

**SECOND HALF YEARLY
MONITORING REPORT OF
HIMACHAL UNIVERSITY
ON SSA FOR
HIMACHAL STATE
FOR THE PERIOD
1st October 2006 to 31st March 2007**

DISTRICTS COVERED

Chamba

Kullu



**MONITORING REPORT OF
HIMACHAL PRADESH UNIVERSITY**

SHIMLA-5

ON SSA OF

HIMACHAL PRADESH

FOR THE PERIOD

OCTOBER, 2006 TO MARCH, 2007

TOTAL DISTRICTS OF H.P. -12

DISTRICTS COVERED

CHAMBA

&

KULLU

TOTAL DISTRICTS
IN
HIMACHAL PRADESH = 12

COVERED = 6 (2006 –2007)

TO BE COVERED = 6

MONITORING REPORT OF SSA ACTIVITIES IN CHAMBA DISTRICT OF HIMACHAL PRADESH

OCTOBER , 2006 – MARCH, 2007

The Department of Elementary Education, Ministry of Human Resource Development, New Delhi has entrusted the task of monitoring the implementation of SSA in Himachal Pradesh, to the H.P. University. However, this responsibility, as directed by the University, has been discharged by the Centre for Adult, Continuing Education & Extension, since 2003 (for the last four years.) As per MOU signed by the University, it is supposed to monitor the various activities and programmes under SSA with objectives of (a) Assessing the progress of implementation of approved plans (b) Sample check progress and (c) Verify the process and procedure for implementation.

As per the Revised Terms of Reference MI is expected to cover 5% of Elementary Schools /EGS/AIE Centre in all the districts allotted to it during the period of 2 years. Further , the MI is expected to visit 25% of the number of districts allotted to it in a period of six years.

The MI in strict compliance of the aforesaid Revised Terms of Reference selected, district Chamba, out of total twelve districts, in H.P. for writing the Monitoring Report (October, 2006 to March, 2007) for the last six months of 2006-07, and selected 5% sample of primary/upper primary schools, BRCs and CRCs from the district under reference to verify the status of implementation of various programmes under SSA in H.P.

Organization of the Report

The monitoring report has been organized and presented under the following two sections.

Section-1: Methodology of Writing the Report

Section-11: Main Body of the Report.

Section-1

Methodology Adopted for Writing of Monitoring Report:

This section includes the method adopted, tools used and details regarding the population and sample.

A. Method of Data Collection:

The Survey Method was adopted for collection of data from the sampled primary/upper primary schools, BRCs and CRCs from district Chamba.

B Tools:

The following tools were developed and used by the MI to collect the relevant data:

1. Interview- cum –Observation Schedule based on the Monitoring Format developed by NCERT.
2. Attendance Sheet for recording Students’ Attendance
3. Field Dairy for recording observations.

C Population and Sample:

Details of the population of Primary and Upper Primary schools and EGS, total no. of BRCs, CRCs, Educational Blocks of Chamba district and Sample taken by MI are given in the following table:

Details of population and Sample of PS/UPS and EGS:

	Total No. of Schools	Sample
Primary Schools	1110	46
Upper Primary Schools	383	29
EGS	161	7
KGBV	8	5
Total	1662	87
NGO Paradise	1	1
Educational Blocks	13	12

Section –11

Main Body of the Report

This Section carries the main body of the Monitoring Report which includes the observations of MI with regard to the status of implementation of various activities and programmes related to SSA by the implementing agency, namely - SSA, HP. For meaningful and systematic presentation of the Monitoring Report, this section has been divided into 16 sub heads, as per the requirement of the Monitoring Format provided to the MI by Department of Elementary Education, MHRD, New Delhi.

A - Opening of New Schools:

A – District Chamba:-

The DPO Chamba informed that 15 upper primary (newly upgraded) schools and 20 primary schools have been opened in the district. The MI visited 1 newly upgraded primary school and 1 primary school found that these schools did not have any building facility.

B-I Civil Works In Progress (2nd Installment 2006-07):-

The DPO informed that construction work of additional class rooms was completed in 376 schools and was in progress in 287 schools during the year. The MI found that construction of rooms was in progress in 5 schools.

Target of civil works:-

B-II Most of the schools visited by MI did have rooms and rooms under SSA have quite satisfactorily been constructed during financial year 2006-07.

B-III Training of SMC/VEC for Civil Works:

It was verified from the members of the VECs by the MI about the Technical aspect of construction and was reported that the two trainings of VEC members in general has been imparted along with technical aspect of construction work. Though AEs and JEs are appointed in all the districts of Himachal Pradesh by the State Govt. yet technical aspect during training of VEC members has been given due importance in the Chamba district which was observed by the MI in the sampled schools also.

B-IV Maintenance of Separate Account of Funds by VECs/SMCs:

The VEC is not maintaining separate account of funds because technical personnel is appointed to look into these processes of SSA programme itself and all funds are maintained in the school and utilized through VECs in the Chamba District.

B-VI,VII Technical Supervision and Frequency of Visits for the Supervision of Civil Works:

In the policy frame itself, the Government of H.P has made special provision for technical staff for construction work. It was observed that one AE one drafts man and seven JEs have been appointed in the district. The Technical supervision of civil works is done by AE / JEs appointed on contract basis by SPD / DPO.

B-IX Convergence between Swajaldhara and total Sanitation Campaign (TSC)

During the field visit the MI observed on the spot in the schools that there is no convergence between Swajaldhara and total Sanitation Campaign in the sampled schools in the District.

B-X Agencies Involved in the construction of Drinking Water Facilities in Schools:

During the field visit of the MI to the sampled schools it was found that drinking water is sanctioned to the schools through SSA under TSC during the year 2006-07

B-XI Convergence With TSC:

During the field visit the MI has observed on the spot in the schools, that there is no convergence with total sanitation campaign (TSC) taking place in respect of toilet facilities in the schools.

B-XII MI's Impression of Quality of Construction:

Though construction of toilets, drinking water was not in progress in the sampled schools. Yet it is mentioned that the quality of construction of toilet, drinking water facilities is by and large good in 70% to 80% schools. Kitchen sheds exist in 2-3 sampled schools. Another point to be mentioned that there does not exist any running water facility in the toilets.

The MI found that the DIET allocated budget for drinking water and toilets during the financial yea 2006-2007 trough SSA and under TSG and after this year a committee headed by Deputy Commissioner will sanction drinking water and toilets to schools under Swajaldhara and TSC Schemes.

Drinking Water Facility in Sampled schools:-

Yes	%	No	%
70	93%	5	7%

Toilet facility in the sampled schools:-

Yes	%	No	%
63	84%	12	16%

BALA Programme:

The objective of this programme is to create attractive environment in the schools and increase the habit of self learning in children. As per information given by DPO to the MI, 136 schools have been selected for the implementation of BALA features and a sum of Rs.25000/- has been given to each school during the year 2006-07. Bala features have been added in 27 schools while the work of Bala features is in progress in 109 schools. The MI during its visit to such schools observed that charts of alphabets (Hindi & English) and numbers were painted on the walls. The information regarding mathematical formulas conservation of environment, parts of the body has also been painted. The triangles were made at the doors of the rooms and protectors on the floor. These inside features help to inculcate the habit of self learning among the children. Outside features include Jhoolas, Stairs, Chatbutras, Geometrical hide and seek, jali bal, dot board. Some of them features help increasing muscle power of the children and children also learn while playing.

C.I Text Books:-**C-I Number of Children Receiving Free Text books:**

Text books have been provided to all the schools in the Chamba District. The MI has verified from the records of the sampled schools and found that all the students received books in the month of March and April. Free Text books were distributed well in time in April itself to SC/ST and girl students under SSA. State has no separate funds for free text books .

C- II,III Receiving and Distribution of Text Books in the District:

As per the information submitted by DPO the text books were received before starting of session and distributed within one and half month of the commencement of the academic session 2006 - 07. It was verified in the sampled schools too.

D. School Grants:-

D- I-II & IV Number of Primary and Upper Primary Schools approved for School Grants & Release of Funds:

It was verified in the sampled schools in the district that school grant, teachers grant and maintenance grant have been distributed to them in the month of August / Sept. 2006. It was observed by the MI in the sampled schools that most of the schools have utilized all the grants given to them.

D,III Centralized Purchase By DPO:

As per information and verification from SPO and DPO ,the DPO office does not make use of school grant for centralized purchases for schools, rather schools have complete freedom in the utilization of the said grant.

D-V Utilization Details of School Grant:

It was found in the sampled schools of the district that 92% schools have been utilized the schools grants given to them. No schools grant have been disbursed to 4% schools and 4% schools have not utilized the whole amount of school grant given to them.

	No. of school where the grant has been unutilized	%	No. of School where the grant has been utilized.	%	No. of School to whom grant has not been disbursed	%
Chamba	69	92%	3	4%	3	4%

E. Teachers and Teacher Training:-

E- I,II,III,IV,V: Teachers Sanctioned, Nature of recruitment Empowerment of VECs regarding appointments & Presence of Teacher on the Day of MI's Visit.

The DPO informed that 3026 posts of teachers have been sanctioned, 2854 posts have been filled up and 172 posts are lying vacant at primary level and 2206 post of teachers have been sanctioned, 1927 post have been filled and 279 posts of teachers are lying vacant at upper primary level in the district. It was found in the sampled schools that 23 posts of teachers in primary and upper primary schools.323 teachers were present in primary and upper primary schools during the visit of MI to the sampled Schools.

Sanctioned post	Filled up post	Vacant post	No. of Teachers Present
377	354	23	323

E-VI Rapport Between Children and Teachers:

It was found by the MI during the visit to the various sampled schools district that the rapport between teachers and children was quite satisfactory.

E-VII Target Number of Teachers to be trained:-

In the sampled schools all the teachers have been given 12 days training as proposed and approved in AWP & B 2006-2007. It was verified by the MI on spot checking of the schools also. 12 days training included 5 days general training and 7 days subject specific training.

As per the information received from the DPO, the calendar for training of teacher is proposed and maintained by DPO. The venue of such training is generally BRCs, CRCs / DIETs. The trainers were DRG, BRG and CRCCs. The contents of general training include: IED, R&E, Gender sensitization, child psychology, teachers' education, TLM, community awareness and MGT. Subject specific training for primary teachers includes contents related to hard spots of English, Math, Science, Hindi and Social Science while subject specific training for upper Primary teachers includes contents related to hard spots of subject concerned, teaching methodology, English, Social Science, Math, Science, Hindi, Sanskrit, Drawing and Craft and Sports.

E- X Satisfaction level of Training:-

Most of the teachers were satisfied with the training being imparted to them but some teachers expressed their dissatisfaction either with the contents or methodology or resource persons. They desired that more training should be imparted regarding use of TLM and CWSN. Training in "ADHAR" has proved quite interesting and satisfactory.

E-XI - Role of BRCs and CRCs:-

The MI during its visit to the sampled schools found that BRCs/RCCs were actively engaged in the promotion of cause of teacher education and organisation of Mahila Shakti Melas in their respective jurisdictions. Besides this they have also conducted series of orientation / training programmes for various VECs and mobilization of committee members. DIETs extending support to BRCs and CRCs in the field of capacity building, academic supervision and guidance. There is still much more scope for the cooperation. The BRCs and CRCs are extending the academic support to the existing EGS in their respective jurisdictions.

E-XII Quality Coordinator at SPO:-

As per the information supplied to the MI, SPO has quality Co-ordinators. These coordinators are engaged in developing coordination among different coordinators and monitoring quality related interventions. Monthly review meeting is held to review district wise programmes. In fact, DIETs are nodal agencies in implementation of SSA and SCERT has its involvement in the development of books and training of lecturers.

F. Teaching Learning Materials [TLM]

All the sampled schools of have received TLM grant of Rs.500/- (to each subject teacher) in Sept., Oct., 2006. It was found by the MI that a very meagre amount of TLM grant has been utilised by the sampled schools on the purchase of readymade TLM like globes, blocks, game, dictionaries etc. charts and models related to science and other subjects have also been prepared by the teachers by involving the students in a large number of sampled schools.

F.III - Display of TLM :-

Barring some sampled schools where charts were displayed on the walls of the classrooms, TLM has not displayed in most of the schools. The MI found that the main reason for not displaying TLM in class rooms was the lack of proper place in classroom.

F.III- Utilization of TLM by students:-

The MI found that in most of the schools the TLM was not being utilized by the students except in a few primary schools where the students of 1st and 2nd classes were found the making the use of blocks of alphabets and of counting.

F.IV Training on Development and Use of TLM

The MI found that no separate training on development and use of TLM for teachers had been organised in the district after the year 2003-04.

G. EGS & AIE (NRBC) RBC:-

The DPO informed that there are 161 EGS centres in the district in which 2864 students have been enrolled in the academic session 2006-07. The MI visited 7 EGS centres. The no. of children enrolled in the sampled EGS in 118 and the no. of children present during the visit was 108. The class rooms have been provided to EGS centres by the community without charging any rent.

EVS are given academic support by BRCs and CRCs regularly and instructions have been issued by DPO in this regard. 30 days' general training has been imparted to the EVS. EVS are given an honorarium of Rs.1000 /- p.m. which is paid well in time.

The EVS are found to be regular in their attendance. This was verified on the spot and DPO also is keeping careful record of their attendance and regularity .

From field visit of the sampled EGS Centres, MI found that durries, black boards, TLM, books etc. are available in the centres. TLM, TLE, contingency grants have been given to the EVS. Students are also given Mid Day Meal and free text books. Report from the DPO and the spot assessment of sampled centres showed a satisfactory and commendable achievement level of children studying in these centres. The rapport of the EVS with the children of the centres was found to be very good.

H- Children with Special Needs:-

As per information received from DPO, 1216 CWSN children have been identified in the district and 1086 CWSN children have been enrolled in the schools in the year 2006-07. Out of 130 out of school CWSN children , 28 are being provided Home Based Education through Resource Persons and 20 CWSN are being looked after by a NGO named Paradise Children Care Centre. There is IED incharge in the district and Home Based support is being provided to CWSN. The MI found 19 CWSN children in the sampled schools. The following table shows total number of CWSN children identified, total number of CWSN children enrolled in schools and no. of children covered under Home Based Programme:

The No. of CWSN Children Identified	The No. of CWSN Children Enrolled	Total no. of CWSN covered under Home Based Education Programme
1216	1086	48

NGO- Paradise:-

The MI visited a NGO namely Paradise, Children Care Centre, Chowari. The organisation has been established on 30.12.2005. 38 CWSN children have been enrolled by the NGO. Out of 38 children, 20 CWSN children have been covered under home based education programme (HBE Programme has been given by the DIET to this NGO on 1st Nov. 2006) and 18 CWSN (7 boarders 11 children under HBE programme) are provided education in the Day Care Centre by the NGO at its own level. The CWSN are MR, deaf and dumb hearing and visually impaired. Out of 18 CWSN , maximum children come in the Centre regularly and absentee children are attended by the teachers at their homes in the evening. The NGO has employed 3 special educators, 1 dance teacher, 1 attendant and 1 Aaya. Rs. 1500/- p.m. per child is being given by the DIET for 20 CWSN for organising this activity. A total sum of Rs.90,000/- as 1st instalment and Rs60,000/- (in June 2007) as 2nd instalment has been given.

The more objective of imparting education is to make CWSN independent so as to enable them to perform routine work in their daily life. The typed of education being imparted to CWSN include: concept formation, culture education, sports education,

medical camps and parents' counselling. These children are being provided learning material, toys, medicines, wheel chairs, gaiter, fruits etc. Speech therapy is being given to the needy CWSN. It was found by the MI that musical instrument have been provided by the NGO to the children.

The major activities organised in the district Chamba for CWSN children included:

- 200 schools were provided funds for ramps and railing @ of Rs.3,900/- per schools with total expenditure of Rs.7.8 lacs in two blocks viz. Chamba and Banikhet.
- Two medical camps were organised at district level in which an amount of Rs.0.15080 lac was utilized.
- An amount of Rs.0.12 lac was given as honorarium to IED RPs for providing home based education to CWSN.
- Three month course from Bhoj University was organised in Chamba DIET in which 12 teachers of the district were trained and an amount of Rs.0.56700 lac was utilized.
- 20 CWSN are being looked after by NGO named Paradise Children Care Centre.
- Aids and appliances were provided to 12 CWSN assessed in district level medical camps.
- Sports/Cultural activities were organized for CWSN at block level on which an amount of about one lac was utilized.

H - National Programme for Education of Girls at Elementary level (NPEGEL):-

Five block namely Salooni, Tissa, Mehla, Bharmour and Pangli have been selected under NPEGEL in the district and this programme is in operation in 10 clusters of each block (total no. of clusters is 50). There is a Gender Coordinator at district level. Core groups have been formed at block level in all the blocks. As per information received from DPO, grant of Rs. 53.00 lacs was made available under this programme during the year 2006-07. Recurring grant of Rs. 10.0 lacs was released to 50 model cluster schools for promotion of girls education. A sum of Rs. Rs.2.5 lacs (@ Rs. 5000/- per award per year) was released to 50 schools/teachers. An amount of Rs.10.0 lacs was spent on providing remedial teaching to the girls in subjects like maths, science and English. Training to 50 teachers was imparted regarding gender sensitization. 100 child care centres were opened in convergence with the Welfare department in the year 2006-07. A sum of Rs. 2.50 lacs was spent on community mobilization in the year 2006-07. 5529 girls have been covered under this programme in five blocks of the district. Remedial teaching is being given to the girls in some subjects which include: English, Maths Science, Social Studies, Sanskrit and Hindi. Training in life skill programmes is being imparted to girls in Karate, Sewing, Embroidery, Knitting, First aid Painting, Pickle & Jam, Yoga, Judo, Computer, Carpet Weaving etc.

The DPO also informed that the following achievements were made under NPEGEL programme:

- Girls of GMS Dand, CD block Salooni, learnt skill of karate under NPEGEL and participated in State level Bal Mela at Mandi. The skill of girls was appreciated by all and were further selected for national Bal Mela at Delhi. They had the opportunity to witness Republic Day celebration. Beating Retreat and had tea with Honourable Prime Minister. They performed at National Bal Bhawan New Delhi and were appreciated at national level too. These girls travelled by train for the first time and also visited National Capital for the first time.
- Two girls of GMS Dand participated at Nagrota Bagwan (Kangra) in Karata competition and one gold and silver medals respectively.
- Girls of Mehla block learnt music under NPEGEL and performed in district level music competition and stood second in district which encouraged them and few of the girls of that group to learn music after completing 8th class.
- Girls of Sundla block under CD block Salooni learnt first aid and participated in the State level Bal Mela and after their demonstration the chief guest, Deputy Commissioner of district Mandi appreciated them. They are now able to give first aid to any one in need.
- 12 girls of Pangi tribal block, who belong to Bhot community are learning carpet weaving (tibetian) at Sural Bhatari.
- Mahila Mandal Garola (CD block Bharmour) has donated one sewing machine for life learning skill at GSSS Garola for two years.
- Vishwa Kirti Institute of Computer Garola has donated computers for girl students to have computer education under life learning skill at Garola.

I- Kasturba Gandhi Bal Vidyalaya (KGBV) :-

The DPO informed that there are 8 KGBV hostels in the district. 2 in salooni block, 2 in Tissa block, 2 in Mehla block and 1 each in Bharmour and Pangi blocks. (Grant of Rs. 228.03 was sanctioned for KGBV upto 06-07 and an amount of Rs.118.28 and been spent till 31.12.06.

The MI visited 5 KGBV hostels namely Bhagergarl, Kihar, Himigiri Kothi, Karian and Mehla. These KGBV have been started during the year 2005-06. The category – wise enrolment of girls in these hostels is as under:

Sr.No.	Name of KGBV	Enrolment				Total
		SC	ST	General	General IRDP	
1.	Bhagergarl	17	10	-	23	50
2.	Kihar	11	2	11	20	44
3.	Himigiri Kothi	22	3	-	25	50
4.	Karian	-	2	-	9	11
5.	Mehla	16	7	1	21	45
	Grand Total	66	24	12	98	200

The MI found that hostels of 3 KGBV were rent free, 1 was on rent basis and was in Govt. building. The buildings of 3 KGBV were under construction and only land had been selected for 1 KGBV's hostel. The staff and part-time teachers have been appointed on contract basis in all the KGBVs. Training in various skills Karate, Khadi weaving etc. was being imparted in KGBVs. Stipend @ Rs.150/-p.m per girls being given to hostellers.

K- DISE :-

The time schedule drawn up for DISE / EMIS in the state for the year is 30 Nov. 2006 and every district has been restricted to submit the information by the prescribes date. The MI has inquired in the sampled schools about the DISE Report and was reported that DCF were supplied to the schools in the end of August or in the beginning of Sept. and one days' training had been imparted to the teachers for filling up DCF. The information had been submitted to DPO before 30 Nov. 2006. As per information received from SPO , there is an MIS in charge at the State level along with one Assistant Programmer and 2 Data Entry Operators.

L- Research and Evaluation;-

There has not been done much so far as Research & Evaluation is concerned. A proposal for only 2 research studies namely 1. Impact of Teacher Training and 2. MGT has been submitted by DIET during the year 2006-07 and the same has been approved. There is one post of Research & Evaluation coordinator at State level and Research projects are sanctioned after discussion with State level committee.

M- Functioning of VECs:-

As reported by DPO total number of VECs constituted in the district was 1493. As per the guidelines of SSA the meeting of VECs are to be held once in a month but in many sampled schools the meetings of VECs have been conducted quarterly. Training of members of VECs has been given at BRCs, and CRC level. Most of the members of VECs reported that orientation/ training programmes were nicely designed and very well conducted. During the discussion with the members of VECs, it was found that all the VECs, are playing significant role in the enrolment, regular attendance of students and teachers, maintenance of school compound, by organising social works.

N. Staffing at State and District Level:-

N. I. The total no. of staff sanctioned category wise in the State Project Office and DIET Office is given at Annexure A.

N-II Number of meeting of General Body and Executive Committee during 2006-2007.

Name of Meeting	2006 -07
General Body	Nil
Executive Body	22.9.2006

O- MID- DAY MEAL (MDM) SCHEME:-

O-1 Daily Service of Hot Cooked Food:-

All (100%) sampled primary schools and comprehensive schools with primary section serve hot cooked food to children daily.

O-II Variety of Food Served:-

100% sampled primary schools and comprehensive schools with primary section serve a variety of food to children in MDM. Menu of MDM was found in most of the school.

O-III Food Items Served:-

The food items served in the sampled schools, as reported by the school teachers, VECs Members and students, are: Rice, Dal, Khichari, Potatoes, Nutrela, green vegetables are also added. Sweet dishes like Meetha Chawal, kheer and Halwa are also provided to the students once in a week. MI team also checked the MDM itself in many schools.

O-IV-V Inclusion of Green Vegetables and Fruits in MDM:-

It is found during visit that the green vegetables (available locally) are mixed with the rice (PULAO). School management in many schools reported the MI that they are unable to meet the expenses of vegetables and fruits as per SSA financial norms.

O-VI Children's Reaction towards the Quality and Quantity of MDM:-

As per the inputs received from children, parents and teachers and observation of their behaviour while having mid -day meal in selected sampled primary schools, it was discovered that children were happy and satisfied with the quality and quantity of mid-day meal.

O-VIII Percentage of Children Who Take MDM in School:-

All the children enrolled in the sampled primary schools and comprehensive schools with primary section take their MDM in school and none of them brings own Tiffin from home.

O-IX Who Cooks and Serves MDM:-

Cooking and serving of MDM in all the sampled schools are done by the cook(s) and helpers. It is found that all the cooks/ helpers in most of the sampled schools are women, under privileged class from the same village/ locality.

O-XI Monthly Remuneration of Cooks and Regularity of its payment:-

All the cooks working in different sampled primary schools are being paid Rs.400/- per month regularly. (Financial norms of SSA are below 30 students Rs.150/- p.m. and above 30 students Rs.200/- p.m. for both the cook and helper). They are appointed on the basis of strength of students.

O-XII-XIII Type of Kitchen Sheds and Storage of food:-

During the field visit of MI's team it is observed that most of the schools are preparing food in veranda and sheds as such do not exist in any sampled school (barring 2-3 schools). As reported by DPO 15 kitchen sheds were allotted for the district during the year 2006-07 and a sum of Rs.7.5 has been allocated for this purpose. A considerable number of sampled primary schools have safer place for the storage of rice and pulses. However, some schools keep rice and pulses bags in the office of Headmasters.

O-XIV Availability of Potable Water for Cooking & Drinking:-

All the sampled schools have potable water for cooking and drinking. A considerable number of schools have been provided water connection under SSA programme.

O-XV Adequacy of Utensils for Cooking of MDM:-

All the sampled primary schools have adequate number of utensils for cooking. However, the children have to carry their plates every day from their homes. This might be causing lots of inconvenience to the children.

O- XVI Kind of Fuel Used for Cooking of MDM:-

Almost all the sampled schools use firewood cooking MDM. They demanded that LPG be made available for cooking.

O- XVIII Personal Hygiene & Manners While Taking Meal:

MI team observed during monitoring and supervision that all the sampled schools encourage children to wash their hands before and after taking the meal. In certain schools the said activity is monitored by school teachers.

As per the inputs received from the headmasters and teachers of the sampled schools and observation of children's behaviour while the food was being served to them, it was found that children take and eat food in an orderly manner. Children line up while the food is being served to them.

While serving Mid-Day Meal to children, no discrimination on the basis of gender, caste or class was observed in any of the sampled primary schools. All the children were treated equally, not only in the serving of MDM but also in every other aspect as well.

O-XIX Inspection and supervision of MDM programme by parents / VECs and District and Block Level Officers:-

As per the report received from the school teacher of sampled schools, parents, and members of VECs often visited the school to inspect the MDM and found it quite satisfactory. However, the contribution by community in cash/ kind was not very encouraging.

P-III Sitting Arrangements, Blackboard and TLM:-

It is observed by the MI team that sitting arrangement is not good and most of the schools children sit on the Tat Patties. Desks have been provided to children in a considerable number of upper primary schools. All the schools have been provided black boards in the classroom. However TLM displayed in the classrooms in most of the schools was not up to the mark.

P-IV Health Camp Facility:-

It is reported to the MI by all the sampled schools that health camps were organised in the schools by Health Department at least once in a every year and they provided medicines namely Iron, Folic acid and Vitamin-A to the children of schools. Children also reported this to MI team. However, health camps have not been organised in a considerable number of upper primary schools during the year 2006-07.

P-X Nature of Evaluation:-

All the sampled schools primary or upper primary, practice continuous evaluation of students by conducting two term tests and assign 25% weightage to each of these term tests in the final examination.

P-XII Number of Dropout Children:-

It was found by the MI in the sampled schools that the number of drop out children at Primary level is 10 and at Upper Primary level 5. This has been shown in the following table:

Total number of children at primary level	10
Total number of children at upper primary level	5

None of the sampled schools could provide information whether the dropout children were continuing their education in any other private school or not.

Enrolment & Attendance of Students:

The attendance of students, which is an important indicator of students, overall performance has also been considered an important factor in assessing the achievement of SSA Mission in the State.

The MI has taken up the task of finding out the attendance of the students' in all the sampled schools of the district visited by MI. The Enrolment and Presence of the students during MI visit in the sampled schools are given in the following tables:-

Level	Total Enrolment			Total Present during MI visit		
	Male	Female	Total	Male	Female	Total
Primary	1673	1534	3207	1373	1311	2684
Upper Primary	1717	1590	3307	1257	1320	2577

Enrolment and presence of students in sampled EGS Centre and KGBVs:

	Total Enrolment	Total Present during MI Visit
EGS Centres	118	108
KGBVs	200	-

Suggestions for Quality Improvement:

Achievement in the field of elementary education, in the State of Himachal Pradesh, as result of intervention of SSA is very much appreciable. Retention and enrolment rate are appreciably high. Dropout rate and the number of out of school children are very-very low as compared to other States of the country. Children seem to enjoy MDM provided to them on daily basis and poor and working parents are greatly relieved from their burden. A large number of school building have come up and existing school buildings have improved a lot. We can, therefore, conclude that quantitative expansion and improvement have been achieved to an appreciable extent in Himachal Pradesh due to the intervention of SSA. A time has come when Himachal Pradesh has to give due attention and priority to qualitative improvement. Improved infrastructural facilities, higher rate of enrolment, retention, low rate of drop out and out of school children are not the ends but the means to realize the goal of qualitative elementary education. The State government and the SSA authorities should not be complacent with the achievement of only quantitative expansion of elementary education, rather they should take care of the following issues for providing quality education to children in the Primary and Upper Primary schools.

1. **Teachers and their training:-** Since the quality of education is determined to a great extent by the quality of teachers and their training, more stress should be laid on improvement of the same. The contents of training should be selected with due care, giving emphasis on relevant topics like child development and child psychology, as knowledge of these topics is all the more important for teachers working at elementary stage of education. Topics like methods and techniques of teaching, innovations in teaching and learning, development and use of teaching learning materials, resourcefulness in development and organization of play way methods and activities should also find place in the contents of training. All the teachers should be required to undergo this kind of training. To include more topics in training, duration of training should be increased. Due emphasis should be laid on encouragement of teachers to develop their own teaching materials from locally available materials and utilization of low cost and no cost materials available in the locality and nearby in organizing teaching activities.
2. **Resource persons or teacher educators:-** Since the success of teacher training greatly depends upon the quality and expertise of resource persons or teacher educators, selection of the same, to impart training for teachers should be done with great care. Only those persons whom teachers trust upon should be appointed as resource persons in the training of teachers. Frequent transfers of teachers trainers at various levels has adversely affected the quality of training of teachers.
3. **Evaluation System:** Since evaluation system is an important determining factor of quality education, serious thought needs to be given for the improvement of evaluation system. The evaluation system in schools practised at present in Himachal Pradesh can be said to be continuous to some extent as many schools conduct weekly, monthly and term tests but we should understand that the purpose of continuous evaluation is to provide the feed back on the performance of children to the parents,

teachers and children themselves for initiating the corrective measures well in time. Besides this, the evaluation being used is not comprehensive enough as it covers only scholastic achievements and that too only in certain topics of the syllabus. Hence, it is suggested that continuous and comprehensive evaluation system, in the real sense of the term, should be introduced so that the development of both scholastic and non scholastic aspects of child's personality could be given due emphasis in the teaching learning process in schools.

4. Appropriate measures need to be taken to fill up the vacant teaching posts in different schools. There are single teacher in 75 schools in district.
5. Almost in all the schools many teachers are engaged in Seminars and other duties. Due to this reason, the classes suffer heavily. It is suggested that the staff of other departments may be engaged in these duties.
6. BALA features have helped a lot in creating attractive environment and also in increasing self learning habit in the children in few schools. It is suggested that this programme may be started in all the primary schools and sufficient funds may be made available for the development of these facilities.
7. The MI during its visit observed that in many schools grant were lying unspent and utilization certificates had been submitted. It was told by the teachers that DIET people had advised them to do so. It is a wrong practice and should be stopped in future.
8. It was reported to the MI that teachers (in charge of SSA) were not consulted while spending building grant/grant for BALA features by the VECs/JEs in a few schools and were asked simply to sign the vouchers. This practice requires attention of the authorities.
9. TLM has not been widely displayed in most of the sampled schools of the district. There is great need of wider use of TLM developed by the students, teachers and also adequate display of TLM in the class rooms. MI has not found any substantial preparation of TLM and its use in most of the sampled schools of the district.
10. There is an urgent need of making structural changes in educational administration to achieve the objectives of SSA programme. The programme is being implemented in the state of Himachal Pradesh through DPO who is also Principal of the DIET in each district but without any administrative powers. All the administrative powers are vested in Deputy Directors Primary Education. A separate Directorate of elementary education has, in principle, been accepted by the State Govt. but requires to be implemented practically so as to achieve the quality education. In the absence of line of control, DPO is unable to implement SSA programme and quality education has become a myth in the State of Himachal Pradesh.

11. Unionism at all levels is one of the influencing factors for not achieving quality education.
12. There is lack of convergence between educational institutions and public representatives. The VECs have been constituted in all the schools of State yet there is a need to develop rapport between the two to ascertain maximum cooperation.
13. It has been observed by the MI that CRCs have been given all powers to execute need based interventions of SSA in their respective areas of operation but due attention requires to be given by CRCs to improve the quality of education.
14. While attending training of teachers in the district, it was observed that meager amount of Rs.70/- (Rupees Seventy only) per day per head inclusive of TA/DA, teaching learning material was quite insufficient due to difficult terrain of the State and higher traveling rates existing in the State rules. At times, it becomes quite difficult to manage a cup of tea and working lunch to the teachers participating in the training. It is suggested that limit of Rs.70/- should be enhanced to at least Rs.100/-

**List of Primary Schools/Upper Primary Schools/ EGS Centres/KGBVs
visities by Monitoring Institution:**

Primary Schools

Sr. No.	Name of School	Education Block
1	GPS Dalhousie	Banikhet
2.	GPS Maluda	-do-
3.	GPS Sadal	Chowari
4.	GPS Chowari	-do-
5.	CPS Chowari (Girls)	-do-
6.	CPS Gahar	-do-
7.	GPS Gehrna	-do-
8.	GPS Chaned	Chamba
9.	CPS Udaipur	-do-
10.	CPS Saru	-do-
11	GPS Kandi	Sundla
12	GPS Chhudra	-do-
13.	CPS Sundla	-do-
14.	CPS Sihunta (Boys)	-do-
15.	CPS Sihunta (Girls)	-do-
16.	GPS Banoli II	-do-
17.	GPS Thulel	-do-
18.	GPS Sihunta	-do-
19.	CPS Lambu	Garola
20.	GPS Garola	-do-
21.	GCPS Bharmour	Bharmour
22.	GPS Channi	-do-
23.	CPS Bharmour	-do-
24,	CPS Rajera	Hardaspura
25.	CPS Karian	-do-
26.	GPS Hardapura	-do-
27	CPS Surjani	Salooni
28.	CPS Himigiri Kothi	-do-
29.	GPS Lader	-do-
30.	GPS Narohi	-do-
31.	CPS Salooni	-do-
32.	CPS Manjeer	-do-
33.	CPS Choori	Mehla
34.	GPS Bagga	-do-
35.	GPS Chamera	-do-
36.	CPS Rakh	-do-
37.	CPS Makrod	Teesa
38.	CPS Charada	-do-
39.	GPS Kathwad	-do-
40.	GPS Kuha	-do-

41.	CPS Seikothi	-do-
42.	GPS Salwan	-do-
43.	GCPS Rajnagar	Kiani
44.	CPS Kiani	-do-
45.	CPS Pukhri	-do-

Upper Primary Schools:

Sr. No.	Name of the School	Name of Block
1.	GMS Grangar	Banikkhet
2.	GMS Malura	-do-
3.	GMS Dagoh	-do-
4.	GSSS Dalhousie	-do-
5.	GMS Sadal	Chowari
6.	GMS Gehrna	-do-
7.	GMS Jatroon	-do-
8.	GMS girls, Chowari	-do-
9.	GSSS Chowari	-do-
10.	GMS Saru	Chamba
11.	GSSS Chaned	-do-
12.	GMS Knadi	Sundla
13.	GMS Chhudra	-do-
14.	GSSS Sundla	-do-
15.	GHS Dadriara	Sihunta
16.	GHS Lamu	Garola
17.	GSSS Garola	-do-
18.	GMS Lahal	Bharmour
19.	GHS, Girls, Bharmour	-do-
20.	GMS, Hardaspura	Hardaspura
21.	GHS, Rajera	-do-
22.	GSSS, Karian	-do-
23.	GHS, Surgani	Salooni
24.	GMS, Choori	Mehla
25.	GHS, Charda	Tissa
26.	GSSS, Jhajahoshi	-do-
27.	GHS, Rajnagar	Kiani
28.	GSSS, Pukhari	-do-
29.	GSSS, Kiani	-do-

EGS (Education Guarantee Scheme)

Sr.No.	Name of the School	Block Name
1.	Khalor	Salooni
2.	Manjeer (Saili)	-do-
3.	Nared	Tissa
4.	Khalor	-do-
5.	Hatheri (Mangla)	Hardaspura
6.	Thubrehar	-do-
7.	Dholli	Hardaspura

KGBV (Kasdturba Gandhi Balika Vidyalya)

Sr.No.	Name of the Schools	Education Block
1.	Bhagaigarh	Tissa
2.	Kihar	Salooni
3.	Himgiri Khothi	-do-
4.	Karian	Mehla
5.	Mehla	-do-

Mobile School: Pahlani Mata

NGO: Paradise Chowari

Annexure –A

Staff Position in District Project Office SSA Chamba:

S. No	Staff	
1.	Deputy Commissioner	Chairman
2.	Deputy Director(Secondary)	Ex-officio DPC
3.	Principal DIET Ex-officio	Ex-officio DPO
4.	Lecturer DIET	Ex-officio Teacher Training In-charge
5.	Lecturer DIET	Ex-officio Gender Coordinator
6.	Lecturer DIET	Ex-officio IED In-charge
7.	Lecturer DIET	Ex-officio Evaluation Expert
8.	MIS	1
9.	Data Entry Operator (Two)	2
10.	Accountant	1 Ex-officio
11.	Section Officer	Vacant
12.	A.E.	1
13.	Draftsman	1
14.	JE	7
15.	Clerk	8
16.	Steno	1
17.	Peon	8

KULLU

MONITORING REPORT OF SSA ACTIVITIES IN KULLU DISTRICT OF HIMACHAL PRADESH

October 2006 to March, 2007

The Department of Elementary Education, Ministry of Human Resource Development, New Delhi has entrusted the task of monitoring the implementation of SSA in Himachal Pradesh, to the H.P. University. However, this responsibility, as directed by the University, has been discharged by the Centre for Adult, Continuing Education & Extension, since 2003 last 2 years. As per MOU signed by the University, it is supposed to monitor the various activities and programmes under SSA with objectives of (a) Assessing the progress of implementation of approved plans (b) Sample check progress and (c) Verify the process and procedure for implementation.

As per the Revised Terms of Reference MI is expected to cover 5% of Elementary Schools /EGS/AIE Centre in all the districts allotted to it during the period of 2 years. Further, the MI is expected to visit 25% of the number of districts allotted to it in a period of two years.

The MI in strict compliance of the aforesaid Revised Terms of Reference selected, three districts, namely Kullu, Chamba and Kinnaur districts, out of the total remaining nine districts, in H.P. for writing the Monitoring Report (October 2006 to March, 2007) for second six months of 2006-07, and selected 5% sample of primary schools, BRCs and CRCs from both districts under reference to verify the status of implementation of various programmes under SSA in H.P. Three districts have been already covered by the MI team.

Organisation of the Report

The monitoring report has been organized and presented under the following two sections.

Section-1: Methodology of Writing the Report

Section-11: Main Body of the Report.

Section-1

Methodology Adopted for Writing of Monitoring Report:

This section includes the method adopted, tools used and details regarding the population and sample:

B. Method of Data Collection:

The Survey Method was adopted for collection of data from the sampled primary schools, BRCs and CRCs of Kullu district.

B Tools:

The following tools were developed and used by the MI to collect the relevant data.

1. Interview- cum –Observation Schedule based on the Monitoring Format
NCERT.

developed by

2. Attendance Sheet for recording Students' Attendance

3. Field Dairy recording observations.

C Population And Sample:

Details of the population of Primary and Upper Primary schools and EGS, total No. of BRC,CRC, Developmental Block, Educational Block of Kullu district. And sample taken by MI team are given in the following table:

Details of population and Samples of PS,UPS and EGS:

	Total No. of Schools	Sample
Primary School	727	38
Upper Primary	189	18
EGS	27	03
Day Care Centre	01	01
NGO's (Nav Chetna, National Association for blind	02	02
BRCC (Pry.)	05	---
BRCC (U. Pry.)	05	---
CRCC (Pry.)	130	---
CRCC (U.Pry.)	30	---
No. of Edu. & Dev. Blocks	6	4
SingleTeacher Schools		

Section –11 Main Body of the Report

This Section carries the main body of the Monitoring Report and includes the observations of MI with regard to the status of implementation of various activities and programmes related to SSA, by the implementing agency, namely, SSA, HP. For meaningful and systematic presentation of the Monitoring Report, this section has been

divided into 16 sub heads, as per the requirement of the Monitoring Format, provided to the MI by Department of Elementary Education, MHRD, New Delhi,

A - Opening of New School:

A-1 - Kullu District:-

As per PAB for 2006 –07, 41 Schools have been approved for upgradation from primary to upper primary in Kullu District. However, only 10 primary schools have been upgraded up to March 07. No new primary school has been opened during 2006-07. The MI Team has not visited any upgraded school during monitoring and supervision.

B-I Civil Works In Progress (2006-07):-

MI team has not seen any type of construction work in any sampled school during monitoring and supervision of Kullu district.

Target of civil works:-

B-II Most of the schools visited by MI did have adequate rooms constructed in previous years from SSA grant, and the quality of construction was quite satisfactorily.

B-III Training of SMC/VEC for Civil Works:

It was verified from the members of the VECs by the MI about the Technical aspect of construction and was reported that the two training of VEC members in general has been imparted along with technical aspect of construction work. There AE's and JE's are appointed in all the districts of Himachal Pradesh by the State Govt., yet technical aspect during training of VEC members has been given due importance in the district which was observed by the MI in the sampled schools also.

B-IV Maintenance of Separate Account of Funds by VECs/SMCs:

The VEC is not maintaining separate account of funds because technical personnel is appointed to look into these processes of SSA programme itself and all funds are maintained in the school and utilized through VEC. They have the joint account.

B-VI,VII Technical Supervision and Frequency of Visits for the Supervision of Civil Works:

In the policy frame itself, the Government of H.P has made special provision for technical staff for construction work . It was observed by the MI that one AE at District level and JE s at block level have been appointed under SSA. The Technical supervision of civil works is done by AE / JE appointed on contract basis by SPD / DPO.

B-IX Convergence Between Swajaldhara and total Sanitation Campaign (TSG)

As observed by MI that there is no convergence between Swajaldhara and total Sanitation Campaign in the sampled school in the Kullu Districts.

B-X Agencies Involved in the Construction of Drinking Water Facilities in Schools:

During the field visit the MI to the sampled schools in the Kullu District, , it was found that no specialized agency was involved in the construction of water facilities in the schools. In fact , all the sampled schools reported that the water facilities were constructed by the VECs themselves by involving local technicians/workers.

B-XI Convergence With TSC:

During the field visit the MI has observed on the spot in the schools, that there is no convergence with total sanitation campaign (TSC) taking place in respect of toilet facilities in the schools.

B-XII MI's Impression of Quality Construction:

Though construction of toilets, drinking water has been done before this financial year. Yet, it is mentioned that the quality of construction of toilet, drinking water facilities, is by and large good in the schools.

BALA Programme:

The objective of this programme is to create attractive environment in the schools and increase the habit of self-learning in children and Bala programme has been very well depicted in the schools of Kullu district.

C.I Text Books:-

C-I Number of Children Receiving Free Text books:

Text books have been provided to all the schools in the Kullu District. The MI has verified from the records of the sampled schools and found that all the students received books in the beginning of session. Free Text books were distributed well in time in April itself to SC/ST and girls student under SSA. State has no separate funds for free text books .

C- II,III Receiving and Distribution of Text Books :

As per the information submitted by DPO, the text books were received before starting of session and distributed within and half months of the commencement of the academic session 2006. It was verified in the sampled schools too. The following table shows the responses of school management in sampled schools that there was no delay in the distribution of books under SSA.

Statement	No. of Schools	%
Yes	52	92.86
No	04	7.14
Total	56	

Month of receiving of text books:

Month	No. of Schools	%
April 2006	52	92.86
May 2006	02	3.57
June 2006	02	3.57

F. School Grants:-

D- I-II & IV Number of Primary and Upper Primary Schools Approved for School Grants & Release of Funds:

It was found and verified by the MI in the sampled schools that school grant of Teacher grant and Management/ maintenance grant were distributed to all the sampled schools in the month of August, September, October and Nov. 2006. It has been found by the MI that in sampled 56 schools, 52 schools have utilized while 4 schools have not utilized the said grants.

D-II Following table shows the responses of school management to the question that in whose name the said grant was released.

Account	No.	%
School Account	36	64.28
VEC account		

Combined account of VEC and School	20	35.72
SMC account	-----	-----
Total School	56	

D-III According to DPO office proper guidelines have been circulated regarding utilization of school grants. It was verified in the sampled schools whether any Guidelines has been circulated by DPO for utilization of school grants.

Statement	No. of Schools	%
Yes	56	100
No	----	---
Total	56	

D-IV Month of receiving of school grants:

Month (2006)	No. of Schools	%
Aug.	12	21.42
Sept.	38	67.85
Oct.	05	8.92
Nov.	01	1.78

D-V Utilization details of School grants:

Statement	No. of Schools	%
Utilized	52	92.86
Un-utilized	04	7.14
Total	56	

As per information and verification from SPO and DPO, The DPO office does not make use of school grant for centralized purchases for schools, rather schools have complete freedom in the utilization of the said grants.

G. Teachers and Teacher Training:-

**E- I,II,III,IV,V: Teachers Sanctioned, Nature of recruitment
Empowerment of VECs regarding appointments &
Presence of Teacher on the Day of MI's Visit.**

Nature of appointment of teacher in SSA is on contract basis in district as per information received from SPO, All the sanctioned post i.e. 47 have been filled up and no post are lying vacant.

The following table shows the sanctioned post of teachers, filled up and presence of teachers on the day of MI visit in the sampled schools of kullu district both primary and upper primary.

Post	Primary (GPS)	%	Upper Primary (GMS)	%
Sanctioned post	174	-----	102	---
Filled up post	163	93.67	97	95.00
Vacant post	11	6.32	5	5.00
Presence of Teachers	120	73.61	81	83.50

In the sampled primary schools, 11 posts of teachers were lying vacant out of sanctioned posts of 174 teachers and 73.61% were present and in upper primary schools 5 posts out of total 102 were lying vacant and 83.50% teachers were present on the day MI visit in the schools.

E-VI Rapport Between Children and Teachers:

It was found by the MI the day of visit to the various sampled schools the rapport between teachers and children was quite satisfactory.

E-VII Target Number of Teachers to be trained:-

In the sampled schools of district almost 100% teachers have been given 15 days training as proposed and approved by the PAB approval of 2006-2007.

In Annual Work Plan, targeted no. of teachers to be given training were 33048 mandays whereas actual no. of teachers who were given training 26918 mandays, in the whole districts according to training incharge of DIET.

They were imparted training at DIET, Block and at cluster level by the Master Trainers. Master Trainers were trained at state level. DPO , DIET co-ordinators, BRCC's & CRCC's check the quality of these trainings.

The content of these training programme is related to various school subjects such as Mathematics, Science, English, Hindi, EVS, etc. The module for these training programmes were prepared by master trainers, The module for primary teachers includes English, Maths, Science, Social Science, Environment, Physical Education, Yoga, Psychology ,TLM, Continuous comprehensive evaluation, SSA activities, financial management in primary schools, School development plan, School mapping etc

It has been found by the MI that newly recruited teachers (Vidya Upasak) are being given training of 90 days during vacations (summer & winter) at DIET level. 168 Vidya Upasak were given training during 2006-2007.

E- X Satisfaction level of Training:-

MI visited the training programme of the District and observed that trainings have become only number game and has not been given quality impact specially at primary education. The methodology of training was absolutely lecture method and quite irrelevant to the needs of the participants. Some teachers expressed their dissatisfaction either with the contents or methodology or resource persons. Some teachers expressed the view that the resource persons of the training programmes in the DIET have good knowledge and teaching skills but the resource persons of the trainings organised at field level are not capable of imparting the training. Training in "ADHAR" Book proved to be quite interesting and satisfactory. However, considerably large number of teachers were not very happy with the kind of training and resource persons. 78.57 % teachers were satisfied while 21.42 present teachers were not satisfied.

	No. of teachers	%
Satisfied	44	78.57
Not satisfied	12	21.42
Total	56	

E- X- a- Digree of effectiveness as perceived by the teachers:-

Degree	No. of teachers	%
Not effective	12	21.42
Effective	37	66.07
Very Effective	07	12.50

E-XI (a-b) Role of BRC s and CRC s:-

The MI during its visit to the sampled BRC s found that they were actively engaged in the promotion of cause of teacher education and Organisation of Mahila Shakti Melas in their respective jurisdictions. Rather very few BRCs were able to meet the MI due to their planned programmes. Beside they have also conducted series of orientation / training programme for various VECs and mobilization of committee. DIETs are extending their cooperation to BRCs and CRCs in the field of capacity building, academic supervision and guidance. However, there is much more scope for the cooperation. The BRCs and CRCs are extending the required support to the existing EGS in their respective jurisdictions. Teachers of sampled schools told to the MI during supervision that BRC visit once a year and CRC comes three or four time in a year to the schools.

E-XI -c- Type of programmes conducted by the BRC/CRC in schools;-

	Yes	%	No	%
1-Pedagogic improvement	56	100	---	---
2-Administrative improvement	56	100	---	---
3-Model lessons in class rooms	56	100	---	---
4-Helping teachers to teach difficult topics	56	100	---	---
5-Conducting of random tests for children	56	100	---	---

E-XII Quality Coordinator at SPO:-

SPO has quality coordinators as per the information supplied to the MI, these coordinators are engaged in developing coordination among different coordinators and Monitoring the quality related interventions. Monthly review meeting is held to review district wise programmes. Infact DIETs are nodal agencies in implementation of SSA and SCERT has its involvement in development of books and training of lecturers.

F. Teaching Learning Materials [TLM]

According to DPO, TLM grant of Rs.13,09,000 has been released to the 2745 teachers of Kullu district for the year2006-07. All the sampled schools of Kullu district have received TLM grant of Rs.500/- to each subject teacher in the month of Aug., Sept., Oct. & Nov.2007 No school is left without releasing TLM grant. The TLM grant has been utilized for procuring the teaching learning material such as Charts, Maps, Gloves, Water colour, Colour Pencil, Dictionaries etc. In addition to these items, models related to science have also been prepared by the teachers by involving the students in some of the sampled schools.

F. a- Date of receiving TLM Grant:-

Month (2006)	No. of Schools	%
Aug.	12	21.42
Sept.	38	67.85
Oct.	05	8.92
Nov.	01	1.78

F. c- Nature of TLM, whether displayed in the classrooms or kept separately:-

Nature	No. of Schools	%
Displayed in the class rooms	42	75
Kept separately	14	25
Total	56	

TLM material have been displayed in the 42 school, while in 14 schools TLM materials have been kept separately. They utilized TLM grant for procuring the teaching materials such as charts, slogans on the walls, maps, globes, colour pencils etc. In large numbers of school they have bought it from the market, only in 7-8 school they have developed it themselves.

F. d- Utilization of TLM by students:-

Following table shows the responses of teachers of sampled schools whether students are using the TLM material.

Statement	No. of Schools	%
Yes	42	75
No	14	25
Total	56	

H. f- Good example of utilization TLM by any school:-

Statement	No. of Schools	%
Yes	02	3.57
No	54	96.42
Total	56	

TLM has been widely developed and used by the students of Govt. Primary School Choparsa of Block –II of Kullu districts.

F. g- Training of teachers:-

Statement	No. of Schools	%
Yes	56	100
No	---	
Total	56	

Above table shows that 100% teachers of sampled schools were agree that they were given training for developing TLM during 15 days training programme at DIET, Block and Cluster level.

I. EGS & AIE (NRBC) RBC:-

According to the DPO office, there are 27 EGS Centres in Kullu District. 421 children (225 boys and 196 girls) were enrolled in these Centres. 27 EVs were appointed by the DIET. They were imparted training at DIET level. They are given Rs.1000/- per month. No EGS Centre was upgraded to primary school in the year 2006-07. 42 children of EGS centres have been mainstreamed to class IV in the nearest govt. schools.

EVs are given academic support by BRCs and CRCs regularly and instructions had been issued by DPO frequently. The EVs are found to be regular in their attendance and this was verified on the spot and DPO also is keeping careful record of their attendance and regularity.

The MI Team visited 3 EGS Centres of the Kullu district. The following table shows the enrollment and presence of students in these centres on the day of MI visit.

Total Enrollment				Present during MI Visit		
Class	Boys	Girls	Total	Boys	Girls	Total
Ist	5	7	12	3	9	12
IInd	3	7	10	3	6	9
IIIrd	4	11	15	4	10	14

From field visit of the sampled EGS Centres, MI found the black board, TLM books, etc. are available in the centres. TLM, TLE, Utencil and Stationery grants are also given to the EVs. Students are also given Mid Day Meal and free text books

The classroom has been provided by the community but the condition of the room was not good in these centres. MI team found that EVs are well qualified and trained. EVs in two centres are 10+2 and in one centre EV is Post Graduate. It is found that they were not getting payment regularly.

Report from the DPO and of the spot assessment of sampled centres showed a satisfactory and commendable achievement level of children studing in these centres. The rapport of the EVs with the children of the centres were satisfactory.

J- Children with Special Needs:-

As per information received from DPO, in the district Kullu there are 1564 children with Special Needs .out of which 1380 are identified and enrolled in the schools and 184 are home based. Two NGOs, Nav Chetna,Parents Association for Mentally Challenged and National Association for Blind, are working in Kullu district. 43 Resource persons are appointed in these NGOs. The SPO has an IED coordinator in the DIET. NGO, Nav Chetna has adopted 20 and another NGO, National Association for Blind has adopted 10 home based children. IED coordinator is providing best possible help to the children with special needs in the district. AIDS and Appliances are provided to 141 CWSN.

Following table shows the number of children with special needs identified by the SSA in Kullu District of Himachal Pradesh.

No. of Identified Children	1564
No. of identified children enrolled in the school	1380
No. of Home based children out of the school	184
No. of home based children adopted by Nav Chetna	20
No. of home based children adopted by National Association for Blind	10
Total No. of Aids and Appliances provided to CWSN	141

MI Team visited 8 home based children adopted by NGO, Nav Chetna and 5 home based adopted by National Association for Blind. These NGO are doing excellent job for these home based children. Parents of these home based children were happy with the functioning of these NGOs. NGO want to adopt other home based children but due to lack of funds they were not able to do so. It was found that children have been adequately provided equipments for physical exercises and recreations.

The main objective of this education is to make CWSN independent so as to enable them to perform routine work in their daily life. These children are being given learning material, toys, medicines, wheel chair, hearing aids etc. The MI verified this fact in the field also. Trained boys employed by NGO visit the homes of CWSN once a week or after 3-4 days and distribute medicines etc. to them. Physical therapy is also given to the needy CWSN.

As for the total number of enrollment of CWSN children is concerned there were 1380 children identified in the district Kullu and MI found 23 CWSN children in sampled schools of the district. None of them has been provided any Aids and Appliances during the current financial year 2006-07.

The following table shows whether the ramps have been provided in the sampled schools.

Statement	No. of Schools	%
Yes	30	53.57
No	26	46.42
Total	56	

Ramps have been Built in 30 sampled schools while 26 schools were without ramps.

MI team visited some Home based children adopted by NGOs, Nav Chetna

Day Care Centre Kullu:-

There is one Day Care Centre in the district Kullu opened by Nav Chetna Parents Association for Mentally Challenged.

A special mention needs to be focussed on an outstanding efforts made by one of the teachers of the DIET Kullu, he is running a open school for the children of slum community. The children are being taught by the students of the J.B.T. of DIET on voluntarily basis. It was found that the attention of each child was being given by these students and the achievement level of these children was quite high. MI found that the parents of slum community were quite enthusiastic and appreciated the efforts of the teacher involved in this process. About 35 children were present during the visit of MI team.

K- Kasturba Gandhi Bal Vidhalya:-

KGBV is only in two district i.e. is in Shimla & Chamba. Kasturba Gandhi Vidhalya is not in operation in the other district of the State.

K- III-IV. DISE :-

The time schedule drawn up for DISE / EMIS in the state for this current year is 30 Nov.2006 and every district has been restricted to submit the information by the prescribe date. The MI has inquired in the sampled schools about the DISE Report and was reported in the schools that the report have been submitted to DPO before 30 Nov. 2006 As per the information received from SPO , there is an MIS incharge at the State level alongwith one Assistant Programmer and 2 Data entry operators.

100% admitted that data capture format have been supplied to all the school every year Sept. and they were given one (1) day training to the concerned teachers every year. Block level teams are given training at DIET. They further trains CRC , and CRC, trains the teachers of the clusters.

The task of verification of 5% of the collected data have been given to CRC/BRC coordinators and SPO is the third party for verification of data. Last year report was submitted 14th Dec.2007 according the DPO.

The following table shows whether the schools have been supplied data capture format and any type of training for filling up of data.

Statement	Data capture format has been supplied to them well in time /%	Training received for filling up this format. / %
Yes	56 / 100%	56 / 100%
No		
Total	56	56

L- Research and Evaluation;-

There is one part of Research & Evaluation coordinator at state level and Research projects are sanctioned after discussion with state level committee.

According to the Action Research Coordinator (DIET) they had taken 30 action researches in the financial year 2006-07 . and these were in the final stages. Four studies were sanctioned in AWP &B but none of them has been completed till the time of MI visit. There has not been much done so far as Research & Evaluation is concerned. It has been proposed two studies in the current year which has been approved.

N- Functioning of VECs:-

As per information submitted by the DPO, total number of VECs established in the district was 921. The Number of VEC s in the district ranged from 6-15.

M-a, Following table shows the responses of school management whether a copy of guidelines to delegation of power to VEC has been issued by SPO, DPO, to the schools. Hand book of guidelines have been provided to each VEC according to DPO. 95% sampled school said yes while 5% denied for having issued the copy of guidelines.

Statement	No. of school	%
Yes	53	94.64

No	03	5.35
Total	56	

M-b, Next question was whether these guidelines are available with VEC.

Statement	No. of school	%
Yes	5	9
No	51	91
Total	56	

M-c, According to the DPO there should be 2 women member in the VEC. The following table shows the total number of members of VEC, and total no. of women in these VEC in the sampled school visited by MI.

Total no. of members of VEC in sampled 56 schools	492	
Total no. women members of VEC	185	37.69%
Total no. of sampled school	56	

There were 37.60 % women members of VEC in the sampled schools.

M-d, As per the guidelines of SSA the meeting of VECs are to be held once in a month but in most of the sampled school the meeting of VECs have been conducted after a gap of 3-4 months. The table shows the percentage of members who attend the meeting regularly in the sampled schools.

No. of School	Percentage of members who attend the meeting regularly
07	25-30%
11	40-50%
14	50-60%
08	60-70%
08	70-80%
04	80-90%
04	90-100%

Above table shows that 25-30% members of VEC attends the meeting regularly in 7 sampled schools. 40 to 50% in 11 schools, 50-60% in 14, 60-70% in 8, 70-80% in 8, 80-90 in 4 and 100% members attends the meeting in only 4 sampled schools.

M-V, Training of members of VEC has been given by BRC, CRCs level and also at DIET level. Most of the members of VECs reported that orientation training programmes were nicely designed and very well conducted. However, certain members of VECs of the sampled schools were not happy and satisfied with the training programme. In the some discussions with the members of VECs, it was found that all the VECs, in both districts are playing significant role in the enrolment and regular attendance of students

190	100	----	----	38	100	----	----	20	100	----	----
-----	-----	------	------	----	-----	------	------	----	-----	------	------

O-II Variety of Food Served:-

100% sampled primary schools in districts, serve a variety of food to children in MDM. Menu was prepared by every school, checked by MI team in the sampled school was showing that schools are providing variety of food. All the respondents, teachers, students told that they are served variety of food by the school.

Students				Teachers				Parents			
Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
190	100	----	----	38	100	----	----	20	100	----	----

O-III Food Items Served:-

. The food items served in the sampled schools of the districts, as reported by the school teachers, VECs Members and students, are Rice, Dal, Potatoes, Nutrela, Green Vegetables are also added. Swedish like Meete Chawal, kheer and Halwa are also provided to the students once in a week. MI team also checked the MDM itself in many schools.

Items	Students		Teachers		Menu Register	
	Yes%	No %	Yes %	No %	Yes %	No%
Rice	100%	-----	100%	-----	100%	----
Dal	100%	----	100%	-----	100%	----
Potato	75%	25%	100%	-----	100%	----
Green vegetable	20%	80%	100%	-----	----	100%
Pumpkin	60%	40%	100%	----	----	100%
Brinjals	35%	65%	100%-	----	----	100%
Vegetable added in rice	100%	-----	100%	----	100%	----
Swedish (Meetha chawal, kheer And Halwa)	100%	-----	100%	----	100%	----

O-IV-V Inclusion of Green Vegetables and Fruits in MDM:-

It is found during visit that they mix the green vegetables with the rice (PULAO). School management in many schools reported the MI that they are unable to meet the expenses of vegetable and fruits as per SSA financial norms. They provide seasonal vegetables with rice and seasonal fruits some time.

Item	Yes	%	No	%
Fruits	06	14.80	32	84.20
Eggs	01	2.63	37	97.36

O-VI Children's Reaction Towards The Quality and Quantity of

MDM:-

As per the inputs received from children, parents and teachers and observation of their behaviour, while having mid-day meal in selected sampled primary schools, it was discovered that large number of students were happy and satisfied with the quality and quantity of mid-day meal.

	Yes	%	No	%
Quantity of Meal	190	100%	----	----
Quality of Meal	148	78%	42	22%

MI team found that 100% students of sampled school were happy with the quantity of meal but, as for the quality of meal is concerned 78% were happy and 22% of students were not happy. MI also found during the visit to the sampled schools of Kullu district that the quality of MDM was not good in large number of sampled schools.

O-VII Micro Nutrients and Deworming Medicines Given to Children in Schools:-

Following table shows the responses of school mgt. to the question whether students are given such medicines.

Medicines	Yes	%	No	%
a- Iron	24	63.15	14	36.84
b- Folic Acid	2	5.26	36	94.73
c-Vitamin A	24	63.15	14	36.84
d- Deworming medicines	12	31.57	26	68.42

For Iron 63.15% said yes, while 36.84% said no, Folic Acid 5.26% yes, 94.73% said no, Vitamin A 63.15% said yes, 36.84 % said no and for Deworming medicines 31.57% said that this medicines are given to the students while 68.42% denied for giving such medicines to the students in the sampled schools. Health workers of nearest health centres or some time Doctors also distributed these medicines after check up, to the students. They comes to the school once in every year or some time twice in a year.

O-VIII Percentage of Children Who Take MDM In School:-

All the children (100%) enrolled in the sampled primary schools and comprehensive schools with primary section, take their MDM in school and none of them bring their own tiffins from home.

O-IX Who Cooks and Serves MDM:-

Cooking and serving of MDM in all the sampled schools, are done by the cooks. Cooks were appointed by the School management with the help of VEC. It is found that all the cooks in the sampled schools were men and women under privileged class from the same village/ locality.

Appointment of the Cook / Helper	Yes	%	No	%
By the School / VEC	17	100	01	2.63
By Self Help Group	---	---	---	---
By NGOs	---	---	---	---

By Contractors	---	---	---	---
By Mahila Mandal	01	2.63	---	---

Above table shows that cooks and helper are appointed by the school with the help of VEC in 97.37% schools only in one of the sampled school of Kullu district cook / helper is appointed by Mahila Mandal. They are sending the members of Mahila Mandal to this school by changing after every three months.

O-X, Social Status of Cooks Engaged for MDM:-

All the cooks (100%) engaged for Mid Day Meal in the sampled primary schools in district are from the under privileged class from the same village/ locality. There were 22 male and 57 females.

	Male	Female
a- Cook	15	23
b-Keeper	7	34

O-XI Monthly Remuneration of Cooks and Regularity of its

payment:-

All the cooks working in different sampled primary schools in the districts are being paid Rs.400/- each month regularly. They are appointed on the basis of strength of students.

O-XII-a, Monthly Remuneration of Cook /Helper is regular:-

Responses	No. of school	%
Yes	21	55.26
No	17	44.73

In 55.26% sampled schools Cook / Helper said that payment is regular while in 44.73% schools they said that payment is not regular. Some time they gets it after a gap of four or five months.

O-XII-b, Type of Kitchen Sheds:-

During the field visit of MI's team observed that they were preparing the food in the proper school rooms and shed as such does not exist in any sampled school in the districts.

Type of Kitchen	No. of school	%
School room in good condition	25	65.78
Not in good condition	13	34.21

In 25 sampled schools they were preparing MDM in school rooms and school rooms were in good conditions while in 13 schools the condition of the kitchens were not good, even in one of the schools (G.P.S. Bihali) they were preparing the MDM in the toilet.

O-XIII Storage of food:-

A considerable number of sampled primary schools have safer place for the storage of rice and pulses. However, some schools keep rice and pulses bags in the office of Headmasters. Following table shows that in 33 schools they had safer place while in 6 schools they didn't have the safer place of storage of food grains.

Responses	No. of school	%
Safer place	33	86.84
Un safe	6	15.78S

O-XIV Availability of Potable Water For Cooking & Drinking:-

36 sampled schools of the districts have potable water for cooking and drinking and in 2 schools they didn't have the facility of potable water they have to bring it from far away. In 18 GMS potable water is available for drinking purpose. A considerable number of schools have been provided free water connection by the department of IPH, and rest by local people.

O-XV Adequacy of Utensils for Cooking of MDM:-

All most all the sampled primary schools in district have adequate number of utensils for cooking. However, The children have to carry their plates every day from their homes. This might be causing lots of inconvenience to the children. Cook /Helper and teachers were asked whether utensils used for cooking were adequate.

	Teachers	%	Cook / Helper	%
Yes	36	94.73	24	63.15
No	2	5.26	14	36.84

94.73% teachers(36 sampled schools) admitted that they have the adequate utensils for cooking purpose and 2 said no, while in 24 schools cook /helper said yes and in 14 schools they said no for having adequate utensils. Following table shows the sources which they have been procured.

Source	Yes	%	No	%
a- From SSA funds	38	100%	---	---
b-Community Contributions	6	15.78%	32	84.21
c- Collected from them selves	5	13.15%	33	86.84

O- XVI Kind of Fuel Used for Cooking of MDM:-

89.47% schools in the districts uses LPG for cooking MDM however, if LPG is not available they uses firewood also. 2 school out of 38 sampled schools were using firewood only and 2 other school were using kerosene stove for preparing MDM.

Kind of Fuel	Yes	%	No	%
a- LPG Gas and firewood	34	89.47	4	10.52
b-Firewood only	2	5.26	36	94.73
c- Kerosene stove and firewood	2	5.26	36	94.73

O-XVII, General Impressions of The Environment:-

	V.good	%	Good	%	Fair	%	Poor	%
Safety	10	26.31	20	52.63	6	15.78	2	5.26
Hygiene	10	26.31	20	52.63	4	10.52	4	10.52
Cleanliness	10	26.31	10	26.31	13	34.21	5	13.15
Discipline among student	8	21	12	31.57	13	34.21	4	10.52

O- XVIII Personal Hygiene & Manners,Discrimination of Caste, While Taking Meal:

MI team observed during monitoring and supervision that all the sampled schools, in the district, encourage children to wash their hands before and after the meal. In certain school the said activity is monitored by school teachers.

As per the inputs received from the headmasters, of the sampled schools of district, and observation of children's behaviour while the food was being served to them, it was found that children take and eat food in an orderly manner. Most of these schools have made serving windows in kitchen and children line up in front of these windows.

	Yes	%	No	%
Wash up their hands before and after consumption of MDM	38	100	---	----
Take and eat meal in an orderly manner	28	73.68	10	26.31
Conserve water while washing dishes	38	100	----	----

d- Discrimination on the Basis of Gender/Caste/Disability etc. :-

While serving Mid-Day Meal to children, no discrimination on the basis of gender, caste or class except few cases, was observed in any of the sampled primary in the district. All the children treated equally, not only in the serving of MDM, but in every other aspect as well. However it is reported by Evs of EGS centres to MI that the

children of EGS are discriminated by the local people during serving meal, they do not mix-up their children with the children of EGS centres

Basis	Yes	%	No	%
a-Caste	4	10.52	34	89.48
b- Gender	---	---	38	100
c- Disability	---	---	38	100

O-XIX Inspection and supervision of MDM programme by parents

/VEC / VCs and District and Block Level Officers:-

As per the report received from the school teachers of sampled schools, parents, and members of VECs often visit the schools to inspect the MDM and found quite satisfactory.

	V.good	%	Good	%	Fair	%	Poor	%
By Parents	---	---	14	36.84	10	26.31	14	36.84
By Teachers	6	15.78	24	63.15	8	21	---	

O-XX, Contribution in Cash:-

MI team found that the contribution by community in cash/ kind was not very encouraging in the sampled schools. In large no. of schools i.e. 84.21 % parents were not contributing in cash. MI found that teachers were contributing a little in 42% sampled schools while in 58% schools teachers were not contributing.

	V.good	%	Good	%	Fair	%	Poor	%
By Parents	----	---	2	5.26	4	10.52	32	84.21
By Teachers	----	---	5	13.15	11	28.94	22	57.89

Additional Items Checked by MI During Field Visits

P-II, School Environment:-

Following table shows the school environment in respect of building, playground, lighting and classrooms in sampled 56 pry. and upper pry. schools.

School Environment	Yes	%	No	%
a-Clean environment	41	73.21	15	26.78
b- Good building	42	75	14	25
c- Playground	43	76.78	13	23.21
d- Classrooms with proper roof	42	75	14	25
e-Classrooms with proper window	49	87.80	7	12.50
f-Classrooms with proper light (Electrical)	29	51.78	27	48.21

P-III Sitting Arrangements, Blackboard and TLM:-

It is observed by the MI team in Kullu district that sitting arrangement was not better only 3 school out 56 sampled schools has been provided desks, while in other schools children sit on the Tat-Patties. Almost all the schools have been provided black boards in every classroom. However, TLMs displayed, in the classrooms in most of these schools, were not up to the mark.

	Yes	%	No	%
a-Proper Sitting Arrangement	53	94.84	3	5.35
b- Black Board	55	98.21	1	1.78
c- TLM	42	75	14	25

P-IV Health Camp Facility:-

It is reported to the MI by all the (100%) sampled schools that health camps were organised in the schools by Health Departments once or some time twice in every year

and they provided medicines namely, Iron, Folic acid and vitamin-A to the children of school. Children also reported this to MI team.

P-V, Adequacy of Play Materials:-

During the MI s field visit,76.78% sampled schools of the district, reported that they have adequate play materials fir children. The MI observers were pleased to see that almost every school , visited by them, had outdoor play materials, namely. However none of these schools had any arrangement or provisions for indoor play.

Responses	No. of school	%
Yes	43	76.78
No	13	23.21

P-VII, Reasons for Low Attendance:-

The attendance rate in the sampled schools in both primary and upper primary schools was quite good. However, the prominent causes for not attending the schools, by some children on regular basis, were the broken families and poverty.

Responses	No. of school	%
Yes	3	5.35
No	53	94.64

P-VIII, Steps taken to Promote attendance:-

Inspite of the fact that the attendance rate as depicted in the following table is very good, the VECs, teachers and continue their efforts to improve it further, by organizing parents teachers meeting, visiting homes and counselling parents, whose children are not very regular in school..

Enrollment &Attendance of Students:

The attendance of students, which is an important indicator of students, overall performance has also been considered and important factor in assessing the achievement of SSA Mission in the State.

The MI has taken up the task of finding out the attendance of the students in all the sampled schools. The Enrollment and Presence of students during MI visit in the sampled schools are given in the following tables:-

The following table shows total enrollment and presence of the students on the day of MI visit in the sampled schools of Kullu districts.

Class	Total Enrollment			Presence of students			
	Boys	Girls	Total	Boys	Girls	Total	%
Ist	304	292	596	240	239	479	80.36
IInd	333	397	730	269	243	612	83.83
IIIrd	333	338	671	257	287	544	81.07
IVth	328	378	706	314	306	620	87.81
Vth	371	370	741	327	325	652	87.98
VIth	425	506	931	374	452	826	88.72
VIIth	331	427	758	296	379	675	89
VIIIth	401	612	1013	397	552	949	93.68

P-IX Nature of Evaluation:-

All the sampled schools primary or upper primary, practice continuous evaluation of students by conducting three term tests, quarterly, semesterly and yearly. However, Grading system has been started in Block Kullu-1 for primary students, from this session (March 07). Five Grades A, B, C, D and D has been fixed to evaluate the students of primary section.

P-X, Rapport of Children with Teachers:-

As per the inputs received from parents, VECs, teachers and children during

the field visit to sampled schools, the rapport between the teachers and students was quite satisfactory in both the districts.

Class	Poor	%	Average	%	Good	%
Ist	---	---	8	21.50	30	78.94
IInd	---	---	8	21.50	30	78.94
IIIrd	---	---	8	21.50	30	78.94
IVth	---	---	8	21.50	30	78.94
Vth	---	---	8	21.50	30	78.94
VIth	---	---			18	100
VIIth	---	---			18	100
VIIIth	---	---			18	100

P-XI, Over age children:-

MI team found that there were 61 overage children in the sampled school and under age children were 36.

a- Over age children (above 14 years)	61
b- Under age children (below years in Ist class)	36

P-XII Number of Dropout Children:-

There were 15 dropout students in the sampled schools of Kullu district and 4 students have joined in the nearest private school up to class IV in the previous six months.

a- Dropout up to class IVth	11
-----------------------------	----

b- dropout, class VI – VIIth	36
------------------------------	----

P-XIII, Retained Students from the Previous Year:-

The following table shows class wise result of the previous year of the sampled schools visited by MI team

Class	Total No. of student	No. of retained student	Pass percentage %
Ist	704	85	87.92%

IInd	685	88	87.15%
IIIrd	737	95	87.15%
IVth	771	77	90%
Vth	769	23	97%
VIth	878	193	78%
VIIth	824	121	85.31%
VIIIth	892	495	44.50%

Above table shows the result of previous year of the sampled schools. It shows that pass % of class 1st to Vth is above 87% while the pass % of class VI to VIII is not good. The result of VIIIth class in sampled school is very bad and pass % is 44.50%.

Suggestions for Quality Improvement:

Achievements in the field of elementary education, in the state of Himachal Pradesh, as a result of intervention of SSA, are very much appreciable. Retention and enrolment rate are appreciably high. Dropout rate and the number of out of school children are very-very low as compare to other states of the country. Children seems to enjoy MDM provided to them on daily basis and poor and working parents are greatly relieved from their burden. Good number of school building have come up and existing school buildings have improved a lot. We can, therefore, conclude that quantitative expansion and improvement has been achieved to a appreciable extent in Himachal Pradesh **due to the intervention of SSA**, However, Himachal has reached the stage where quantitative expansion and improvement has been achieved. A time has come when Himachal Pradesh has to give due attention and priority to qualitative improvement.

Improved infrastructural facilities, higher rate of enrollment retention, low rate of drop out and out of school children are not the ends but the means to realize the goal of qualitative elementary education. The state government and the SSA authorities should not be complacent with the achievement of only quantitative expansion of elementary education, rather they should take care of the following issues for providing the quality education of children in the Primary and Upper Primary schools.

15. **Teachers and their training:-** Since the quality of education is determined to a great extent by the quality of teachers and their training, more stress should be laid on improvement of the same. The contents of training should be selected with due care, giving emphasis on relevant topics like child development and child psychology, as knowledge of these topics is all the more important for teachers working at elementary stage of education. Topics like methods and techniques of teaching, innovations in teaching and learning, development and use of teaching-learning materials, resourcefulness in development and organization of play and activities should also find place in the contents of training. All the teachers should be required to undergo this kind of training. To accommodate, more topics in training, duration of training should be lengthened. Due emphasis should be laid on training and encouragement of teachers to develop their own teaching materials from locally available materials and also utilize low cost and no cost materials available in the locality and nearby achievement for teaching and organizing activities.
16. **Resource person or teacher educator:-** Since the success of teacher training greatly depends in the quality and expertise of resource persons or teacher educators, selection of the same, to impart training for teachers, should be done with great care. Only those persons whom teachers trust upon should be appointed as resource persons in the training of teachers. Frequent transfers of teachers trainers at various levels has adversely affected the quality of training of teachers.
17. **Evaluation System:** Since evaluation system is an important determining factor for quality education, serious thinking needs to be given for the improvement of evaluation system. The evaluation system in schools practiced at present in Himachal Pradesh can be said to be continues to some extent as many schools conduct weekly, monthly and term tests. But we should understand that the purpose of continuous evaluation is to provide the feed back on the performance of children to the parents, teachers and children themselves for initiating the corrective measures well in time. Besides, the evaluation being used is not comprehensive enough as it covers only scholastic achievements and that to only in certain topics of the syllabus. Hence, it is suggested that continues and comprehensive evaluation systems, in the real sense of these terms be introduced so that the development of both scholastic and non scholastic aspects of child's personality can be given their due emphasis in the teaching learning process in schools.
18. Appropriate measures need to be taken to follow up the vacant teaching posts in different schools by rationalization process.
19. Bala features have helped a lot in creating attractive environment in the schools and also in increasing self learning habit in the children. It is suggested that this programme may be started in all the primary schools and sufficient funds may be made available for the development of these facilities.
- 6 Day Care Centre is providing need based education to the MR children. It is suggested that boarding facilities may be provided in these centres and such centres may be opened in every block and in all the districts.
- 7 TLM has not been widely displayed in the sampled schools of the district. There is great need of wider use of TLM developed by the students, teachers and also

adequate display of TLM in the classrooms. MI has not found any substantial preparation of TLM and its use in most of the sampled schools of district. Only one primary school Choparsa of Block-II has meaningfully developed and were being utilized by the students.

8. The quality of MDM almost in all sampled schools in Kullu district as observed after testing the food, was quite poor in most of the sampled schools, it was either over cooked or half cooked. Preparation of MDM was very poor.
9. There is an urgent need of making structural changes in educational administration to achieve the objectives of the SSA programme. The programme of SSA is being implemented in the state of Himachal Pradesh through DPO who is a Principal of the DIET in each district but without any administrative powers. All the administrative powers are vested in Deputy Director Primary Education. A separate directorate of Elementary Education has, in principle, been accepted by the State Government but requires to be implemented practically so as to achieve the quality education. In the absence of line of control, DPO is unable to implement SSA programme and quality education has become a myth in the State of Himachal Pradesh.
10. While attending training of teachers in the district it was observed that meagre amount of Rs. 70/- (Rupees Seventy only) per day per head inclusive of TA/DA, teaching learning material was quite in-sufficient due to difficult terrain of state and higher travelling rates existing in the State. At times, it becomes quite difficult to manage a cup of tea and a working lunch to the teachers participating in the training. It is suggested that limit of Rupees 70/- should be enhanced to at least Rupees 100/-.
11. There is lack of convergence between educational institutions and public representatives, through VEC's have been constituted in all the schools of state yet, there is a need to develop rapport between the two to ascertain maximum cooperation.
12. It has been observed by the MI that CRC's have been given all powers to execute need based interventions of SSA in their respective areas of operations but due attention requires to be given by CRC's to improve the quality of education.

List of Primary Schools /Upper Primary Schools / EGS Centres / Day Care Centres visited by Monitoring Institution.

(Primary Schools)

- | | |
|----------------------------|---------------------|
| 1. G.P.S. Bhunter | 2. G.P.S. Hathithan |
| 3. G.P.S. Bashana | 4. G.P.S. Jia |
| 5. G.P.S. Bandal | 6. G.P.S. Dobhi |
| 7. G.P.S. Neoli | 8. G.P.S. Choparsa |
| 9. G.P.S. Shalang | 10. G.P.S. Klath |
| 11. G.P.S. Bada Gram Bihal | 12. G.P.S. Katrain |
| 13. G.P.S. Bihali | 14. G.P.S. Shalvad |

- | | |
|-----------------------|-------------------------|
| 15. G.P.S. Kartah | 16. G.P.S. Sainj |
| 17. G.P.S. Bahu | 18. G.P.S. Larji |
| 19. G.P.S. Manglome | 20. G.P.S. Plach |
| 21. G.P.S. Jibhi | 22. G.P.S. Chakki |
| 23. G.P.S. Ghur Dour | 24. G.P.S. Alchandi |
| 25. G.P.S. Prini | 26. G.P.S. Shirar |
| 27. G.P.S. Bhasting | 28. G.P.S. Bandhrot |
| 29. G.P.S. Baga | 30. G.P.S. Nalach |
| 31. G.P.S. Kullu | 32. G.P.S. Pachahli |
| 33. G.P.S. Koli Behad | 34. G.P.S. Dohra Nalla |
| 35. G.P.S. Badah | 36. G.P.S. Badah-II |
| 37. G.P.S. Pah Nalla | 38. G.P.S. Gandhi Nagar |

(Upper Primary Schools)

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| 1. G.M.S. Piplallag | 2. G.M.S. Choparsa |
| 3. G.M.S. Shallang | 4. G.M.S. Katrain |
| 5. G.M.S. Bada Gram Bihal | 6. G.M.S. Shaleen |
| 7. G.M.S. Kartah | 8. G.M.S. Bahu |
| 9. G.M.S. Jibhi | 10. G.M.S. Largi |
| 11. G.M.S. Alchandi | 12. G.M.S. Prini |
| 13. G.M.S. Shirad | 14. Bhasting |
| 15. G.M.S. Beasar | 16. G.M.S. Shilihar |
| 17. G.M.S. Badah. | 17. G.M.S. Sultanpur |

(EGS Centre)

1. EGS Rogi
2. EGS Dharath

3. Open School for Slum Children, Kullu-II
4. Day Care Centre, Kullu-II