ii)	Has the land for construction of the school been identified?
	Since no new primary/upper primary school has been opened in the district, the question of identifying the land does not arise.
iii)	Whether the VEC/SMC etc. have received any funds for construction of the school.
	The DPO has not released any fund to the VECs for the construction of the school during the academic session 2009-10.
iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?
	Since no new primary /upper school has been opened in the district, no construction work of new schools was in progress.

v)	Number of Teachers sanctioned for the new schools (including spill over) to be opened in the current financial year? Has sanctions been issued for these or sanctioned and appointments made?
	As per information received from SPO 208 schools have been sanctioned in Shimla district so far. Out of these 178 primary /upper primary schools have been made functional so far. 30 schools are still to be made functional in the district.
vi)	Have teachers been put in position after opening of NPS and UPS.
	No new school has been opened in the district in the year 2009-10 hence no teacher has been put in position.
vii)	Whether one – time grants of Rs.10,000/- for Teaching and Learning Equipment at primary level and Rs.50,000 per school at upper primary level have been released to VEC/SMC? If yes, what items have been purchased by the schools?
	Not applicable
viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?
	The SPO has prepared a TLE guideline.

(b) Civil Works:

i.)	What are the target (including spill-over) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?
	Additional class room sanctioned 300 Girls toilets- 4712 Boundary Wall – 12 , HM Room – 90 Major repair primary - 80 upper primary-58, Water facility – 3, CRC room-7, Kitchen Shed (SSA) – 2, Kitchen Shed (MDM) Primary 1358 Kitchen Shed (MDM) Upper primary - 646, All are including spillover. MI team found that work of additional class rooms in 17 sampled schools, CRC rooms in 3 schools, Drinking water in one school under DRDA, Boundary wall in 3 schools and work of Kitchen Shed in 11 Schools was under construction. Kitchen Shed have been constructed in 10 schools .
ii.)	Sample check by MI of Civil works in a district so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.
	The MI had sampled checked the progress of construction work of CRC rooms, additional class rooms, toilets, drinking water in some of the sampled schools.
iii.)	Whether SMC/VEC has been trained by technical persons for execution of civil work?
	The MI verified from the members of VECs about technical aspects during training and was reported that technical aspects in the training of VEC members for execution of civil work has been given due importance in the district.

iv.)	Whether community manual for civil works has been prepared and is available with VEC/SMC?
	The DPO Shimla has prepared community manual for civil works and the MI had cross checked all the sampled 126 schools and found that the same was in the schools.
v)	Is the school buildings being constructed (new schools as well as building less schools) whether a ramp is being constructed?
	The MI crossed checked 126 sampled schools and found that ramps had been constructed in 44 schools and these had not been constructed in 63 schools. Ramps have been sanctioned for 9 schools.
vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?
	The MI observed that VECs were not maintaining separate account of funds and materials for constructions because of funds are maintained by the schools and utilised through VECs in the district.
vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?
	The technical supervision of civil works is done by SDO (DRDA) and JE appointed on contract basis by DPO at district and block levels.
viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?
	The DPO had instructed SDO/JE to visit the construction site at all the stages of construction. (foundation lintel and roof.)The MI found in sample checked cases that the technical person had mostly visited and guided the VECs at all the prescribed stages of construction.
ix)	Is there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?
	The MI found that there was no convergence with Swajaldhara in respect of drinking water facilities but the process is under consideration.
x)	Whether construction of drinking water facilities in schools is being carried out by specialized Agency or VEC/SMC?
	The MI found that drinking water was available in most of the schools prior to the launching of SSA programme and the construction of drinking water facilities had been done by some specialized agency.
xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?
	The MI found that there was convergence of SSA with Total Sanitation Campaign taking place in respect of toilet facilities provided in the schools in district Bilaspur.
xii)	What is MI's impression of quality construction in sites visited by MI?
	The MI observed that quality construction aspect of civil works in sample checked cases was

	by and large good.
xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintained for reviewing progress of district? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?
	An engineer is appointed for this purpose at SPO level. No third party is there to evaluate the construction work.

C. Textbooks:

i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children is receiving free textbooks from SSA funds and State Government funds?
	The free text books were distributed to the boys and girls (48615) of general category from SSA and for the students of SC/ST from State Govt. It was found by the MI team that Books were distributed to all the sampled schools well in time in the 1 st and 2 nd week of March, 2009.
ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? (Copy of instruction be enclosed)
	The textbooks were received in the beginning of the session and distributed to the students in 1 st and 2 nd week of March, 2009 in district Shimla. The DPO had received instructions from SPO in this regard.
iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.
	There was no delay in the distribution of books. The books were distributed to the students in March, 2008 and the date of opening of schools in the district was 16 February, 2009.
iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?
	The MI has sample checked 126 schools (PS/UPS) and found that free textbooks had been distributed for all subjects and for all classes and to all eligible children.

D. School Grants:

i)	Total number of schools district –wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?(copy of guidelines to be attached)
	It was found by the MI team that grants for the year 2009-10 were not released to any school till the visit of MI team. Previous grants for the year 2008-09 have been spent in 116 while it remains unspent in 10 schools. According to the information received from the DPO the grants for the year 2009-10 will be distributed in Aug./Sept.2009.
ii)	Whether the DPO has released funds for school grants @ Rs.2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom release have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?
	The school grant had been revised from Rs.2000/- per school to Rs.5000/- per primary school and Rs.7000/- per upper primary school. MI team found that grants for the year 2009-10 were not released to any school till the visit of MI. It will be released to all the schools of the district.
iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?
	The DPO had not made centralized purchases out of school grant for any item for the schools.
iv)	The actual date of receiving school grant by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?
	N.A
v)	Utilization details (percentage of utilization and items) for the last year’s school grants received by the school/VEC.
	Previous grants for the year 2008-09 have been spent in 116 while it remains unspent in 10 schools.

E. Teachers and Teachers Training:

i)	Number of additional teachers sanctioned in the district - wise under SSA in primary and upper primary schools and the number of teachers in position therein?
	No post of additional teacher had been sanctioned for the year 2009-10 by the PAB.
ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?

iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?
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iv)	If VEC /Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?
	VEC/Panchayat is not empowered to make recruitment of teachers and no procedure has been laid down for such recruitment.
v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of MI visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?
	The MI visited 126 (Primary 85 + 41 UPS) schools. In 85 primary schools the 303 posts of teachers had been sanctioned, 248 posts had been filled up 55 posts were lying vacant and 206 teachers were present on the day of MI visit. In 41 upper primary schools 249 posts of teachers were sanctioned and filled 218 out of which 31 posts are lying vacant. 208 teachers were present on the day of MI visit. The teachers were absent either due to official assignment given to them or they had taken leave. No teacher in the sample checked schools was found to be a habitual absentee.
iv)	How was the rapport between children and the teachers in the schools visited?
	The MI observed in all the sampled checked schools that rapport between children and teachers was good.
vii)	The target number of teachers in the district –wise to be given in service training and the actual number of teachers given such training in State/District visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision / monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?
	Target number of teachers to be given in service training is 7011 for the period of 15 days and 10 to 11 days training had been imparted till the MI visit. As per information received from DPO the calendar for training of teachers is proposed and maintained by DPO. The general trainings are conducted at CRC level and subject specific training at block level. Trainers for general trainings are CRC, BRC and DIET and for subject specific training trainers are DRG, BRG and DIET. The contents of general training include: Education, psychology, teaching technology. Account Management, different programmes/scheme of centre /State Govt. along with programme under SSA interventions, Subject covered under subject specific training are: mathematics, science, English, social science, Hindi, skt. Art

	and physical education for primary teachers and English, maths EVS Hindi, physical education, health education and art for primary teachers.
viii	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?
	The MI found that 30 days orientation training had not been imparted to any teacher in district Shimla.
ix)	The target number of teachers in the district – wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State/District visited? What is SPO planning for it?
	The MI observed that refresher training of 60 days had not been imparted to any teacher in the district. However 319 primary untrained teachers will be given 45 days induction training in the month of January-February, 2010 during the vocations according to DPO.
x)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?
	Most of the teachers were satisfied with the kind of training imparted to them. 86% teachers told good, 12% average and 2% said poor for effectiveness of training programmes as perceived by the teachers.
xi)	The academic support given by BRC/CRC to the teachers, the frequency of such support: <ol style="list-style-type: none"> 1. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for training and follow up programme, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode (workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)? 2. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed? 3. What are the BRCC, and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issue and how much on "administrative" matter? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's/CRCC's to improve teacher performance and children's learning? 4. Is the DIET interacting with BRC/CRCs and what is their role in capacity building: academic supervision and guidance; action research and monitoring of BRC/CRCs? 5. Are the BRCCRCs extending their academic support to EGS/AIE centres/courses

	<p>in their area? If so how and in what manner? If not, why?</p>
	<p>The BRC had acted as training venue for subject specific training and BRCC had organised and arranged all facilities for this training. The CRC had acted as training venue for general training and CRCC had arranged all facilities for this training. Both BRCC/CRCC did not have a calendar of training and follow up activities. They conducted the training as per the instructions of DPO from time to time. The MI found that BRCC and CRCC were playing their administrative role very well during their field visits but their academic role was very much poor. It was observed that the DIET was extending support to BRCCs and CRCCs in the field of capacity building, academic supervision and guidance. There was still much more scope for the co-operation.</p>
xii	<p>Does the SPO have a Quality Coordinator? What is their role? DO they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>
	<p>The SPO has a Quality Coordinator. His role is to organise State level workshops, monitor schools at district level and collect quality formats monthly from schools.</p>

(f) Teaching Learning Material (TLM) grants:

i.	<p>The total number of teachers eligible to receive TLM grants, district wise and the details of grants released to the districts?.</p>
	<p>7064 teachers (Pry.+U.Pry.) are eligible to receive TLM grant for current financial year @ Rs.500/- per teacher in the district Shimla.</p>
ii)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any instructions have been issued in respect of utilization of TLM grants by DPO/SPO? (copy of instruction to be enclosed)</p>
	<p>The TLM grant had not been released to any teacher in the district till the MI visit.</p>

iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature and whether children using them as well or not? Are their good example? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?
	The TLM grant has not been released so far .The teachers have utilized this grant for procuring materials to prepare TLMs and also for purchasing some readymade TLMs from the local markets. MI has found that in only 108 (85.71%) out of 126 sample checked schools. The TLM have been displayed in the class rooms were not sufficient. There was no good example of TLM.

(g). EGS & AIE:

i.	<p>What is the number of EGS/AIE centres/NRBC/RBC school camps, category wise sanctioned and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district wise.(The category wise information on each type of intervention for out of schools children may be given as per nomenclature followed by the State)</p> <p>Total EGS –18, MI visited – 4, Charkhi-I, Charkhi-II, Dofdadhar, (Pnachbhiya) Khonkhardhar.</p>
ii.	<p>The target number of children and number of children actually enrolled in the centres category wise, district wise.</p> <p>No target has been fixed. 460 students have been enrolled in 18 EGS centres of the district. 89 students have been enrolled in the sample checked 4 EGS centres by the MI team.</p>
iii.	<p>The number of children enrolled and actually attending the centre?</p> <p>All enrolled children attending the centre.</p>
iv.	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p> <p>EVS=18, Trained = 18, training as per norms.</p>
v.	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instructions have been issued by DPO on this?</p> <p>(copy of instruction be enclosed)</p> <p>Academic support is given by BRCs/CRCs. Instruction has been issued.</p>
vi.	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p> <p>Ranging from + 2 to M.A.</p>

vii.	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?
	Rs.1000/- p.m in cash. It is given after 3-4 months through CRC.
viii.	Whether EV is regular in his attendance?
	Yes
ix.	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?
	Yes ,at the State as well as district level. They are trained.
x.	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? (copy of the format be enclosed)
	Formats are regularly submitted by the DPO to SPO.
xi.	Number of EGS/AIE centres (including spillovers) targeted to be upgraded in the district during the current financial year? What is the achievement so far?
	Targeted to be included in main streaming schools. Till the visit of MI no such mainstreaming was done.
xii.	Whether SPO has issued necessary instructions with reference to up - gradation of EGS centres to primary schools and whether funds have been released for the same?
	No such instructions have been issued by the SPO.
xiii.	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?
	N.A.
xiv.	Whether the actual up gradation of EGS centre has taken place?
	N.A.
xv.	Has the land for construction of the upgraded primary school (from EGS) been identified?
	N.A.
xvi.	Whether VEC/SMC etc. have received any funds construction of schools?
	N.A.
xvii.	Has the construction started and what is the stage pf construction (foundation. Lintel and roofing)?
	N.A.
xviii.	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?
	N.A.

xix	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. school? Difficulties, if any, experiences in mainstreaming of students?
	N.A.
xx.	What is the infrastructure available in the EGC/AIE available in the EGS/AIE centres, such as durries, blackboard, books, TLM etc.?
	Durries, black board, books were available.
xxi.	Whether Mid-day Meal is being is being supplied to the children in EGS/SIE centres?
	Yes
xxii	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI. Gender – wise details be given.
	89 children were present in 4 such EGS.
xxiii	The achievement level of children studying in EGS/AIE facilities?
	Achievement level of children is good.
xxiv	The rapport of the EVs with the children?
	It was found quite good.
xxv.	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?
	School Text books supplied by DPO are being used. Free text books were supplied well in time.

(h) Children with Special Needs (CWSN):

i.	The number of CWSN children identified, district-wise and the number of children enrolled during the current financial year.
	4221 CWSN children have been identified in the district. 3806 CWSN have been enrolled in the schools and 415 were out of schools till the date of MI visit. 20 CWSN are being covered by NGO, ABHI 40 by UDDAN and 20 by Gramin Vikas evam Maanav Kalyan Samiti (ग्रामीण विकास एवं मानव कल्याण समिति).
ii. (a)	The number of children who have been provided aids and appliances in the district during the current financial year.
	As per the information provided by SPO 11 hearing aids , 250 spectacles had been provided in the year 2009-10.
ii. (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.
	The MI was not informed regarding any difficulties in getting and utilizing of aids and

	appliances.
iii.	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? (list of NGOs and copies of guidelines to be attached)
	There is 1172 number of resource persons in the State of Himachal Pradesh. Three NGOs, ABHI, UDDAN and Gramin Vikas evam Maanav Kalyan Samiti (ग्रामीण विकास एवं मानव कल्याण समिति) are associated with CWSN in the district Shimla.
iv. (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?
	There is an IED Coordinator in the district. As per information received from DPO he had been oriented.
iv. (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? (copy of format be enclosed) Is there an IE coordinator of SPO? How knowledge is he or she in this area? How many trainings and workshops has she/he attended?
	The SPO has prescribed monitoring format for CWSN activity and the DPO furnishes information to SPO in these formats. There is an IED coordinator at the State.
v.	How many schools have been provided with ramps?
	The MI crossed checked 126 sampled schools and found that ramps had been constructed in 44 schools and these had not been constructed in 63 schools. Ramps have been sanctioned for 9 schools.
vi.	How many children have been provided home based support during the current financial year?
	450 CWSN had been provided HBP in convergence with NGOs in 9 district of H.P. and 2015 CWSN have been provided HBP through trained resource persons.
vii.	How many parents have been given counselling during the current year?
	In 2009-10, 515 parents of CWSN children were counselling in the district.
viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?
	The MI found that 170 CWSN children have been enrolled in sample checked schools in district Shimla and 120 CWSN were present during the visit of MI.

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

i.	The number of clusters targeted district –wise and the number of model cluster schools actually made functional during the financial year.
	10 clusters, Chauhara block 3 Model Cluster school. MI team visited one model cluster school GSSS, Dhamwari and GHS, Dungyani.
ii.	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc.?

	No
iii.	Whether model clusters in the districts have been provided with gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education? Yes, through teachers training and community mobilisation at cluster level.
iv.	Whether funds have been released for NPEGEL programme in time, quantum of funds and date of release of funds in the district. Funds released well in time. Last released on dated 31.12.2008. To the sample checked model cluster school the grant of Rs.40,000/- was released for the year 2009-10.
v.	Whether a district gender coordinator is in position?
(a)	Yes, There is gender coordinator in position.
(b)	Whether a monitoring system to check progress in girls' education interventions has been developed in State SSA programme and with what periodicity is it reviewed? (copy of monitoring format be enclosed) Yes, it has been developed with the motive of providing them vocational courses.
vi.	The number of ECCE centres operational under Innovation Head funds (Rs.15 lakhs for girls education) and/or NPEEL, in the district? Data not obtained.
vii.	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? Yes, Format prescribed GOI is being followed in the state and information in monthly meetings at state level.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

i.	Number of KGBV sanctioned in the district and block-wise and the number of KGBV operational during the current financial year. 1 KGBV is operational at Andhra in Chhauhara block in Shimla district.
ii.	The number of (KGBV) in the State in respect of which land have been identified in the district. 1
iii.	Whether the State has drawn up any detailed guidelines for running the KGBV schools. Yes
iv.	The number of KGBV in respect of which all formalities for construction have been completed.

	N.A
v.	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts. Sanctioned Posts: 3 vocational teachers, 1 warden, 3 part time teachers. 1 accountant, 1 cook, 1 chowkidar, 1 peon, 1 sweeper, 1 assistant cook. All the posts have been filled up except the post of assistant cook.
vi.	The number of students admitted in the KGBVs started in the district. 47
vii.	The details of facilities available such as furniture, bedding, meal to be verified by MI in respect of KGBV visited. The MI during its visit to the KGBV found that the facilities available in KGBV include bedding, meal, books, musical instruments, health check-up, and scholarship of Rs.50 /- per month per girls. The KGBV functionaries reported that facilities of furniture bed, and TV will soon be provided for the girls.

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

i.	Whether EMIS set up in each district of the State/UT and whether requisite computers and computers operators have been put in position? An EMIS set up existed at DPO level and requisite no. of computers and computer operators had been provided.
ii.	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year? <ul style="list-style-type: none"> • Printing of DCF in July, 2009. • Distributing of DCFs August, 2009. • Training to field functionaries during September, 2009. • Data collection during 1st week of October, 2009. • Data feeding of 10th week of November, 2009 • Final submission of State Project Officer by 20th November, 2009 for 9 district and 30th November for Kangra, Mandi and Shimla. • Compilation and consistency check at State Project Office by 15th December, 2009. • Submission of GOI by 26th December, 2009.
iii.	Whether data capture format have been supplied to all schools latest by August? Data capture formats (DCF) had not been supplied to the schools till the MI visit.
iv.	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held? 1 day's DISE training was imparted at the block and cluster level during training programme every year by MIS Incharges.
v.	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been orientated/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to

	verify the data? If so, please give details, including findings?
	The DPO informed that task of verifying 5% of the data collected was done by the SPO with the help of an independent agency.
vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November? Data collected and sent to SPO by DPO every year in the month of Nov.
vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA MIS? How many workshops/trainings has he attended in GOI/NIEPA? There is an MIS Incharge at State level.

(L) Research and Evaluation:

i.	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned Researches proposed for 2009-10: Micro research <ul style="list-style-type: none"> • Repetition Rate Class-1 and Class-VII in Shimla District is very high i.e. Class 1 boys and girls respectively 12.89% and 11.80%, Class VII boys 15.59% and 14.31% hence the study will be conducted on the above mentioned issue. Matiana Block, Rohru • The performance of the Sc. Students as compare to general students in upper primary section is very low. Theog Block. • Environmental Awareness among the teacher. Chopal Block. • AIE centres and out of school children. Nerwa Block. • Comparative Study on Achievement of Boys in Rural and Urban area. Shimla. • Impact of Teacher training on classroom transaction. • Impact of Aadhar on the Achievement of students. Kasumpati Block. • A study of KGBV Chhouhara Block. • Influence of Bala feature in SSA Kothai, Kumarsain. Macro Study: <ul style="list-style-type: none"> • Continuous comprehensive Evaluation and Examination R & E Coordinator. • Impact of Teacher Training DIET Faculty. • Rs.2.00 Lac for Micro studies and Rs. 1.00 Lac for Micro studies have been proposed for 2009-10.
ii.	The number of studies sanctioned in the previous calendar year and the number of them completed. Research studies completed in the year 2008-09: <ol style="list-style-type: none"> 1. Study in teacher's Association. 2. Cohort study (2002 to 2006) 3. Impact of functional libraries. 4. Users of TLM: A Reivew. 5. Giju Bhai series (1-12) : Saransh.

iii)	Is there a Research/Evaluation in-charges at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?
	There is a Research/Evaluation Incharge at SPO level. His role is to organise Research and Evaluation related workshops. Research Studies are allotted to the DIETs by the State Research Coordinator.

M.) Function of the VEC:

i.	The total number of village/school level/management committees constituted , district-wise As reported by DPO, total no. of VECs constituted in the district was 2271. (1615 Pry + UP 656)
ii.	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC? The DPO had issued guidelines in delegation of powers to VECs. The MI found that 98 (77.77%) out of 126 sample checked schools had these guidelines and others could not produce these guidelines to the MI.
iii.	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI? The MI found that total no. of women numbers in 126 sample checked schools was 259, out of total 983 VECs members meaning thereby that adequate representation to women had been given in VECs.
iv.	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these bodies participate regularly in the meeting? The meetings of VECs had been convened after 3-4 months in most of the sampled schools. The total no. of VEC members in 126 sample checked schools was 983. The MI observed that 60-70% including women and SC/ST members has attended meetings regularly. Total number of SC/ST members was 166+2=168. It was found in a very few schools that meetings of VECs has not been conducted for last one year.
v.	Whether members of the VEC have been oriented and the percentage of the members orientated? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? 20 to 30% VEC members were oriented they were imparted the training during the VEC meetings. The training of VEC members was given by CRCCs. Perception of orientation of VECs was poor in 19% average in 71% and good in 10% schools.
vi	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students. The MI observed that VECs were playing significant role in the enrolment, regular attendance of students and teachers and maintenance of school compounds.

vii.	Whether VEC is maintaining proper record of funds received by them.
	It was observed by the MI in sample checked schools that VECs were not maintaining proper record of funds and the same was maintained by the schools.
viii.	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?
	There is programme officer Incharges for community mobilization at SPO level.

N.) Staffing at State and District Level:

i.	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each programme Coordinator? Are all Programme Coordinators oriented and knowledge about their tasks?
	Please see Annexure-A.
ii.	The number of meetings of the General Body and EC held during the previous financial year?
	No meeting of General Body was held in 2008-09. The meetings of Executive Committee convened on 24.11.2008 and 28.1.2009.
	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?
iii.	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?
	Please see Annexure – B.
iv.	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?
	Information was not supplied to the MI
v	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?
	Rules and regulations have been clearly laid down by SPO for filling up posts of SSA

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

Educational facilities being provided to the children of SC, ST, and minorities included: books, uniform, kits and MDM. Educational facilities being provided to girls included: books, uniform, kits ,MDM, stationery, Meena kit and skill development courses. Pre Matric scholarship and अस्वच्छ व्यवसाय scholarships are given to SC

children in primary/upper primary classes. Pre Matric scholarship to children of minorities and IRDP scholarship to all the girls are given.

- IRDP Students - Rs.150/- per year.
- Poverty- SC Students – Rs.150/- per year.
 - Others - Rs.48/- per year.
- Students of Ex-servicemen – Rs. 150/- per year.
- Girls attendance – Rs.20/- per year
- Middle Merit – Rs. 800/- for girls and Rs.400/- for boys.

P) Additional items to check during the schools visit MI:

i)	The number of days the school functioned during the last academic year?
	The no. of working days in the schools during the last academic year ranged 240 to 242 days.
ii.)	Whether the school has clean environment, good building, playgrounds, good classrooms with proper flooring, roof and windows? Whether the class rooms have proper lighting?
	Out of 126 sample checked schools 116 (93%) schools had clean environment, 97 (76%) schools had good buildings, 75 (59%) schools have good playgrounds, not sufficient in 31 (24%) schools and 20 (17%) schools have no play grounds, 97 (76%) schools had classrooms with proper windows and roofs.
iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?
	The MI found that out of 126 sample checked schools desk facilities was available in 30 (24%) and in 96 (76%)schools students were sitting on Tatt patties. All the schools have black boards. MI has found that in only 108 (85.71%) out of 126 sample checked schools. The TLM have been displayed in the class rooms were not sufficient. There was no good example of TLM.
iv)	Whether health camp facility was made available to the children during the previous six months?
	Health camp facilities had been provided in the district at block level vaccination camp has been organised in 87 (69%) schools.
v)	Whether the school has adequate play material for the children? Is it used?
	89 (71%) schools had provided adequate play material to children and other had not sufficient material..
vi)	Give the enrolment and attendance of children in the schools visited by MI.
	The MI observed that in 126 sample checked schools, 6702 children had been enrolled and 5867 children were present on the day of MI visit.
vii)	If there is low attendance the reasons for the same?
	There was no problem of low attendance in the sample checked schools.
viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?
	N.A.
ix)	What is the process of assessing the achievement level students?
	In 126 sample checked schools the achievement level of students is assessed by 3 types of written tests quarterly, half yearly and annual.

x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?																																				
	The MI found that grading system had been introduced in the district.																																				
xi)	The achievement level of children.																																				
	Achievement level of students in 126 sample checked school were poor in 43 (34%) average in 67 (53%) and good in 16 (13%) schools.																																				
xii)	The rapport of the children with the teachers?																																				
	The MI found in 126 sampled checked schools that the rapport between the teachers and students was good.																																				
xiii)	Whether the school has under age or over age children if so, their number and percentage?																																				
	In 126 sample checked schools the no. of over age children was 211 and that of under age children was 46. Under age children was attending the schools without admission.																																				
xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?																																				
	The MI found in 126 sampled schools 4 students was dropped from primary and 1 from upper primary. <ul style="list-style-type: none"> • 1 from 4 class, GPS Mashroo, block Sarahan. • 1 from 2nd class, GPS Mashroo, block Sarahan. • 1 from 1st class GCPS, Barubas, Kumarsain block. • 1 from 2nd class, -do- • 1 from 7th class, GHS, Naura. Kupvee, block. 																																				
xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?																																				
	Number and percentage of retained students in the sampled schools:																																				
	<table border="1"> <thead> <tr> <th>Class</th> <th>Total</th> <th>Retained</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>801</td> <td>109</td> <td>13%</td> </tr> <tr> <td>II</td> <td>761</td> <td>35</td> <td>2%</td> </tr> <tr> <td>III</td> <td>781</td> <td>26</td> <td>3%</td> </tr> <tr> <td>IV</td> <td>843</td> <td>34</td> <td>4%</td> </tr> <tr> <td>V</td> <td>742</td> <td>9</td> <td>1%</td> </tr> <tr> <td>VI</td> <td>644</td> <td>85</td> <td>13%</td> </tr> <tr> <td>VII</td> <td>591</td> <td>31</td> <td>5%</td> </tr> <tr> <td>VIII</td> <td>769</td> <td>158</td> <td>20%</td> </tr> </tbody> </table>	Class	Total	Retained	%	I	801	109	13%	II	761	35	2%	III	781	26	3%	IV	843	34	4%	V	742	9	1%	VI	644	85	13%	VII	591	31	5%	VIII	769	158	20%
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Q) Any other issues relevant to SSA implementation: -----

R) List of enclosure to be attached along with the above report (Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars, copies of the guidelines etc is to included in the MI's report)

Annexure : A and B

S) Mid-Day Meal Scheme:

1.	Name of the Monitoring Institution	Himachal Pradesh University.
2.	Period of the report	1 st Feb. to .31 st Aug.2009
3.	Name of the district	Shimla
4.	Date of visit to the district/EGS/School	July 15-30, 2009

1.	<p><u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>The MI found in 126 sample checked schools that hot cooked meal was served to children every day.</p>																									
2.	<p><u>TRENDS:</u> Extent of variation (as per school records vis-à-vis Actual on the day of visit)</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Details</th> <th>No. of children</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Enrollment</td> <td>6709</td> </tr> <tr> <td>2.</td> <td>No. of children attending the school on the day of visit</td> <td>6467</td> </tr> <tr> <td>3.</td> <td>No. of children availing MDM as per MDM Register</td> <td>6467</td> </tr> <tr> <td>4.</td> <td>No. of children actually availing MDM on the day of visit</td> <td>6467</td> </tr> <tr> <td>5.</td> <td>Attended the schools on the day previous to date of visit by MI</td> <td>6395</td> </tr> <tr> <td>6.</td> <td>No. of children availing MDM as per MDM Register on the day previous to date of visit by MI</td> <td>6395</td> </tr> <tr> <td>7.</td> <td>No. of children actually availing MDM on the day previous to date of visit by MI</td> <td>6395</td> </tr> </tbody> </table> <p>Practically it is not possible to count the no. of students. But all the students who were present in the schools had taken MDM.</p>		No.	Details	No. of children	1.	Enrollment	6709	2.	No. of children attending the school on the day of visit	6467	3.	No. of children availing MDM as per MDM Register	6467	4.	No. of children actually availing MDM on the day of visit	6467	5.	Attended the schools on the day previous to date of visit by MI	6395	6.	No. of children availing MDM as per MDM Register on the day previous to date of visit by MI	6395	7.	No. of children actually availing MDM on the day previous to date of visit by MI	6395
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6.	No. of children availing MDM as per MDM Register on the day previous to date of visit by MI	6395																								
7.	No. of children actually availing MDM on the day previous to date of visit by MI	6395																								
3.	<p><u>REGULARITY IN DELIVERTING FOOD GRAINS TO SCHOOL LEVEL:</u> i) Is schools receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>The MI found in the sample checked schools that most of the schools received food grains regularly.</p> <p>ii) Is buffer stock of one – month’s requirement is maintained?</p> <p>The buffer stock of 1 month’s requirement had not been maintained in the schools.</p> <p>iii) Is the food grains delivered at the school?</p> <p>The food grains were purchased by the teachers from Civil Supply Depots and shops.</p>																									
4.	<p><u>REGULARITY IN DELIVERTING COOKING COST TO SCHOOL LEVEL:</u> i) Is school receiving cooking cost in advance regularly? If there is delay in delivering in cooking cost what is the extent of delay and reasons for the same?</p> <p>The MI found in the sampled schools that most of the schools had received cooking cost regularly.</p>																									

	ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?
	N.A
	Is cooking cost paid by Cash or through banking channel?
	The cooking cost has been paid to the schools by cash and through banks also.
5.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?
	The MI observed that children were not discriminated on the basis of caste or creed at the time of cooking or serving MDM in sample checked schools.
6.	<u>VARIETY OF MENU:</u> Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?
	All the sampled schools had displayed weekly menu.
7.	i) Is there variety in the food served or is the same food served daily?
	The MI observed that variety of food was served to children.
	ii) Does the daily menu include rice/wheat preparation dal and vegetables?
	All the ingredients were included in the daily menu.
8.	<u>QUALITY & QUANTITY OF MEALS:</u> Feedback from children on a) Quality of meal: The MI found in all the sample checked schools that 100% children were satisfied with the quality of food. b) Quantity of meal: The MI found in all the sample checked schools that 100% children were satisfied with the quantity of food. c) If children were not happy Please give reasons and suggestions to improve. Not applicable
9.	<u>SUPPLEMENTARY:</u> i) Whether children are given micronutrients (Iron, folic acid, vitamin-A dosage) and de-worming medicine periodically? ii) Who administers these medicines and at what frequency? iii) Is there school Health Card maintained for each child? The MI observed that out of 126 sample checked schools, 120 schools (96%) had given iron tablets. No school had been given folic acid, vitamin – A and Deworming tablets to children. Health workers from the nearest health centre visit the school once/twice in a year. Health cards of children have not been maintained.

10.	<p><u>STATUS OF COOKS:</u></p> <p>i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p> <p>ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p> <p>iii) what is the remuneration paid to cooks/helpers regularly?</p> <p>iv) Are the remuneration paid to cooks/helpers regularly?</p> <p>v) Social Composition of cooks/helpers?(SC/ST/OBC/Minority)</p> <hr/> <p>i) The food was cooked and served by the cooks and helpers appointed by MDM Committee.</p> <p>ii) Their number was adequate.</p> <p>iii) Maximum remuneration paid to cooks/helpers was Rs.400/-p.m. and minimum was Rs.300/-</p> <p>iv) The payment of remuneration was not regular in schools.</p> <p>v) The MI found that some of cooks and helpers belonged to SC and OBC categories in the sample checked schools.</p>
11.	<p><u>INFRACTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>a) Constructed and in use</p> <p>b) Constructed but not in use under</p> <p>c) Under construction</p> <p>d) Sanctioned, but constructed not started</p> <p>e) Not sanctioned</p> <p>Any other (specify)</p> <hr/> <p>The MI found that out of 126 sample checked schools, pucca kitchen shed-cum-stores had been constructed and were in use in 18 schools, these were constructed but not in use in 12 schools, these were under construction in 7 schools, these had been sanctioned but construction not started in 6 schools and these had not been sanctioned for 83 schools.</p>
12.	<p>In case the pucca kitchen shed is not available for cooking and drinking purpose?</p> <hr/> <p>In case of non availability of pucca kitchen sheds, food was cooked and food grains were stored in the rooms.</p>
13.	<p>Whether potable water is available for cooking and drinking purpose?</p> <hr/> <p>The MI observed that potable water was available in all the sample checked schools for cooking and drinking purpose.</p>
14.	<p>Whether utensils used for cooking food are adequate?</p> <hr/> <p>The MI found that all the sample checked schools had adequate utensils for cooking.</p>
15.	<p>What is the kind of fuel used? (Gas based/firewood etc.)</p> <hr/> <p>The MI noticed that all the 126 sample checked schools used LPG for cooking MDM.</p>
16.	<p><u>SAFETY & HYGIENE:</u></p> <p>i) General impression of the environment, safety and hygiene:</p>

	Satisfactory.
	ii) Are children encouraged to wash hands before and after eating The children were encouraged to wash their hands before and after eating meal.
	iii) Do the children partake meals in an orderly manner? The MI observed in the sample checked schools that children took meal in orderly Manner.
	iv) Conservation of water? The MI found that children did not waste water.
	v) Is the cooking process and storage of fuel safe, not posing any fire hazard? The cooking process and storage of fuel was safe.
17.	COMMUNITY PARTICIPATION: Extent of participation by parents/VECs/Panchyats/ Urban bodies in daily supervision, monitoring, participation. The participation of parents, VECs and Panchayats in supervision and monitoring of MDM was quite satisfactory.
18.	INSPECTION & SUPERVISION : Has the mid day meal programme been inspected by any state/district/block level officers/officials? The MI found in sample checked schools that State level MDM officials did not inspect the operation of MDM programme at school level. Block/district level officials had inspected this programme in the schools.
19.	IMPACT: Has the mid day meal improved the enrolment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools. The MI observed in sample checked schools that MDM had improved enrolment, attendance and general health of children.

List of sampled primary and upper primary schools visited by monitoring team in Shimla district

Sr.No.	Name of the school	Block
1.	GHS Shamlaghat	Shimla
2.	GPS. Panesh	-do-
3.	GCPS Shogi	-do-
4.	GCPS Shamlaghat	-do-
5.	GCPS Gwai	-do-
6.	GMS Banoti	-do-
7.	GCPS Banoti	-do-

8.	GPCS. Dhalli	Mashobra
10.	GPCS Mashobra	-do-
11.	GPCS Baldyan	-do-
12.	GPCS Durgapur	-do-
13.	GSSS Durgapur	-do-
14.	GPS Junga	-do-
15.	GMS, Junga,	-do-
16.	GPS Paindly	-do-
17.	GMS, Paindly.	-do-
18.	GCPS, Janedghat	-do-
19.	GSSS, Janedghat	-do-
20.	GCPS, Koti.	-do-
21.	GCPS, Mohari.	Kasumpati
22.	GPS, Anandpur.	-do-
23.	GMS, Anandpur	-do-
24.	GCPS, Ghanahatti	-do-
25.	GPS, Ghandal	-do-
26.	GHS, Jabari	-do-
27.	GCPS, Jabri	-do-
28.	GMS, Dhalaya	-do-
29.	GPS, Dhalaya	-do-
30.	GPS, Chikhar	Matiyana
31.	GMS, Chikhar	-do-
32.	GCPS Runkali	-do-
33.	GPS Kathog	-do-
34.	GCPS Sandhu	-do-
35.	GHS Sandhu	-do-
36.	GPS Dakana	-do-
37.	GCPS Bagain	Deha
38.	GPS Jayee	-do-
39.	GMS Jayee	-do-
40.	GMS kayar	-do-
41.	GCPS Balghar	-do-
42.	GHS Bajrolipul	-do-
43.	GPS Bajrolipul	-do-
44.	GPS Tarapur	-do-
45.	GPS Badlavag	Choppal
46.	GMS Badlavag	-do-
47.	GCPS Narahar	-do-
48.	GSSS Narahar	-do-
49.	GCPS Maravag	-do-
50.	GSSS Maravag	-do-
51.	GMS Thooth	-do-
52.	GCPS Thooth	-do-
53.	GPS Khagna	-do-

54	GHS Khagna	-do-
55	GCPS Dhanevri	-do-
56	GPS Lalpani	-do-
57	GHS Kuthar	Nerva
58	GCPS Kuthar	-do-
59	GHS Shamta	-do-
60	GCPS Shamta	-do-
61	GPS Batera	-do-
62	GPS Gumma	-do-
63	GHS Gumma	-do-
64	GCPS Kupvi	Kupvi
65	GPS Shalla	-do-
66	GPS Tarahan	-do-
67	GMS Bagi	-do-
68	GHS Naura	-do-
69	GCPS Naura	-do-
70	GPS Saitpa	-do-
71	GPS Banshara	Kumarsain
72	GHS Thanedar	-do-
73	GCPS Barubag	-do-
74	GPS Majgaon	Sarahan
75	GPS Talara	-do-
76	GPS Dheu	-do-
77	GPS Kharaya	-do-
78	GHS Mashroo	-do-
79	GPS Mashroo	-do-
80	GCPS Dofda	-do-
81	GCPS Gaura	-do-
82	GCPS Theog	Theog
83	GCPS Sarion	-do-
84	GMS Sarion	-do-
85	GPS Baghaghat	-do-
86	GMS Baghaghat	-do-
87	GCPS Devrighat	-do-
88	GPS Galu	-do-
89	GCPS Domehar	Kotkhai
90	GMS Domehar	-do-
91	GCPS Kotkhai	-do-
92	GCPS Rawlakiar	-do-
93	GSSS Kotkhai	-do-
94	GSSS Rawlakiar	-do-
95	GCPS Ram Nagar	-do-
96	GSSS RamNagar	-do-
97	GCPS Gumma	-do-
98	GCPS Sarswati Nagar	Jubbal

99	GMS Dochi	-do-
100	GCPS Dochi	-do-
101	GPS Bouli	-do-
102	GCPS Samoli	Rohroo
103	GCPS Jundi	-do-
104	GPS Porsa	-do-
105	GCPS Lower Koti	-do-
106	GPS Chamrara	-do-
107	GCPS Seema	-do-
108	GPS Badiyara	-do-
109	GCPS Todsa	-do-
110	GHS Todsa	-do-
111	GCPS Saribara	-do-
112	GPS Gadhari	Tikker
113	GCPS Pujarli	-do-
114	GPS Dharmana	-do-
115	GMS Jhaldi knot	-do-
116	Jhaldi knot	-do-
117	GPS Sabhar	-do-
118	GCPS Sansog	-do-
119	GMS Manjhgaon	-do-
120	GMS Parsa	-do-
121	GSSS Lowerkoti	-do-
122	GHS Seema	-do-
123	GCPS Jangla	-do-
124	GCPS Dungalani	-do-
125	GSSS Tikker	-do-
126	GCPS Tikker	-do-

3. District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per TOR 2008-2010 using this format, for each district separately, for the districts monitored by the Monitoring Institution both for SS and MDM tasks)

3.1	Name of the District	Lahaul & Spiti
3.2	Date of visit to the District/EGS/Schools	Oct. 7-21, 2009
3.3.	Task	The Monitoring Institute will obtain information on the following areas and include them in its report.

A. Opening of Schools (both primary and upper primary):

i)	What is the number of schools sanctioned in the current financial year in the state (including spillover) district wise and how many of them have been opened district wise?
	The DPO informed that no new school has been sanctioned during the current financial year but the MI monitored 1 new primary school (GPS Chuling). The MI was informed that the school was opened in April, 2009.
ii)	Has the land for construction of the school been identified?
	Yes, land has been identified.
iii)	Whether the VEC/SMC etc. have received any funds for construction of the school.
	Funds not received.
iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?
	Not started.
v)	Number of Teachers sanctioned for the new schools (including spill over) to be opened in the current financial year? Has sanctions been issued for these or sanctioned and appointments made?
	2 posts of teachers have been sanctioned.
vi)	Have teachers been put in position after opening of NPS and UPS.
	The posts have been filled up.
vii)	Whether one – time grants of Rs.10,000/- for Teaching and Learning Equipment at primary level and Rs.50,000 per school at upper primary level have been released to VEC/SMC? If yes, what items have been purchased by the schools?
	Not released
viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?
	N.A.

B. Civil Works:

i.)	What are the target (including spill-over) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?
	Targets for 2009-10 - Additional Class rooms =4, Separate Girls Toilets= 35, Drinking Water-1, Boundary Wall – 10, Major repair primary - 2 Major repair upper primary – 6, Headmaster’s room – 15, Target achieved till 31.9.2009, additional Class rooms – 2. Separate Girls Toilets – 1, Drinking Water – 1, Boundary wall – nil Major repair primary-6, major repair upper

	primary- nil, Headmaster's room nil.
ii.)	Sample check by MI, of Civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance, if any, between reporting and actual may be indicated. MI found that construction of additional class rooms was in progress in only 1 school and found that reporting by the DIET was correct.
iii.)	Whether SMC/VEC has been trained by technical persons for execution of civil work? Not given
iv.)	Whether community manual for civil works has been prepared and is available with VEC/SMC? Community manual has been prepared and is given to VECs on demand.
v)	Is the school buildings being constructed (new schools as well as building less schools) whether a ramp is being constructed? Ramp has not been constructed in new school (Building less) visited by MI.
vi)	Is VEC/SMC keeping a separate account of funds and materials for construction? There is no separate account maintained by VECs.
vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)? Junior Engineer = At district and block level.
viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage? As and when the technical guidance is required JE visits the construction sites.
ix)	Is there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited? As per report of DIET there is no convergence of TSC and Swajaldhara.
x)	Whether construction of drinking water facilities in schools is being carried out by specialized Agency or VEC/SMC? The MI found that drinking water facilities had been provided by other agency in most of the sample checked school and through SSA in a few schools.
xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited? No convergence
xii)	What is MI's impression of quality construction in sites visited by MI? Quality of construction was good.
xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintained for reviewing progress of district? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?

	An engineer is appointed for this purpose at SPO level. No third party is there to evaluate the quality of construction work.
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C. Textbooks:

i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children is receiving free textbooks from SSA funds and State Government funds?
	All categories of students (SC, ST, girls student) were provided free text books from State Government fund, these were not distributed from SSA fund as reported by DPO. Total number of students given free texts books was 3785.
ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? (Copy of instruction be enclosed)
	Text books were received by the schools in Dec.2008 and were distributed to children in the beginning of the session i.e. in the month of April 2009.
iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.
	There was no delay in the distribution of text books.
iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?
	Free text books were distributed for all subjects, for all classes and to all eligible children.

D. School Grants:

i)	Total number of schools district –wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?(copy of guidelines to be attached)
	As per information supplied by SPD PAB approval was awaited from Govt. of India.

ii)	Whether the DPO has released funds for school grants @ Rs.2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom release have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?
	School grants have been approved to 137 primary schools @ Rs.4928/- per school and 38 upper primary schools @ Rs.7000/- per school during the current financial year i.e 2009-10. The school grants have been released to the schools in the month of July, 2009. The MI verified this in the sample checked schools also. Guidelines have been issued to the schools for utilising school grants. (copy of guidelines enclosed Annexure-c)
iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?
	No centralised purchases have been made by the DPO
iv)	The actual date of receiving school grant by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?
	The school grants were received by the schools/VEC in the month of Oct./ Nov. 2009. The MI found that 40% sample checked schools have utilised the grant and 60% sample checked schools have not utilised the same. There has been delay of 5 months in receipt of the grants by the schools.
v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.
	The MI found in sample checked schools that 64.18% had utilized the grant and 35.72% had not utilized whole the grant. The said grant had been utilized for the purchase of Almirahs , Chairs, and for white washing, painting and repair work.

E. Teachers and Teachers Training:

i)	Number of additional teachers sanctioned in the district - wise under SSA in primary and upper primary schools and the number of teachers in position therein?
	The DPO informed that no posts of additional teachers had been sanctioned under SSA in Lahaul during current financial year i.e 2009-10.
ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?
	N.A
iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?
	N.A.
iv)	If VEC /Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction

	amongst local community of such recruitment?	
	Not empowered to make recruitments.	
v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of MI visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	
	Sanctioned Posts	10
	In Position	10
	Vacant Posts	nil
	Present Teachers	09
	Teachers on leave	01
	Primary	Upper Primary
	11	11
	11	11
	nil	nil
	08	08
	03	03
iv)	How was the rapport between children and the teachers in the schools visited?	
	It was very good.	
vii)	The target number of teachers in the district –wise to be given in service training and the actual number of teachers given such training in State/District visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision / monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	
	The target no. of teachers to be given in service training was 265 primary and 183 upper primary teachers (mandays to be covered 6705) and the actual number of teachers who were given such training (9 days general training and 6 days subject specific) was 265 primary and 183 upper primary teachers and the mandays covered were 5818. Training calendar has been prepared by DIET. The trainings were imparted at block level and the content of training was general as well as subject specific. Trainers were subject specialists as well as master trainers and RPs and feed back was received from the teachers.	
viii)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	
	The target no. of newly recruited teachers to be given 15 days training was 25 and the same has been imparted.	

ix)	<p>The target number of teachers in the district – wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State/District visited? What is SPO planning for it?</p> <p>There was no target to give refresher training of 15 days to teachers at district level.</p>
x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p> <p>The MI found that most of the teachers were satisfied with the type of training being imparted to them, though some teachers were not satisfied with the contents of general training.</p>
xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <ol style="list-style-type: none"> a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for training and follow up programme, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode (workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)? b. What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed? c. What are the BRCC, and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issue and how much on “administrative” matter? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's/CRCC's to improve teacher performance and children's learning? d. Is the DIET interacting with BRC/CRCs and what is their role in capacity building: academic supervision and guidance; action research and monitoring of BRC/CRCs? e. Are the BRCCRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why? <p>a. The BRCs and CRCs had played very effective role in organising and arranging all the facilities for teacher training in the district. MI found that calendar for training was available at BRC level and the same was being followed.</p>

	<p>b. The expected number of visits to be made by the BRC to the schools is 20% of the total schools of the block (monthly) and 100% schools of the cluster by the CRC (monthly). The MI found that the schedule was not being followed strictly.</p> <p>c. The MI found that BRCC and CRCC were playing their administrative role very well and were also conducting model lessons in class rooms and random tests for children to some extent but their role in helping teachers to teach difficult topics was nil during their field visits. The innovative steps taken by BRCC to improve children learning included helping the teachers in teaching children through playway method.</p> <p>d. It was observed that the DIET was playing an important role in capacity building of BRCC and CRCC and also in academic supervision and guidance. There is still much more scope for the cooperation between the two.</p> <p>e. N.A.</p>
xii)	<p>Does the SPO have a Quality Coordinator? What is their role? DO they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p> <p>The SPO has a Quality Coordinator and has developed strong coordination with DIETs and SCERT. His role is to organise State level workshops, monitor schools at district level and collect quality formats monthly from schools.</p>

(f) Teaching Learning Material (TLM) grants:

i.	<p>The total number of teachers eligible to receive TLM grants, district wise and the details of grants released to the districts?.</p> <p>The SPO has released TLM grant to all the eligible teachers in 12 districts.</p>
ii)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any instructions have been issued in respect of utilization of TLM grants by DPO/SPO? (copy of instruction to be enclosed)</p> <p>The TLM grant has been released @ Rs.500/- per subject teacher by DPO in July, 2009. The total number of teachers covered is 448 and the DPO had issued instructions for utilization of this grant. (Copy enclosed) (Annexure –C)</p>
iii)	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature and whether children using them as well or not? Are their good example? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p> <p>The MI found that the teachers had received TLM grant in Oct./Nov.2009 in all the 17 sample checked schools and the teachers had utilized this grant for procuring materials to prepare TLM like charts, models, blocks, cards etc. The TLM had been displayed in class rooms in 30% schools and kept separately in 70% schools. The MI observed that no separate</p>

training in development and use of TLM had been given to teachers. However, 1 day training (in subject specific and general training) in development of TLM was imparted to the teachers of 17 sample checked schools. Cross sharing and demonstration of good practices amongst teachers was done.

(g). EGS & AIE:

Not operational in district Lahaul & Spiti.

(h) Children with Special Needs (CWSN):

i.	The number of CWSN children identified, district-wise and the number of children enrolled during the current financial year.
	As per information provided by SPO 22040 CWSN had been identified in the State and 19643 CWSN have been enrolled in the schools during the current financial 2009-10. The DPO informed that 29 CWSN (17 CWSN in Lahaul and 12 CWSN in Spiti) have been identified in the district and all the CWSN have been enrolled in schools.
ii. (a)	The number of children who have been provided aids and appliances in the district during the current financial year.
	nil.
ii. (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.
	nil
iii.	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? (list of NGOs and copies of guidelines to be attached)
	Six resource teachers have been identified in Lahaul for CWSN. No N.G.O has been associated in Lahaul in this programme.
iv. (a)	Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?
	There is 1 IED coordinator at district level. He has been oriented and he has also attended capacity building programme at the State and National level.
iv. (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? (copy of format be enclosed) Is there an IE coordinator of SPO? How knowledge is he or she in this area? How many trainings and workshops has she/he attended?
	Monitoring format has been prescribed by the SPO. Information is furnished to SPO on quarterly basis. There is an IED coordinator at SPO level. He has done diploma in special education with 10 years experience of dealing with the CWSN. He has also done a special course for children with deafness/blindness. More over he has attended national level workshops from time to time.
v.	How many schools have been provided with ramps?
	Only 1 school has been provided with ramp in Lahaul.

vi.	How many children have been provided home based support during the current financial year?
	nil
vii.	How many parents have been given counselling during the current year?
	nil
viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?
	The DPO informed that 29 CWSN have been enrolled in the district. The MI did not find any CWSN in sample checked schools.

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

Not operational in the district.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

Not operational in the district.

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

i.	Whether EMIS set up in each district of the State/UT and whether requisite computers and computers operators have been put in position?
	EMIS has been set up in the district. Two computers have been provided for EMIS and 1 Data Entry Operator is in position in the DIET.
ii.	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year.
	30 Nov. 2008.
iii.	Whether data capture format have been supplied to all schools latest by August.
	DCF were supplied to the schools in September 2009 during this year.
iv.	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?
	Teachers were trained for filling up DCF. Training was held on dated September 19-20,2009 in the DIET and on 22 September, 2009 at Udaypur.
v.	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been orientated/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings?
	As per information provided by the DPO BRCC/CRCC have not been given task of verifying 5% of the data collected. SPO has not yet engaged any independent/ 3 rd party to verify the data.

vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?
	Yes.
vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA MIS? How many workshops/trainings has he attended in GOI/NUIEPA?
	There is a MIS Incharge at State level and he is fully conversant with the needs of SSA in MIS. He has attended most of the workshops/trainings organised by GOI/NUIEPA.

(l) Research and Evaluation:

i.	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned
	No research study has been undertaken in the district till date. 1 Research Study has been sanctioned during the current year 2009-10.
ii.	The number of studies sanctioned in the previous calendar year and the number of them completed.
	1 research study was sanctioned during the financial year 2008-09 and it was not completed.
iii)	Is there a Research/Evaluation in-charges at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?
	There is research and evaluation Incharge at SPO level. Research proposals are sanctioned through State level committee.

m) Function of the VEC:

i.	The total number of village/school level/management committees constituted , district-wise
	The total number of VEC constituted in Lahaul is 178.
ii.	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?
	The DPO informed that copy of guidelines on delegation of powers was supplied but the same was not available with the VECs in sampled schools.
iii	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?
.	The MI found that total number of women members in 17 sample checked schools was 22 out total members of 117, meaning thereby that adequate representation to women had not been given in VECs.

iv.	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these bodies participate regularly in the meeting?
	The meetings of VECs had been convened only once during the previous 9 months in most of the sample checked schools. The total number of VECs members in 17 sample checked school was 117. The MI observed that 90% members including SC, ST and women members attended the meetings regularly.
v.	Whether members of the VEC have been oriented and the percentage of the members orientated? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?
	80% VECs members (6members of each VECs) have been orientated through community training. VECs secretary of concerned school conducted the training. The VECs members reported that trainings were nicely conducted.
vi	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students.
	The MI observed that VECs were playing significant role in improving the environment of the schools.
vii.	Whether VEC is maintaining proper record of funds received by them.
	Record of funds is maintained by the schools.
viii.	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?
	Gender Coordinator at State level is the Incharge programme officer for community mobilisation. State Coordinator is oriented in national level meeting/workshops/trained in NIRD, Hyderabad for community mobilisation.

(n) Staffing at State and District Level:

i.	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each programme Coordinator? Are all Programme Coordinators oriented and knowledge about their tasks?
	For staff position at State level - please see Annexure- A All coordinators have been oriented /trained in national level /State level review meetings/workshops/training programme.
ii.	The number of meetings of the General Body and EC held during the previous financial year?
	General Body - nil Executive committee – 2.
iii.	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?
	For staff position at district level (please see Annexure – D.)
iv.	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?
	6 posts of BRCs have been sanctioned for Lahaul out of which only two posts have been filled up. The information regarding CRCs is not supplied .
v	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?
	Yes, rules laid down by SPO.

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

- Educational facilities provided to SC students included: books, uniforms, stationery, bags, scholarship of Rs.80/- per annum for IRDP category students.
- Educational facilities provided to ST students ed included: books, uniforms, stationery, bags, SC/ST tribal stipend (Rs.2/- per month), middle standard merit scholarship.
- Educational facilities provided to girl students included: books, uniforms, stationery, bags, kits, IRDP scholarship.

p) Additional items to check during the schools visit MI:

i)	The number of days the school functioned during the last academic year?
	The no. of working days in the schools during the last academic year ranged 240 to

	242.
ii.)	Whether the school has clean environment, good building, playgrounds, good classrooms with proper flooring, roof and windows? Whether the class rooms have proper lighting?
	<ul style="list-style-type: none"> - Clean environment – 100% - Good building - 100% - Play ground – 45% - Class rooms with proper roof & flooring-100% - Class room with proper window - 100% - Proper light (electricity)- 76%
iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?
	The MI found that all the 17 sample checked schools (100%) had proper sitting arrangement (desks and mats) and all the schools also had black boards and TLM
iv)	Whether health camp facility was made available to the children during the previous six months?
	In 2009-10 health camps have been organised only once by 14 sample checked schools.
v)	Whether the school has adequate play material for the children? Is it used?
	The MI found that 94.53% sample checked schools had adequate play material for children and it was being used.
vi)	Give the enrolment and attendance of children in the schools visited by MI.
	The MI observed that in 17 sample checked schools 203 children had been enrolment and 160 children were present on the day MI visit.
vii)	If there is low attendance the reasons for the same?
	There was no problem of low attendance in the district.
viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?
	N.A.
ix)	What is the process of assessing the achievement level students?
	The achievement level of students is assessed through continuous and comprehensive evaluation system at primary level and through term tests-monthly, quarterly, half yearly and yearly at upper primary level.
x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?
	The MI found that CCE and grading system is prevalent in primary classes and the same will be introduced in upper primary classes from the current academic session.
xi)	The achievement level of children.
	The MI observed in sample checked schools that 30% children were above average level and 70% children were below average level.
xii)	The rapport of the children with the teachers?

	Very good
xiii)	Whether the school has under age or over age children if so, their number and percentage?
	Over age in 17 sample checked schools- 2 (0.98%) Under age -do- - nil
xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?
	Dropouts in sampled schools – nil
xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?
	The MI found that total enrolment of students during the previous academic year i.e 2008-09 was 200 and no student had been retained by the schools.

q) Any other issues relevant to SSA implementation:

To improve the achievement level of the students a quality improvement programme Aadhar - 2007 had been launched in 41 cluster schools of district Lahaul & Spiti. This year ADHAR PLUS is launched in district as per guidelines given by SPO Shimla which is improved version of ADHAR at primary level. AT upper primary level SAMVRIDHI is launched in district for upper primary classes (class VI to VIII), which is also a programme to improve quality of education as well as to improve students achievement level. For this purpose trainings are given to all primary and upper primary teachers for ADHAR PLUS and SMAVRIDHI as per guidelines given by SPO Shimla. ADHAR PLUS & SAMVRIDHI materials are also distributed to all schools.

Computer literacy has been introduced in (10 Lahaul + 9 Spiti) 19 schools covered in the year 2005. All the schools have been provided 3 computers, printers, 2 UPS, 13 chairs, 3 tables, blackboard besides electrical and computer wiring has been carried out. MS school Desk software (contains MS office, MS Encarta, Windows XP upgraded and Visual Studio-net) has been provided alongwith media in all the schools. The job of providing computer literature has been out sourced to MIS NITT which is providing one faculty Course Ware and stationery in every school. Besides teaching computer literacy in classes VI to VIII, NIIT also providing teacher training to 5 persons in each covered schools.

r) List of enclosure to be attached along with the above report (Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars, copies of the guidelines etc is to included in the MI's report)

s) Mid-Day Meal Scheme:

1.	Name of the Monitoring Institution	Himachal Pradesh University.
2.	Period of the report	1 st February to 31 st August, 2009
3.	Name of the district	Lahaul & Spiti
4.	Date of visit to the district/EGS/School	7-21, Oct.2009

1.	<p><u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>The MI found that hot cooked meal was served to children every day in all the sample checked schools.</p>																						
2.	<p><u>TRENDS:</u> Extent of variation (as per school records vis-à-vis Actual on the day of visit)</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Details</th> <th>Day previous to date of visit</th> <th>On the day of visit</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Enrollment</td> <td>203</td> <td>203</td> </tr> <tr> <td>2.</td> <td>No. of children attending the school on the day of visit</td> <td>194</td> <td>182</td> </tr> <tr> <td>3.</td> <td>No. of children availing MDM as per MDM Register</td> <td>194</td> <td>182</td> </tr> <tr> <td>4.</td> <td>No. of children actually availing MDM on the day of visit</td> <td>194</td> <td>182</td> </tr> </tbody> </table> <p>Practically it is not possible to count the no. of students. But all the students who were present in the schools had taken MDM.</p>			No.	Details	Day previous to date of visit	On the day of visit	1.	Enrollment	203	203	2.	No. of children attending the school on the day of visit	194	182	3.	No. of children availing MDM as per MDM Register	194	182	4.	No. of children actually availing MDM on the day of visit	194	182
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3.	<p><u>REGULARITY IN DELIVERTING FOOD GRAINS TO SCHOOL LEVEL:</u> i) Is schools receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>The MI found in sample checked schools that 23% schools were not receiving food grains regularly. (after a gap of 3-4 months) while 77% schools were receiving the same well in time. The reason for delay as explained by school teachers is late supply of food grains by the Civil supply department.</p> <p>ii) Is buffer stock of one – month’s requirement is maintained?</p>																						
4.A.	<p>Yes, it is maintained.</p> <p>iii) Is the food grains delivered at the school?</p> <p>The food grains are collected by the teachers from the Depots of Civil Supply departments.</p>																						
4.B	<p><u>REGULARITY IN DELIVERTING COOKING COST TO SCHOOL LEVEL:</u> i) Is school receiving cooking cost in advance regularly? If there is delay in delivering in cooking cost what is the extent of delay and reasons for the same?</p> <p>The MI found in sample checked schools that 50% schools received cooking cost regularly while 50% schools received the same after 2-3 months.</p>																						

	ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?
	The teachers make arrangement at their own level to avoid disruption in the feeding programme.
	Is cooking cost paid by Cash or through banking channel?
	Cooking cost is paid by cash to the schools.
5.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?
	The MI observed in sample checked schools that children were not discriminated on the basis of caste or creed or gender at the time of cooking or serving of MDM.
6.	<u>VARIETY OF MENU:</u> Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?
	All the sample checked schools had displayed weekly menu and they adhered to it strictly.
7.	i) Is there variety in the food served or is the same food served daily?
	Variety of food is served to children.
	ii) Does the daily menu include rice/wheat preparation dal and vegetables?
	All these ingredients were included in the daily menu.
8.	<u>QUALITY & QUANTITY OF MEALS:</u> Feedback from children on
	a) Quality of meal: The MI found in all the sample checked schools that quality of food was good.
	b) Quantity of meal: The MI found in all the sample checked schools that children were satisfied with quantity of food.
	c) If children were not happy Please give reasons and suggestions to improve. N.A
9.	<u>SUPPLEMENTARY:</u> i) Whether children are given micronutrients (Iron, folic acid, vitamin-A dosage) and de-worming medicine periodically?
	The MI observed that 17.64% schools had not given Iron and folic acid tablets to children while 82.36% schools had given Iron and folic acid tablets. Vitamin a and de-worming medicine had not been given in any sample checked school.
	ii) Who administers these medicines and at what frequency?
	Health workers from the nearest health centres /district hospital have administered these medicines to children once in a year.
	iii) Is there school Health Card maintained for each child?
	Health card/record is maintained by health department.
10.	<u>STATUS OF COOKS:</u> i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)
	100% schools have cooks and helpers appointed by MDM committee.

	ii) Is the number of cooks and helpers adequate to meet the requirement of the school?
	There number was adequate.
	iii) What is the remuneration paid to cooks/helpers regularly?
	Maximum -400/- per month Minimum - 100/- per month
	iv) Are the remuneration paid to cooks/helpers regularly?
	The MI found that the payment remuneration was not regular in almost all the sample checked schools. It was being paid after a gap of 3-4 months.
	v) Social Composition of cooks/helpers?(SC/ST/OBC/Minority)
	The MI found that 17.64% cooks belonged to SC category and 82.36% cooks belonged to ST category. 23.88% helpers belonged to SC category and 76.12% helpers belonged to ST category
11.	<u>INFRACTURE:</u> Is a pucca kitchen shed-cum-store: a) Constructed and in use b) Constructed but not in use under c) Under construction d) Sanctioned, but constructed not started e) Not sanctioned Any other (specify)
	The MI found that pucca kitchen shed-cum-store had not been sanctioned to any sample checked schools and MDM was cooked in the rooms.
12.	In case the pucca kitchen shed is not available where is food being cooked?
	MDM was cooked in the rooms.
13.	Whether potable water is available for cooking and drinking purpose?
	The MI observed that potable water was available for both purposes.
14.	Whether utensils used for cooking food are adequate?
	The MI observed that utensils were adequate in 29.35% sample checked schools and these were inadequate in 70.65% schools.
15.	What is the kind of fuel used? (Gas based/firewood etc.)
	Gas and firewood used for cooking MDM.
16.	<u>SAFETY & HYGIENE:</u> i) General impression of the environment, safety and hygiene:
	Satisfactory.
	ii) Are children encouraged to wash hands before and after eating
	Yes
	iii) Do the children partake meals in an orderly manner?
	Take meal in an orderly manner.
	iv) Conservation of water?
	The MI found that children did not waste water.
	v) Is the cooking process and storage of fuel safe, not posing any fire hazard?

	The cooking process and storage of fuel was safe.
17.	COMMUNITY PARTICIPATION: Extent of participation by parents/VECs/Panchayats/ Urban bodies in daily supervision, monitoring, participation. The participation of parents, VEC and Panchayats in supervision and monitoring of MDM was poor in almost all the sample checked schools.
18.	INSPECTION & SUPERVISION : Has the mid day meal programme been inspected by any state/district/block level officers/officials? The MI found that State level MDM officials did not inspect the operation of MDM programme at schools level. Block and District level officials had inspected this programme in the schools.
19.	IMPACT: Has the mid day meal improved the enrolment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools. The MI observed that MDM had not brought about any significant improvement in enrolment, attendance and general health of children.

List of sampled primary and upper primary schools visited by monitoring team in Lahaul & Spiti district

Sr.No.	Name of the school	Educational Block
1.	GCPS Thiroat	Udaipur
2.	GSSS Thiroat	-do-
3.	GPS Arahath	-do-
4.	GPS Chulling	-do-
5.	GSSS Lote	-do-
6.	GMS Tholong	-do-
7.	GPS Dalang	Keylong-I
8.	GMS Kangsar	-do-
9.	GPS Shooling	-do-
10.	GPS Keylong -I	-do-
11.	GPS Koksar	-do-
12.	GPS Purad	-do-
13.	GPCS Maigiold	-do-
14.	GPCS Sissu-I	-do-
15.	GPS Lote	Keylong-II
16.	GPS Tholong	-do-
17.	GPCS Malang	-do-

3. District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per TOR 2008-2010 using this format, for each district separately, for the districts monitored by the Monitoring Institution both for SS and MDM tasks)

3.1	Name of the District	Kinnaur
3.2	Date of visit to the District/EGS/Schools	Oct. 7 th to 21 st 2009
3.3.	Task	The Monitoring Institute will obtain information on the following areas and include them in its report.

A. Opening of Schools (both primary and upper primary):

i)	What is the number of schools sanctioned in the current financial year in the state (including spill over)district wise and how many of them have been opened district wise?
	One new upper primary school opened at Yuwarangi (युवारांगी) in Kalpa Block
ii)	Has the land for construction of the school been identified?
	No
iii)	Whether the VEC/SMC etc. have received any funds for construction of the school.
	No.
iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?
	No
v)	Number of Teachers sanctioned for the new schools (including spill over) to be opened in the current financial year? Has sanctions been issued for these or sanctioned and appointments made?
	No
vi)	Have teachers been put in position after opening of NPS and UPS.
	2 teachers on deputation in new opened school.
vii)	Whether one – time grants of Rs.10,000/- for Teaching and Learning Equipment at primary level and Rs.50,000 per school at upper primary level have been released to VEC/SMC? If yes, what items have been purchased by the schools?

	No
viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?
	No

B. Civil Works:

i.)	What are the target (including spill-over) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?
	Additional class rooms sanctioned 148, completed – 77, in progress – 71, BRC building sanctioned – 3, completed -1, in progress -2, CRC building sanctioned 14, completed – 10, in progress -4, Boundary wall sanction-164, completed -75, in progress – 14 and construction not started in – 75, Toilets sanctioned -102, completed -100, in progress -2, Girls Toilets-268 ,completed – 4, in progress – 64 and not started 200 in schools, Drinking Water Sanctioned -35, completed -35, Major repair primary sanctioned – 29, completed - 8, in progress – 3 and not started in 18, Major repair upper primary sanctioned -15, completed – 3, in progress -3 and not started in – 9 schools.
ii.)	Sample check by MI of Civil works in a district so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.
	MI has visited and checked the status of civil works in sampled schools and was satisfied with the civil works.
iii.)	Whether SMC/VEC has been trained by technical persons for execution of civil work?
	VECs have been given one day training in this respect.
iv.)	Whether community manual for civil works has been prepared and is available with VEC/SMC?
	Community Manual has been prepared but it was not available with the members of VEC.
v)	Is the school buildings being constructed (new schools as well as building less schools) whether a ramp is being constructed?
	One new school has been started from this session i.e.2009-10 at Yuwarangi which is running in the building of primary school. Land has not been identified so far for the construction of school building. Construction work of school building in without building schools, is going on in GPS Lower liyo, GPS Swaden (Rarang)of Pooh block, GPS Shango, GMS Kalpa Gaon of Kalpa block and GPS Kassim of Nichar block. Construction work in the sampled schools was quite satisfactory. Ramps had been constructed in 25 schools out of 38 sample checked schools.
vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?
	No separate account maintained by VEC. It is maintained at school level and utilized through VECs.

vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?
	JEs are at block level under the BDO concerned block.
viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?
	As and when it is required the technical persons visit the construction sites. MI team found that construction work in schools was carried out by BDO which is causing a lot of problem. JE should be appointed under SSA like other districts of H.P.
ix)	Is there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?
	There is no convergence with TSC and Swajaldhara.
x)	Whether construction of drinking water facilities in schools is being carried out by specialized Agency or VEC/SMC?
	The MI team found that drinking water was available in most of the schools prior to the launching of SSA programme and the construction of drinking water facilities had done by specialised agency.
xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?
	MI team found that there is no convergence with TSC.
xii)	What is MI's impression of quality construction in sites visited by MI?
	MI team observed that construction work in the sampled schools was quite satisfactory in the sample checked schools.
xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintained for reviewing progress of district? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?
	Civil works Incharge is appointed at SPO level. There is no third party to evaluate the construction work.

C. Textbooks:

i)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children is receiving free textbooks from SSA funds and State Government funds?
	2152 students [1682 Pry. + 470 U.Pry.] has been given free text books under SSA and for others from the State Governments funds.

ii)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? (Copy of instruction be enclosed)
	Text books were received in the beginning of the session 2009-10 and distributed to the students in the end of March and 1 st week of April, 2009.
iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.
	Delay was one and half month i.e. in the month of April.
iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?
	MI team verified in the sample checked schools that free text books had been distributed for all subjects and for all classes and to all eligible children.

D. School Grants:

i)	Total number of schools district –wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?(copy of guidelines to be attached)
	School grants have been distributed to 267 schools in the month of September 2009 and the same has been received by the schools. It was verified by the MI team in the sampled school. The DPO had issued Guidelines to the schools to utilize this grant.
ii)	Whether the DPO has released funds for school grants @ Rs.2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom release have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?
	Yes, in the month of Sept. and Oct. 2009 in all sampled checked schools. DPO has circulated the guidelines. This grant has been released to 267 schools in the Kinnaur district.
iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?
	The DPO has not made centralised purchases out of the school grant for any item for the schools.
iv)	The actual date of receiving school grant by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?
	The MI found that in sample checked schools grants were received in the month of Sept. and Oct.2009.Grants lies unspent in 35 schools out of 38 schools. Only 3 schools had utilized the grant till the MI visit. There was delay of 4 to 5 month in the receipt of school grant by the schools.

v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.
	The last years school grants had been utilized by 92% (35) sampled checked schools. The grants of the last session lies unspent in 3 sampled schools. The grants had been utilized by the schools through VECs for the item as prescribed in the guidelines given by DPO.

E. Teachers and Teachers Training:

i)	Number of additional teachers sanctioned in the district - wise under SSA in primary and upper primary schools and the number of teachers in position therein?
	51 posts of additional teachers sanctioned in the district under SSA in the pry. and upper pry.
ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?
	Recruitment is made by the Department of Elementary Edu. on contract basis.
iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?
	Contract basis.
iv)	If VEC /Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?
	No VEC/ Panchayat etc is empowered to make such recruitments.
v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of MI visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?
	The MI team visited 23 primary and 15 upper primary school in the district. In primary sanctioned post of teachers were 66 ,filled up 62 and 4 was vacant. 46 teachers was present on the day of MI visit. In upper primary there was 96 sanctioned post out of which 78 was filled up and 18 was lying vacant. 59 teachers were present on the day of MI visit.
vi)	How was the rapport between children and the teachers in the schools visited?
	It was found by the MI team in sampled schools that the rapport between students and teacher was quite satisfactory.

vii)	The target number of teachers in the district –wise to be given in service training and the actual number of teachers given such training in State/District visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision / monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?
	The training to imparted for 15 days as proposed by SPD office. It is stated in the sampled schools that almost 100% teachers have been given 10 days training and 5 days training was yet to be completed. It was plan to cover in service training to 891 teacher for the year 2009-10, out of which 701 teachers have been given training according to information supplied by the DPO.10 days training was imparted at DIET level and 5 days at block level by master trainers. Master trainers were trained at State and district level.
viii	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?
	The MI team found that 30 days orientation training had not been imparted to any teacher in the district.
ix)	The target number of teachers in the district – wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State/District visited? What is SPO planning for it?
	The MI team observed that 60 days refresher training had not been imparted to any teacher in the district.
x)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?
	100% teachers were satisfied with the kind of training imparted to them in the sample checked school visited by MI .

xi)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <ol style="list-style-type: none"> Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for training and follow up programme, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode (workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)? What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed? What are the BRCC, and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issue and how much on "administrative" matter? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's/CRCC's to improve teacher performance and children's learning? Is the DIET interacting with BRC/CRCs and what is their role in capacity building: academic supervision and guidance; action research and monitoring of BRC/CRCs? Are the BRCCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why??
	<ol style="list-style-type: none"> The BRCs and CRCs had played very effective role in organising and arranging all the facilities for teacher training in the district. MI found that calendar for training was available at BRC level and the same was being followed. The expected number of visits to be made by the BRC to the schools is 20% of the total schools of the block (monthly) and 100% schools of the cluster by the CRC (monthly). The MI found that the schedule was not being followed strictly. The MI found that BRCC and CRCC were playing their administrative role very well and were also conducting model lessons in class rooms and random tests for children to some extent but their role in helping teachers to teach difficult topics was nil during their field visits. The innovative steps taken by BRCC to improve children learning included helping the teachers in teaching children through playway method. It was observed that the DIET was playing an important role in capacity building of BRCC and CRCC and also in academic supervision and guidance. There is still much more scope for the cooperation between the two. Yes, they are extending their support to EGS/AIE in the training of teachers of EGS, providing textbooks, providing M.D.M etc. in all aspects.

xii)	Does the SPO have a Quality Coordinator? What is their role? DO they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?
	The SPO has a Quality Coordinator and has developed strong coordination with DIETs.

(f) Teaching Learning Material (TLM) grants:

i.	The total number of teachers eligible to receive TLM grants, district wise and the details of grants released to the districts? TLM grant of Rs.500/- released to 891 teachers.
ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any instructions have been issued in respect of utilization of TLM grants by DPO/SPO? (copy of instruction to be enclosed) TLM grant has been on dated 27.8.2009. DPO had issued instruction for utilization of TLM grant.
iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature and whether children using them as well or not? Are their good example? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? The MI team found that teachers had received the TLM grant in Sept./Oct.2009 in 38 sample checked schools. The TLM grant was utilized only by three schools till the MI visit out of 38 sample checked schools. TLM of the previous years had been displayed only in 21 schools out of 38 sample checked schools. TLM has been properly displayed only in 2 schools GPS Kafnoo colony and GPS kangaus in Nichar block and in others schools TLM was not displayed in classes in sufficient manner. In 17 schools TLM has not been displayed in the district. Teachers were given training 2 days training during 15 days programme to develop TLM.

(g). EGS & AIE:

i.	What is the number of EGS/AIE centres/NRBC/RBC school camps, category wise sanctioned and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district wise.(The category wise information on each type of intervention for out of schools children may be given as per nomenclature followed by the State) EGS – 1 in Reta Khar (Pooh block)
ii.	The target number of children and number of children actually enrolled in the centres category wise, district wise. Total : 17

iii.	The number of children enrolled and actually attending the centre? Enrolled -17 , Present -17
iv.	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training? No. of EVS = 1 Training given as per norms.
v.	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instructions have been issued by DPO on this? (copy of instruction be enclosed) EV is given academic support by the BRC/CRC regularly.
vi.	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature? + 2 qualification
vii.	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received? Rs.1000/- p.m. by bank account. It is given after 3-4 months.
viii.	Whether EV is regular in his attendance? Yes
ix.	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO? Yes, at the State as well as district level. They are oriented.
x.	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? (copy of the format be enclosed) Formats are regularly submitted by the DPO to SPO.
xi.	Number of EGS/AIE centres (including spillovers) targeted to be upgraded in the district during the current financial year? What is the achievement so far? No
xii.	Whether SPO has issued necessary instructions with reference to up - gradation of EGS centres to primary schools and whether funds have been released for the same? SPO has issued necessary instruction for up gradation of EGS, but in Kinnuar district EGS has not been up gradated.

xiii.	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?
	No.
xiv.	Whether the actual up gradation of EGS centre has taken place?
	N.A.
xv.	Has the land for construction of the upgraded primary school (from EGS) been identified?
	N.A.
xvi	Whether VEC/SMC etc. have received any funds construction of schools?
	N.A.
xvii.	Has the construction started and what is the stage pf construction (foundation. Lintel and roofing)?
	N.A.
xviii	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?
	N.A.
xix	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. school? Difficulties, if any, experiences in mainstreaming of students?
	N.A.
xx.	What is the infrastructure available in the EGC/AIE available in the EGS/AIE centres, such as durries, blackboard, books, TLM etc.?
	Durries, black board, books were available.
xxi.	Whether Mid-day Meal is being supplied to the children in EGS/SIE centres?
	Yes
xxii	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI. Gender – wise details be given.
	Total Enrollment 17 EGS
xxiii	The achievement level of children studying in EGS/AIE facilities?
	Achievement level of children was average.
xxiv	The rapport of the EV with the children?
	It was found quite good.
xxv.	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?
	School Text books supplied by DPO are being used. Free text books were supplied well in time.

(h) Children with Special Needs (CWSN):

i.	<p>The number of CWSN children identified, district-wise and the number of children enrolled during the current financial year.</p> <p>Identified CWSN –165 Enrolled in School – 152, Out of school home based CWSN : 13 MI team found 7 Minor CWSN enrolled in the sampled schools of the district.</p>
ii. (a)	<p>The number of children who have been provided aids and appliances in the district during the current financial year.</p> <p>Aid and Appliances have been provided for two visual impaired CWSN by SSA in the session 2009-10 in the district as reported by the DPO.</p>
ii. (b)	<p>Whether there are any difficulties in getting and utilizing the aids and appliances.</p> <p>Yes, the medical team does not prescribed the Aids and appliances to the needy CWSN, reported by the DPO.</p>
iii.	<p>The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? (list of NGOs and copies of guidelines to be attached)</p> <p>32 resource teachers have been deputed to regulate the IEP & ITP of home based children. No NGO is working in the district under this intervention.</p>
iv. (a)	<p>Whether the district has an IED coordinator? Whether he has been oriented and whether he has attended any capacity building programme at the State level?</p> <p>There is one IED coordinator. He has done 90 days IED foundation course from MPBOU and he has been oriented time to time by the state level programme.</p>
iv. (b)	<p>Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? (copy of format be enclosed) Is there an IE coordinator of SPO? How knowledge is he or she in this area? How many trainings and workshops has she/he attended?</p> <p>The State has prescribed monitoring format for IE coordinator of district, DPO and BRCC to monitor the activities of Home Based Children.</p>
v.	<p>How many schools have been provided with ramps?</p> <p>Ramps have constructed in 158 schools (132 Pry.+ 26 Upper Pry.) in the district. MI team found ramps in 25 schools out of total 38 sample.</p>
vi.	<p>How many children have been provided home based support during the current financial year?</p> <p>13 CWSN have been provide home based support during the current financial year.</p>
vii.	<p>How many parents have been given counselling during the current year?</p> <p>7 Parents .</p>
viii)	<p>The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?</p> <p>Total enrolled in district =165 Present in sampled schools = 7.</p>

i) National Programme for Education of Girls at Elementary (NPEGEL):
NPEGEL is not operational in the district Kinnaur.

j) Kasturba Gandhi Balika Vidyalaya (KGBV)
KGBV is not operational in the district Kinnaur.

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

i.	Whether EMIS set up in each district of the State/UT and whether requisite computers and computers operators have been put in position? One MIS Incharge in the district.
ii.	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year. The time schedule drawn up for DISE /EMIS by the SPO was 30 th Nov.2009 for the current year.
iii.	Whether data capture format have been supplied to all schools latest by August? DCF has been supplied to all the schools of the district according to the DPO in oct. 2009. MI team found that DCF has been received by 27 sampled schools out of total 38.
iv.	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held? All the teachers in the sampled checked schools have been provided training for filling of DCF during 15 days training programme every year.
v.	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been orientated/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings? No
vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November? Data collected and submitted to SPO by Nov. every year.
vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA MIS? How many workshops/trainings has he attended in GOI/NIEPA? There is an MIS Incharge at State Level.

(L) Research and Evaluation:

i.	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned No research studies have been sanctioned during current financial year 2009-10.
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ii.	The number of studies sanctioned in the previous calendar year and the number of them completed.
	Research study on “Teachers Absentee” in 14 primary schools and 4 upper primary schools had been sanctioned and completed in the year 2008-09 reported by the DPO.
iii)	Is there a Research/Evaluation in-charges at SPO level? What is the person’s role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?
	There is research and evaluation in charge at SPO level. Research proposals are sanctioned through State level committee.

m) Function of the VEC:

i.	The total number of village/school level/management committees constituted , district-wise
	267
ii.	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?
	Copy of guidelines for constituting of VEC has been provided to all the schools from DPO but, it was not available with the VEC in any sampled school of the district.
iii.	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?
	127 women have been associated in the VEC of sampled 38 schools.
iv.	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these bodies participate regularly in the meeting?
	The meeting of VECs had been covered after 3-5 months in most of the sampled schools. The total no. of VEC members in 38 sampled schools was 284. MI observed that 70-80% teachers including women and SC/ST members attends the meeting regularly.
v.	Whether members of the VEC have been oriented and the percentage of the members orientated? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?
	40-50% members of VEC have been oriented in 29 sampled schools out of total 38 in current session.
vi	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students.
	The members of VEC keep close contact with the schools for improving the quality education.
vii.	Whether VEC is maintaining proper record of funds received by them.
	VEC doesn’t maintain the records. It is maintained by school teachers, but, members of VECs are aware of the grant and teachers can utilize the grants with the permission of

	VEC members.
viii.	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?
	There is programme officer Incharges for community mobilisation as SPO level.

(n) Staffing at State and District Level:

i.	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each programme Coordinator? Are all Programme Coordinators oriented and knowledge about their tasks?
	Please see Annexure-A.
ii.	The number of meetings of the General Body and EC held during the previous financial year?
	No meeting of General Body was held in 2008-09. The meetings of Executive Committee convened on 28-1-2009 and 21-10-2009.
iii.	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?
	Sanctioned posts in the DIET Kinnaur at R/Peo, are 31 out of which 20 posts are lying vacant. Please see Annexure – E.
iv.	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?
	BRCC Pry. = Sanctioned 3, Filled up = 3 BRCC Upper Pry. = Sanctioned 3, Filled up =1 CRCC = Sanctioned 37, Filled ups = 37
v	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?
	Rules and regulations have been clearly laid down by SPO for filling up posts of SSA

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

- Scholarship to the students of IRDP,BPL, SC/ST children of army persons and girls students.They are providing the scholarship like (T.S Negi Scholarship for ST Students 11,000/-, Dr. B.R. Ambedkar Scholarship for SC Students 10,000/- and Swami Vivekanand Meritorious Scholarship 10,000/-
- Text books have been provided to all the students all categories from 1st to 8th class In the district.

- Pictorial Book, Pencils, Drawing books, Water bottles, Colours, Umbrella, Geometry box, Gum Paste, Number Notebook, Track Suit, Dresses for boys and girls and Sweater have also been provided to SC/ST girls in the kinnaur district in sept. and oct.2009.

P) Additional items to check during the schools visit MI:

i)	The number of days the school functioned during the last academic year?									
	The no. of working days in the schools during the last academic year ranged 244.									
ii.)	Whether the school has clean environment, good building, playgrounds, good classrooms with proper flooring, roof and windows? Whether the class rooms have proper lighting?									
	<ul style="list-style-type: none"> - Clean environment ----- Yes - 36 No- 2 - Good building ----- Yes- 34 No -2 Under construction-2 - Play ground ----- Yes- 27 No- 4 Not sufficient-7 - Class rooms with proper roof & flooring ---- Yes- 34 No- 4 - Class room with proper window ----- Yes- 38 - Proper light (electricity) ----- Yes- 23 No-15 - Desk Facility in the school-----Yes- 38 									
iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?									
	<ul style="list-style-type: none"> - Proper sitting arrangement - 38 - Block board - - 38 - TLM Yes but not sufficient in 19, No-17, Good -2(schools) 									
iv)	Whether health camp facility was made available to the children during the previous six months?									
	Health camp has not been organised in any school of the district in the previous six months but, the team of health deptt. from the nearest dispensary visited in 31 sampled school out of 38.									
v)	Whether the school has adequate play material for the children? Is it used?									
	Only 82 % have play material – 18% do not have sufficient play materials in the schools.									
vi)	Give the enrolment and attendance of children in the schools visited by MI.									
	<table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Total Enrolment</td> <td style="text-align: center;">Present on the day of MI visit</td> </tr> <tr> <td>Upper pry. (15)</td> <td style="text-align: center;">809</td> <td style="text-align: center;">702</td> </tr> <tr> <td>Pry. (23)</td> <td style="text-align: center;">866</td> <td style="text-align: center;">806</td> </tr> </table>		Total Enrolment	Present on the day of MI visit	Upper pry. (15)	809	702	Pry. (23)	866	806
		Total Enrolment	Present on the day of MI visit							
Upper pry. (15)	809	702								
Pry. (23)	866	806								
vii)	If there is low attendance the reasons for the same?									
	There was low attendance in 3-4 sample checked schools on the day of MI visit, but, that was due to wrong weather..									
viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?									
	N.A.									
ix)	What is the process of assessing the achievement level students?									
	Through term tests, quarterly, half yearly and yearly. CCE has been introduced from 1 st to 5 th from the last session and from 6 th to 8 th from sept.2009									

x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?																																			
	MI team found that Grading system has been introduced for students.																																			
xi)	The achievement level of children.																																			
	MI team observed that the achievement level of children was poor in 36.84%, average in 55.26% and good in 7.89 % sampled checked schools.																																			
xii)	The rapport of the children with the teachers?																																			
	The rapport of the children was quite satisfactory.																																			
xiii)	Whether the school has under age or over age children if so, their number and percentage?																																			
	Over age children in sampled schools were 29 and under age were 14. Under age were attending the school without admission.																																			
xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?																																			
	Three children had dropped from sample checked schools, 2 from VIth class from GSSS Jangi, 1 from GMS Kamroo, from VIth class. These were the Nepali children and had gone to Nepal.																																			
xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?																																			
	<table border="1"> <thead> <tr> <th>Class</th> <th>Total student appeared</th> <th>Retained Student</th> <th>Pass %</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>181</td> <td>Nil</td> <td>100</td> </tr> <tr> <td>2nd</td> <td>157</td> <td>Nil</td> <td>100</td> </tr> <tr> <td>3rd</td> <td>203</td> <td>Nil</td> <td>100</td> </tr> <tr> <td>4th</td> <td>181</td> <td>Nil</td> <td>100</td> </tr> <tr> <td>5th</td> <td>173</td> <td>Nil</td> <td>100</td> </tr> <tr> <td>6th</td> <td>248</td> <td>7</td> <td>97.18</td> </tr> <tr> <td>7th</td> <td>236</td> <td>8</td> <td>96.68</td> </tr> <tr> <td>8th</td> <td>267</td> <td>83</td> <td>69</td> </tr> </tbody> </table>	Class	Total student appeared	Retained Student	Pass %	1 st	181	Nil	100	2 nd	157	Nil	100	3 rd	203	Nil	100	4 th	181	Nil	100	5 th	173	Nil	100	6 th	248	7	97.18	7 th	236	8	96.68	8 th	267	83
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7 th	236	8	96.68																																	
8 th	267	83	69																																	

q) Any other issues relevant to SSA implementation. -----

r) List of enclosure to be attached along with the above report (Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars, copies of the guidelines etc is to included in the MI's report) Annexure – D.

s) Mid-Day Meal Scheme:

1.	Name of the Monitoring Institution	Himachal Pradesh University.
2.	Period of the report	1 st Feb. to 31 Aug.2009
3.	Name of the district	Kinnaur
4.	Date of visit to the district/EGS/School	1 st to 20 th Oct. 2009

1.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same? The MI found that in 38 sampled school hot cooked meal was served to children regularly.
2.	<u>TRENDS:</u>

Extent of variation (as per school records vis-à-vis Actual on the day of visit)			
No.	Details	Day previous to date of visit	On the day of visit
1.	Enrollment	Pry. -----866 U Pry.----809 Total----1675	Pry. -----866 U Pry.----809 Total----1675
2.	No. of children attending the school	Pry. ----835 U Pry ---708 Total---1543	Pry. ----806 U Pry ---702 Total---1508
3.	No. of children availing MDM as per MDM Register	Pry. ----835 U Pry ---708 Total---1543	Pry. ----806 U Pry ---702 Total---1508
4.	No. of children actually availing MDM on the day of visit. *		
<p>* It is not possible for the MI team to visit all the schools during MDM time in the recess. But, the school checked during MDM time 99% students were taking MDM. Only 1-2 students were not taking due to illness. They brought from home.</p>			
3.	<u>REGULARITY IN DELIVERTING FOOD GRAINS TO SCHOOL LEVEL:</u>		
	i) Is schools receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?		
	It is found in the sample checked schools that these schools were receiving food-grains regularly.		
	ii) Is buffer stock of one – month’s requirement is maintained?		
	Buffer stock of 1-2 months had been maintained by the schools.		
	iii) Is the food grains delivered at the school?		
	The school brought all the food grains from the nearest civil supply shop of the govt.		
4.	<u>REGULARITY IN DELIVERTING COOKING COST TO SCHOOL LEVEL:</u>		
	i) Is school receiving cooking cost in advance regularly? If there is delay in delivering in cooking cost what is the extent of delay and reasons for the same?		
	The cooking cost is given to the civil supply shops in Kinnaur district. The school brings the material from the shops.		
	ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?		
	N.A		
	Is cooking cost paid by Cash or through banking channel?		

	Cooking cost is paid to the civil supply shop through banking channel.
5.	<p><u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p> <p>The MI team observed that there was no discrimination of any type during cooking and serving of MDM in the sampled schools.</p>
6.	<p><u>VARIETY OF MENU:</u> Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p> <p>It is found by the MI team during monitoring that weekly menu was displayed only in 29 (76%) sampled schools and in 8 schools it was not displayed.</p>
7.	<p>i) Is there variety in the food served or is the same food served daily?</p> <p>Variety of food is served in the schools.</p> <p>ii) Does the daily menu include rice/wheat preparation dal and vegetables?</p> <p>All the ingredients were included in the menu. They provides rice & dal, pulao, khichari and meetha rice or kheer once in a week.</p>
8.	<p><u>QUALITY & QUANTITY OF MEALS:</u> Feedback from children on</p> <p>a) Quality of meal: Children were satisfied with the quality of food. MI team was not satisfied with the quality of MDM in kinnaur district.</p> <p>b) Quantity of meal: 100% Children were satisfied with the quantity of meal.</p>
9.	<p><u>SUPPLEMENTARY:</u></p> <p>i) Whether children are given micronutrients (Iron, folic acid, vitamin-A dosage) and de-worming medicine periodically?</p> <p>MI team found in the sampled schools that Iron and de-worming medicine were given in 31.57% schools and folic acid and vitamin-a, in 13.15 % sampled schools.</p> <p>ii) Who administers these medicines and at what frequency?</p> <p>These medicines were administered by the health workers from the nearest dispensary of the health deptt.</p> <p>iii) Is there school Health Card maintained for each child?</p> <p>Health Cards were not maintained in any sampled school.</p>
10.	<p><u>STATUS OF COOKS:</u></p> <p>i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p> <p>MI team found that cook and helpers serve the MDM, appointed by the school and Village Education Committee.</p> <p>ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p> <p>The number of cooks and helpers were adequate.</p> <p>iii) What is the remuneration paid to cooks/helpers regularly?</p> <p>Maximum -400/- minimum - 300/- Remuneration is given on the basis of strength of students in the schools.</p> <p>iv) Are the remuneration paid to cooks/helpers regularly?</p>

	Remuneration is paid after two and three months.
	v) Social Composition of cooks/helpers?(SC/ST/OBC/Minority)
	Cooks and helpers were appointed from under privileged class from the village like SC/ST.
11.	<p>INFRACTURE:</p> <p>Is a pucca kitchen shed-cum-store is constructed;</p> <p>a) Constructed and in use: ----3</p> <p>b) Constructed but not in use under ----2</p> <p>c) Under construction: ----5</p> <p>d) Sanctioned, but constructed not started: ----27</p> <p>e) Not sanctioned ----1</p> <p>Any other (specify)</p>
12.	<p>In case the pucca kitchen shed is not available for cooking and drinking purpose?</p> <p>Class rooms are used for this purpose.</p>
13.	<p>Whether potable water is available for cooking and drinking purpose?</p> <p>The MI observed that potable water was available in all the sampled schools of the district.</p>
14.	<p>Whether utensils used for cooking food are adequate?</p> <p>Utensils for cooking were adequate in all the sampled schools.</p>
15.	<p>What is the kind of fuel used?(Gas based/firewood etc.)</p> <p>Gas is used as fuel for preparing MDM in all the schools. Some schools uses firewood occasionally if gas is not available.</p>
16.	<p>SAFETY & HYGIENE:</p> <p>i) General impression of the environment, safety and hygiene:</p> <p>General impression of the environment was satisfactory.</p> <p>ii) Are children encouraged to wash hands before and after eating</p> <p>Yes, they were encouraged to wash their hands before and after eating.</p> <p>iii) Do the children partake meals in an orderly manner?</p> <p>The MI observed in the sample schools that children took meal in orderly manner.</p> <p>iv) Conservation of water?</p> <p>It is found that children did not waste water.</p> <p>v) Is the cooking process and storage of fuel safe, not posing any fire hazard?</p> <p>Cooking process and storage of fuel was safe in all the sampled schools.</p>
17.	<p>COMMUNITY PARTICIPATION:</p> <p>Extent of participation by parents/VECs/Panchyats/ Urban bodies in daily supervision, monitoring, participation.</p> <p>The participation of parents/ VEC and Panchayats / Urban bodies in daily supervision, and monitoring of MDM was satisfactory.</p>
18.	<p>INSPECTION & SUPERVISION :</p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p> <p>The MI team found that State level and district level MDM officials did not inspect the operation of MDM programme at school level. Block level officials had</p>

	inspected this programme in the schools.
19.	IMPACT: Has the mid day meal improved the enrolment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.
	MDM has not any significant impact on enrolment but, it has improved the attendance and general health of children in the schools.

**List of Sampled Primary and Upper Primary Schools Visited by Monitoring Team
in Kinnaur District**

Sr.No.	Name of the school	Block
1.	GPS Yuwarangi	Kalpa
2.	GMS Yuwarangi	-do-
3.	GSSS Kalpa	-do-
4.	GPS Kalpa	-do-
5.	GMS Kalpa Gaon	-do-
6.	GHS Chansu	-do-
7.	GPS Chansu	-do-
8.	GHS Kamroo	-do-

9.	GCPS Kamroo	-do-
10.	GHS Chitkul	-do-
11.	GPS Chitkul	-do-
12.	GSSS Raksham	-do-
13.	GPS Raksham	-do-
14.	GPS Kharogla	-do-
15.	GPS Swaden	Pooh
16.	GCPS Ranrang	-do-
17.	GPS Jangi	-do-
18.	GSSS Jangi	-do-
19.	GHS Liyo	-do-
20.	GCPS Liyo	-do-
21.	GPS Lower Liyo	-do-
22.	GPS Nako	-do-
23.	GPS Nako	-do-
24.	GCPS Cholling	Nichar
25.	GPS Shango	-do-
26.	GPS Kasrim	-do-
27.	GCPS Yangpa	-do-
28.	GMS Yangpa	-do-
29.	GPS Kafnoo-Kaloni	-do-
30.	GMS Kafnoo- Kaloni	-do-
31.	GCPS Ponda	-do-
32.	GCPS Kangaus	-do-
33.	GHS kangaus	-do-
34.	GMS Sungra	-do-
35.	GPS Sungra	-do-
36.	GPS Baru	-do-
37.	GCPS Nichar	-do-
38.	GSSS Nichar	-do-

