

**RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN
UTTARAKHAND**

**Annual Work Plan & Budget
(AWP&B)**

2011-2012



**Uttarakhand Sabhi Ke Liye Madhyamik
Shiksha Parishad**

Nanoorkhera, Tapovan, Dehradun.

**RMSA Annual Work Plan & Budget Team
Uttarakhand**

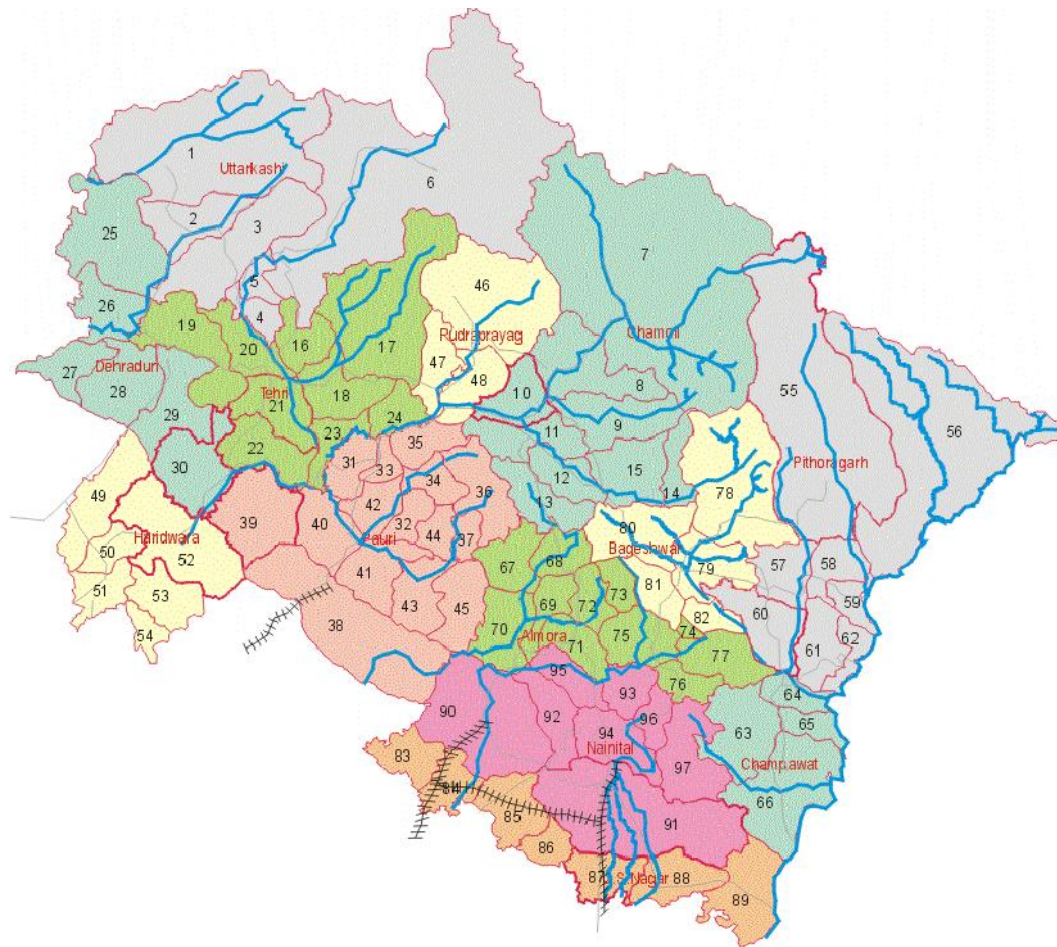
**Sowjanya
State Project Director
Rashtriya Madhyamik Shiksha Abhiyan
Uttarakhand**

RMSA State Team Members

**Uttarakhand Sabhi Ke Liye Madhyamik
Shiksha Parishad**

Nanoorkhera, Tapovan, Dehradun.

UTTRAKHAND – MAP



Districts of Uttarakhand

GARHWAL MANDAL

1. Chamoli
2. Dehradun
3. Haridwar
4. Pauri Garhwal
5. Rudrapur
6. Tehri Garhwal
7. Uttarkashi

KUMAON MANDAL

1. Almora
2. Bageshwar
3. Champawat
4. Nainital
5. Pithoragarh
6. Udham Singh Nagar

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**RMSA Team
Uttarakhand**

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LIST OF ABBREVEATIONS

| | |
|------|--|
| AAGR | Annual Average Growth Rate |
| ACR | Additional Class Rooms |
| ADEO | Additional District Education Officer |
| AEP | Adolescent Education Programme |
| AIE | Alternative schooling |
| AGR | Annual Growth Rate |
| AWPB | Annual Work Plan and Budget |
| BPT | Block Project Team |
| BRC | Block Resource Centre |
| BEO | Block Education Officer |
| BSEP | Block Secondary Education Plan |
| CABE | Central Advisory Board of Education |
| CBRI | Central Building of Regional Institute |
| CBSE | Central Board of Secondary Education |
| CCE | Continuous and Comprehensive Evaluation |
| CRC | Cluster Resource Centre |
| CTE | College of Teachers Education |
| CWSN | Children with Special Needs |
| DCF | Data Capture Format |
| DEO | District Education Officer |
| DIET | District Institute of Education and Training |
| DISE | District Information system of Education |
| DPO | District Project Office/Officer |
| DPT | District Project Team |
| DRC | District Resource Centre |
| DRG | District Resource Group |
| DSEP | District Secondary Education Plan |
| EBB | Educationally Backward Block |
| EBM | Educationally Backward Minorities |
| EC | Executive Committee |

| | |
|-------|---|
| EGS | Education Guarantee Scheme |
| FC | Finance Controller/Finance Committee |
| GAR | Gross Access Ratio |
| G&C | Guidance and Counselling |
| GER | Gross Enrolment Ratio |
| GIC | Government Inter College |
| GGIC | Government Girls Inter College |
| GHSS | Government High Schools |
| GIS | Geophysical Information System |
| GO | Government Organisation |
| GOI | Government of India |
| GSDP | Gross Domestic Product |
| IASE | Institute for Advanced Studies in Education |
| ICT | Information and Communication Technology |
| IEP | Individualized Education Plan |
| IEDC | Integrated Education for Disabled Children |
| INSET | IN-service Educational Training for Teachers |
| KGBV | Kasturba Gandhi Balika Vidyalaya |
| LB | Local Body |
| LRC | Learning Resource Centre |
| MHRD | Ministry of Human Resource Development |
| MTA | Mid Term Appraisal |
| NCERT | National Council of Educational Research and Training |
| NCF | National Curriculum Framework |
| NCTE | National Council of Teachers Education |
| NER | Net Enrolment Ratio |
| NGO | Non Government Organization |
| NIOS | National Institute of Open School |
| NIVH | National Institute for Visually Handicapped |
| NIOH | National Institute for Orthopedically Handicapped |
| NIMH | National Institute for Mentally Handicapped |
| NIHH | National Institute for Hearing Handicapped |

| | |
|--------|--|
| NMMSE | National Means cum Merit Scholarship Examination |
| NPE | National Policy on Education |
| NRBC | Non Residential Bridge Course |
| NTSE | National Talent Search Examination |
| NUPEA | National University of Planning and Educational Administration |
| MT | Master Trainers |
| OBC | Other Backward Classes |
| PCE | Per Capita Expenditure |
| PPP | Public private Partnership |
| PR | Promotion Rate |
| PRI | Panchayati Raj Institutions |
| PS | Primary School |
| PTA | Parent Teacher Ratio |
| PTR | Pupil Teacher Ratio |
| RIE | Regional Institute of Education |
| RMSA | Rashtriya Madhyamik Shiksha Abhiyan |
| RGI | Registrar General of India |
| RBC | Residential Bridge Course |
| RGV | Rajeev Gandhi Navodaya Vidyalaya |
| SC | Schedule Caste |
| SE | School Education/Secondary Education |
| SSE | Senior Secondary Education |
| SES | Selected Education Statistics/Socio Economic Status |
| SPT | State Project Team |
| ST | Schedule Tribe |
| SCERT | State Council of Educational Research and Training |
| SEMIS | Secondary Education Management Information System |
| SIEMAT | State Institute for Management, Administration and Training |
| SIP | School Improvement Plan |
| SPD | State Project Director |
| SPO | State Project Office |
| SEITA | State Education Information and technology Academy |

| | |
|---------|---|
| SMC | School Management Committee |
| SMDC | School Management Development Committee |
| SRG | State Resource Group |
| SSA | Sarva Shiksha Abhiyan |
| SSEP | State Secondary Education Plan |
| SUCCESS | Scheme of Universalization of Secondary and Higher Secondary Education |
| TE | Total Expenditure |
| TLM | Teaching Learning Material |
| TLE | Teaching Learning Equipment |
| TLA | Teaching Learning Aid |
| TR | Transition rate |
| UPS | Upper Primary School |
| USE | Universalization of Secondary Education |
| USKLMSP | Uttarakhand Sabhi Key Liye Madhyamik Shiksha Parishad |
| VEC | Village Education Committee |

Chapter I

Introduction

1.1 Introduction

Education is an indicator of sustain growth and development of a nation. It has important role to play in the full development of one's personality. According to Census 2001, the total literacy rate in India is 65.38% the female literacy rate is 54.16%. The gap between rural and urban literacy rate is also very significant in India. This is evident from the fact that only 59.4% of the rural population are literate against 80.3% urban population. The Government of India has put forward initiatives for achieving the goal of cent percent literacy by launching various schemes and by making constitutional amendments. The Government of India has also introduced Right to Education Bill 2005 for the protection of rights and better educational access to all children.

The elementary education in India is the foundation on which the development of every citizen and nation as a whole hinges. The 86th constitutional amendment has made elementary education of fundamental rights to the children between the age group of 6-14. Since, universalization of elementary education has become a constitutional mandate it is absolutely essential to push this vision forward to move towards universalization of secondary education which has already being achieved in large number of develop countries and several developing countries, in India education beyond elementary level is lagging behind. Therefore, education beyond elementary is instrumental.

Secondary education is a crucial stage in the education hierarchy as its prepare the students for higher education and also for the world of work. It is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

The Government of India while taking note of the development in economy and educational scenario all over the world and in its own country has proposed for expansion and strengthening of the secondary and higher secondary education. It has launched Rashtriya Madhyamik Shiksha Abhiyan in 2007 for promoting universalization of secondary education. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The population of the age group 14-18 was 8.55 crore in 2001 as per census data. The estimated population of age group as on 1.3.2005 was 9.48 crore which is likely to increase 9.69 crore as on 1.3.2007 i.e. at the beginning of 11th Five Year Plan. This likely to established at around 9.70 crore for 2011. On viewing this established population of this age group it is necessary and desirable that access

to secondary education should be universalized leading to enhanced participation and quality improvement. Moreover beside the general education upto secondary level opportunity for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable students to be employable.

Background of Uttarakhand

The State of Uttarakhand came to existence on November 09, 2000. The state was previously known as “Uttaranchal” but was renamed “Uttarakhand” on January 01, 2007. It is bound by Uttar Pradesh on the south, Nepal on the east, Himanchal Pradesh on the west and China on north-east. Geographical area of the state is 53483sq. km. forming 1.69% of area of the country as a whole.

Geographically, Uttarakhand is situated in the central Himalayan zone. It extends between 77° 34’ to 81° 02’ E longitude and 28° 43’ to 31° 27’ N latitude. The topography of Uttarakhand is characterized by hilly terrain, rugged and rocky mountains, deep valleys, high peaks, sharp streams and rivulets, rapid soil erosion, frequent landslides and widely scattered habitations. The natural vegetation is mixed broad-leaved forest with oak and pine predominating. Climate varies from subtropical in the valleys to temperate on the higher slopes with a summer monsoon. The temperature range from 16°C to 40°C but drops below freezing point in many parts of high mountain areas of the region during winter.

Administratively, the state has following constitution:

Table 1.1
Administrative Units of the State

| | |
|-------------------------------|--------------------------------|
| ▪ 02 Administrative divisions | ▪ 670 Nyaya panchayats |
| ▪ 13 Districts | ▪ 7590 Gram panchayats* |
| ▪ 78 Tehsils | ▪ 16826 revenue villages |
| ▪ 95 Development Blocks | ▪ 15761 inhabited villages and |
| ▪ 34 Cities | ▪ 1065 unhabitated villages. |
| ▪ 84 Towns | |

Source: *Department of Panchayat, Government of Uttarakhand and district annual work plan*

The Population of the state is 84,79,562 according to census of 2001 and an average density of 159 person/sq.km. in year 2001. The overall sex ratio in Uttarakhand is 964 female per 1000 male. The highest sex ratio is in District Almora i.e. 1147 and lowest is in Haridwar i.e. 868. Population density in the 13 districts of the State varies from a high of 612 per sq. km. in Haridwar to a low of 37 per sq. km. in Uttarkashi. Different districts also recorded diverse population growth rates during the decade 1991-2001, from a strong

32.88% in Nainital to practical stagnation at 3.87% in Almora. The over all sex ratio in Uttarakhand is 964 females per 1000 males. The highest sex ratio is in district Almora i.e. 1147 and lowest is in Haridwar i.e. 868. As per census 2001 the SC comprises of 18.01% and ST of 2.09% in the whole population. The main tribes of Uttarakhand are Bhotia, Jaunsari, Bouksa and Tharu. They are mainly resite in Pithoragarh, Dehradun, Nainital and Udhamnagar.

Table 1.2
Population figures at a glance

| S.No | Description | 1991 | 2001 | |
|------|---------------------------|-------------------------------|---------------|-------------|
| 1 | Population | Male | 36.41 Lakhs | 43.26 Lakhs |
| | | Female | 34.10 Lakhs | 41.63 Lakhs |
| | | Total | 70.51 Lakhs | 84.89 Lakhs |
| 2 | Population Density | 132 Per sq.km | 159 Per sq.km | |
| 3 | Sex Ratio | 937 | 964 | |
| 4 | Decadal Population Growth | 13.67 Lakhs (absolute)/19.20% | | |

Source: Census 2001.

Table 1.3
DISTRICT-WISE POPULATION AS PER CENSUS 2001

| Sl. No. | District | Area | Population according to Census 2001 | | | | | | | | |
|---------|-------------|-------|-------------------------------------|---------|-----------|------------------|---------|---------|------------------|--------|--------|
| | | | All Communities | | | Scheduled Castes | | | Scheduled Tribes | | |
| | | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 | Almora | Rural | 263,128 | 312,934 | 576,062 | 63,190 | 68,940 | 132,130 | 255 | 233 | 488 |
| | | Urban | 30,720 | 23,785 | 54,505 | 4,354 | 3,946 | 8,300 | 206 | 184 | 390 |
| | | Total | 293,848 | 336,719 | 630,567 | 67,544 | 72,886 | 140,430 | 461 | 417 | 878 |
| 2 | Bageshwar | Rural | 114,199 | 127,460 | 241,659 | 30,984 | 31,941 | 62,925 | 746 | 873 | 1,619 |
| | | Urban | 4,311 | 3,492 | 7,803 | 825 | 774 | 1,599 | 153 | 171 | 324 |
| | | Total | 118,510 | 130,952 | 249,462 | 31,809 | 32,715 | 64,524 | 899 | 1,044 | 1,943 |
| 3 | Chamoli | Rural | 154,197 | 165,459 | 319,656 | 29,338 | 29,677 | 59,015 | 3,688 | 4,042 | 7,730 |
| | | Urban | 29,548 | 21,155 | 50,703 | 4,653 | 3,871 | 8,524 | 1,395 | 1,359 | 2,754 |
| | | Total | 183,745 | 186,614 | 370,359 | 33,991 | 33,548 | 67,539 | 5,083 | 5,401 | 10,484 |
| 4 | Champawat | Rural | 92,816 | 97,948 | 190,764 | 16,882 | 16,687 | 33,569 | 296 | 277 | 573 |
| | | Urban | 18,268 | 15,510 | 33,778 | 2,409 | 2,120 | 4,529 | 89 | 78 | 167 |
| | | Total | 111,084 | 113,458 | 224,542 | 19,291 | 18,807 | 38,098 | 385 | 355 | 740 |
| 5 | Dehradun | Rural | 315,305 | 288,096 | 603,401 | 48,843 | 43,190 | 92,033 | 49,435 | 45,475 | 94,910 |
| | | Urban | 364,278 | 314,464 | 678,742 | 43,082 | 38,333 | 81,415 | 2,487 | 1,932 | 4,419 |
| | | Total | 679,583 | 602,560 | 1,282,143 | 91,925 | 81,523 | 173,448 | 51,922 | 47,407 | 99,329 |
| 6 | Garhwal | Rural | 281,706 | 325,497 | 607,203 | 47,201 | 49,516 | 96,717 | 744 | 604 | 1,348 |
| | | Urban | 49,355 | 40,520 | 89,875 | 5,327 | 4,609 | 9,936 | 144 | 102 | 246 |
| | | Total | 331,061 | 366,017 | 697,078 | 52,528 | 54,125 | 106,653 | 888 | 706 | 1,594 |
| 7 | Hardwar | Rural | 534,038 | 466,874 | 1,000,912 | 139,337 | 121,125 | 260,462 | 1,628 | 1,330 | 2,958 |
| | | Urban | 241,983 | 204,292 | 446,275 | 28,365 | 25,149 | 53,514 | 100 | 81 | 181 |
| | | Total | 776,021 | 671,166 | 1,447,187 | 167,702 | 146,274 | 313,976 | 1,728 | 1,411 | 3,139 |
| 8 | Nainital | Rural | 256,956 | 236,903 | 493,859 | 61,064 | 54,867 | 115,931 | 2,054 | 1,908 | 3,962 |
| | | Urban | 143,298 | 125,752 | 269,050 | 16,874 | 15,379 | 32,253 | 514 | 485 | 999 |
| | | Total | 400,254 | 362,655 | 762,909 | 77,938 | 70,246 | 148,184 | 2,568 | 2,393 | 4,961 |
| 9 | Pithoragarh | Rural | 194,810 | 207,646 | 402,456 | 49,118 | 48,949 | 98,067 | 7,341 | 7,593 | 14,934 |
| | | Urban | 32,805 | 27,028 | 59,833 | 4,383 | 3,999 | 8,382 | 2,081 | 2,264 | 4,345 |
| | | Total | 227,615 | 234,674 | 462,289 | 53,501 | 52,948 | 106,449 | 9,422 | 9,857 | 19,279 |

| | | | | | | | | | | | |
|--------------------|-------------------|--------------|------------------|------------------|------------------|----------------|----------------|------------------|----------------|----------------|----------------|
| 10 | Rudraprayag | Rural | 105,643 | 119,064 | 224,707 | 19,778 | 20,237 | 40,015 | 87 | 70 | 157 |
| | | Urban | 1,892 | 840 | 2,732 | 189 | 107 | 296 | 19 | 10 | 29 |
| | | Total | 107,535 | 119,904 | 227,439 | 19,967 | 20,344 | 40,311 | 106 | 80 | 186 |
| 11 | Tehri Garhwal | Rural | 258,401 | 286,500 | 544,901 | 40,698 | 41,346 | 82,044 | 169 | 104 | 273 |
| | | Urban | 36,767 | 23,079 | 59,846 | 2,970 | 2,311 | 5,281 | 348 | 70 | 418 |
| | | Total | 295,168 | 309,579 | 604,747 | 43,668 | 43,657 | 87,325 | 517 | 174 | 691 |
| 12 | Udham Singh Nagar | Rural | 434,654 | 397,946 | 832,600 | 63,118 | 55,948 | 119,066 | 55,081 | 53,727 | 108,808 |
| | | Urban | 214,830 | 188,184 | 403,014 | 23,499 | 20,217 | 43,716 | 860 | 552 | 1,412 |
| | | Total | 649,484 | 586,130 | 1,235,614 | 86,617 | 76,165 | 162,782 | 55,941 | 54,279 | 110,220 |
| 13 | Uttarkashi | Rural | 138,737 | 133,358 | 272,095 | 32,536 | 31,612 | 64,148 | 1,284 | 1,165 | 2,449 |
| | | Urban | 13,279 | 9,639 | 22,918 | 1,755 | 1,564 | 3,319 | 130 | 106 | 236 |
| | | Total | 152,016 | 142,997 | 295,013 | 34,291 | 33,176 | 67,467 | 1,414 | 1,271 | 2,685 |
| UTTARAKHAND | | Rural | 3,144,590 | 3,165,685 | 6,310,275 | 642,087 | 614,035 | 1,256,122 | 122,808 | 117,401 | 240,209 |
| | | Urban | 1,181,334 | 997,740 | 2,179,074 | 138,685 | 122,379 | 261,064 | 8,526 | 7,394 | 15,920 |
| | | Total | 4,325,924 | 4,163,425 | 8,489,349 | 780,772 | 736,414 | 1,517,186 | 131,334 | 124,795 | 256,129 |

Source: Census 2001

Table 1.4
DISTRICT-WISE POPULATION AS PER CENSUS 2001

| SN | District | Total Population | Decadal G. Rate | Scheduled Caste | | Scheduled Tribes | | Sex Ratio (/Thou. Male) |
|--------------|---------------|------------------|-----------------|-----------------|--------------|------------------|-------------|-------------------------|
| | | | | Popu. | % | Popu. | % | |
| 1 | Almora | 630567 | 3.14 | 140430 | 22.27 | 878 | 0.14 | 1146 |
| 2 | Bageswar | 249462 | 17.56 | 64524 | 25.87 | 1943 | 0.78 | 1105 |
| 3 | Chamoli | 370359 | 13.51 | 67539 | 18.24 | 10484 | 2.83 | 1016 |
| 4 | Champawat | 224542 | 9.21 | 38098 | 16.97 | 740 | 0.33 | 1021 |
| 5 | Dehradun | 1282143 | 24.71 | 173448 | 13.53 | 99329 | 7.75 | 887 |
| 6 | Haridwar | 1447187 | 26.30 | 313976 | 21.70 | 3139 | 0.22 | 865 |
| 7 | Nainital | 762909 | 32.88 | 148184 | 19.42 | 4961 | 0.65 | 906 |
| 8 | Pauri Garhwal | 697078 | 3.87 | 106653 | 15.30 | 1594 | 0.23 | 1106 |
| 9 | Pithauragarh | 462289 | 10.92 | 106449 | 23.03 | 19279 | 4.17 | 1031 |
| 10 | Rudrprayag | 227439 | 13.44 | 40311 | 17.72 | 186 | 0.08 | 1115 |
| 11 | Tehri Garhwal | 604747 | 16.15 | 87325 | 14.44 | 691 | 0.11 | 1049 |
| 12 | US Nagar | 1235614 | 27.79 | 162782 | 13.17 | 110220 | 8.92 | 902 |
| 13 | Uttarkashi | 295013 | 22.72 | 67467 | 22.87 | 2685 | 0.91 | 941 |
| STATE | | 8489349 | 19.20 | 1517186 | 18.81 | 256129 | 2.09 | 964 |

Source: Census 2001

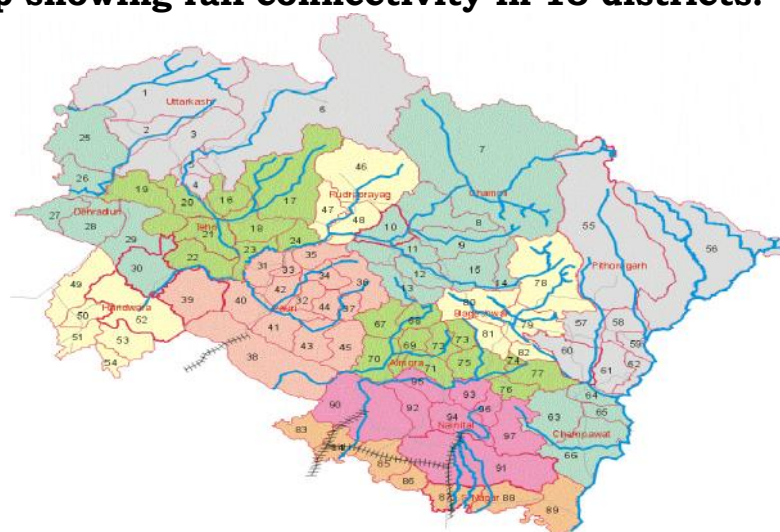
| Table 1.5 : Literacy Status in Uttarakhand | | |
|---|--------|-------------|
| Categories | India | Uttarakhand |
| Person - All | 64.80% | 72.28% |
| Male | 75.85% | 84.01% |
| Female | 54.16% | 60.26% |
| Urban Area | 80.30% | |
| Rural Area | 59.40% | |
| SC - All | 54.69% | 63.40% |
| SC Male | 66.64% | 77.30% |
| SC Female | 41.90% | 48.70% |
| ST - All | 47.10% | 63.20% |
| ST Male | 59.17% | 76.40% |

| | | |
|-----------------------------|--------|--------|
| ST Female | 34.76% | 49.40% |
| Source: census 2001. | | |

Land utilization data show that forest covered area in the State is very extensive. It is the largest land utilization covering almost 63% of the area of the State. The next important category is net shown area, which covers about 14% of the State's area. In individual district forest area varies from a low of 23% (Haridwar) to a high of 89% (Uttarkashi), while net shown area varies from a low of 4 to 5 per cent of the total area (Uttarkashi and Chamoli) to 63 per cent (Hardwar).

Since inception, the area covered by the new State has seen a great change. The Terai and Bhabar areas of Kumaon stand transformed from malaria-infested and swampy wildernesses into modern advanced agricultural and trading regions. With the spread of the road network, most, but not all, of the interior areas are now linked to the main arteries of flow of trade and traffic, which is placed at the top of the present volume. As a result, their social and economic life stands transformed. However, access to the railway network is very limited, as only 24 block headquarters out of 95 in the State are within a distance of 0-49 km of a railhead. Awareness and literacy levels are uniformly high across the districts.

Map showing rail connectivity in 13 districts.

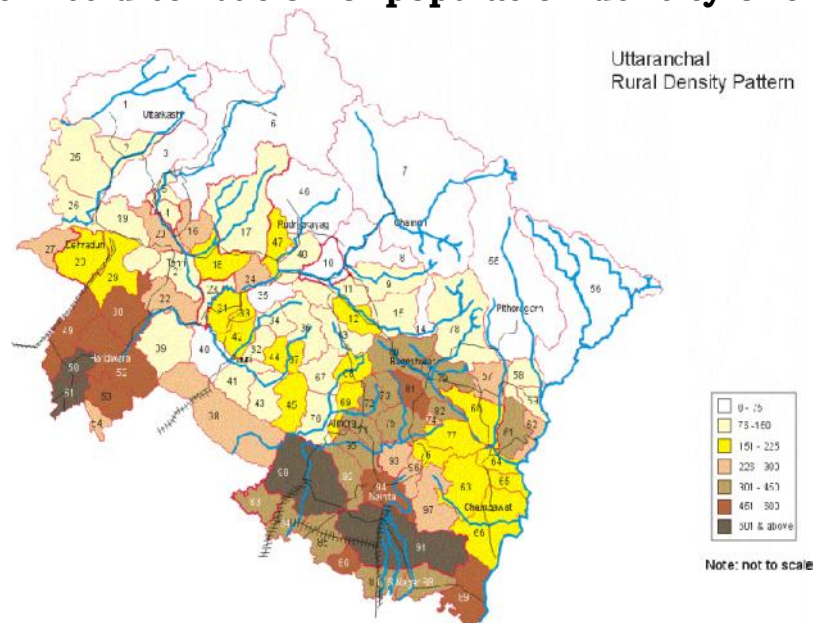


Population distribution

Distribution of rural population in Uttarakhand is rather uneven. This is vividly brought out in the Map, which depicts the rural density pattern. The highest density of rural population is concentrated in the southern half of the State, encompassing the districts of Dehradun (Doon valley), Haridwar, Udham Singh Nagar and parts of Nainital, where the population density is 451 persons per sq. km. and more. The reason for high population density in these districts is quite obviously their location in the fertile plains areas of

the Upper Doab, Terai-Bhabar, and the Doon Valley. In the inner Himalayas, there are many Blocks of average population density (between 151 and 300 persons per sq. km.) in Nainital, Almora, Pithoragarh, Champawat and Bageshwar districts and a few isolated pockets in Pauri Garhwal, Tehri Garhwal, Chamoli and Rudraprayag districts located in the Lesser Himalayas. Many of these places are situated in fertile mountain valleys, of which the larger number is in Kumaon region than in Garhwal. In the rest of the State, population density is low (less than 150 persons per sq. km.).

District wise distribution of population density of the State



For understandable reasons, population is especially sparsely distributed in the Greater Himalayas spanning Uttarkashi, Rudraprayag, Chamoli and Pithoragarh districts, large parts of which are snow-bound, barren and inhospitable. When the population density map is read in conjunction with the map giving the location of Municipality and Block headquarters an interesting pattern emerges. Most of the towns housing municipalities are located either in the densely populated areas of the State located in the Upper Doab, Terai-Bhabar, and Doon Valley regions, or along major rivers, especially in Garhwal. The latter also happens to be important tourist centres, and halting places along the pilgrimage route to the Himalayan shrines. As a result, large parts of the State lying in the Lesser Himalayas are not served by municipalities, and the only form of development centres that they have are the Kshetra Panchayat (Development Block) headquarters. Of the 95 Kshetra Panchayats in Uttarakhand, the

headquarters of only 29 have a municipal body. The KP headquarters, on the other hand, are fairly evenly spread out over the populated parts of the State. Rural density pattern is shown in the map. The importance of the geographical factors in Uttarakhand may be interpreted with the help of the relative distribution of the urban and rural population as well as Municipalities and Panchayats across the districts given in table below.

Table 1.6 District Wise Distribution of Sub-district Units

| District | % Rural population (2001 census) | No. of Kshetra Panchayats | | % Urban Population (2001 census) | No. of Municipalities | |
|---------------|----------------------------------|---------------------------|-----------------------------|----------------------------------|-----------------------|-----------------------------|
| | | Total | Within 0-49 Km of Rail head | | Total | Within 0-49 Km of Rail head |
| Uttarkashi | 92.21 | 6 | None | 7.79 | 3 | None |
| Chamoli | 86.57 | 9 | None | 13.43 | 6 | None |
| Rudraprayag | 98.80 | 3 | None | 1.2 | 2 | None |
| Tehri | 90.33 | 9 | 1 | 9.67 | 6 | 2 |
| Dehradun | 47.06 | 6 | 4 | 52.94 | 6 | 6 |
| Pauri Garhwal | 87.05 | 15 | 3 | 12.95 | 4 | 2 |
| Pithoragarh | 87.86 | 8 | None | 12.14 | 3 | 1 |
| Champawat | 85.42 | 4 | None | 14.58 | 3 | None |
| Almora | 91.44 | 11 | None | 8.56 | 2 | None |
| Bageshwar | 96.87 | 3 | None | 3.13 | 1 | None |
| Nainital | 64.64 | 8 | 6 | 35.36 | 7 | 7 |
| U.S.Nagar | 67.35 | 7 | 7 | 32.65 | 14 | 14 |
| Haridwar | 69.14 | 6 | 6 | 30.86 | 6 | 6 |
| Total | 74.41 | 95 | 27 | 25.59 | 63 | 38 |

It is important to recognize and take into account the demographic, natural and geographic features which characterize the State since they practically dominate the influence daily life, economy, culture and tradition of the people, and provide a clue to the underlying reality of the wide range and variety of settlement patterns, and greatly influence the nature of and prospects for social and economic development.

Economic Condition

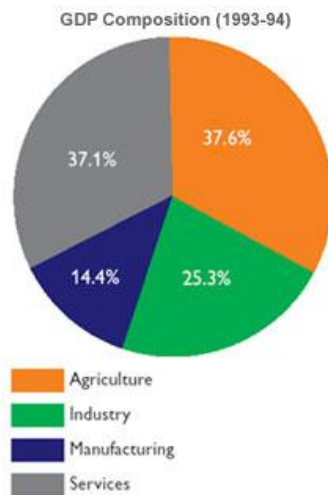
Uttarakhand is pre-dominantly rural with population usually concentrated in the valleys and mountain slopes, with a typical village/habitation consisting of 30-40 families who share common resources. In the rural areas, the socio-economic condition is primarily based on horticulture, sheep rearing and tourism. Agriculture has been adopted as means of livelihood. Paddy is the major crops in irrigated areas and white Maize is grown in higher un-irrigated slopes. Other locally grown cereals and millets are *Bhatt*, *Gahat* and *Mandua*. Villages are heavily dependent on the surrounding forests for compost and water. Individual landholdings are small and scattered. Animal draught power is utilized to plough the land wherever possible. Other alternative is human labour which

is used for the purpose; mechanized farming is out of question in hill regions.

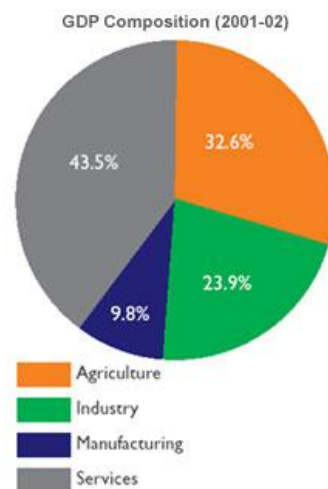
Inadequate production in the agricultural fields, increase in population, increasing demand on natural resources and lack of alternative employment opportunities within Uttarakhand together are responsible for out-migration of the men-folk from the villages to cities within State and outside. In the absence of men, customarily entire burden of managing household comes on women.

State Economic Profile: Tapping the Vast Potential

Uttarakhand with its vast natural resource base, large forest cover and enormous power potential holds the potential of being one of the most prosperous states in the country. The state domestic product during 2001-02 was around USD 1647 millions with a per annum growth rate of 4.4 per cent during 1993-94 to 2001-02.



Source: CSO



Source: *Economic Survey 2003-04*

Infrastructure

Infrastructure is in terms of power and road connectivity, health and drinking water facility is developing in fast pace since the formation of State. 94% of State has drinking water facility. Villages are being connected with the help of massive rural roads programme and other schemes, while power situation is being addressed through combination of power solutions. However since these tasks are time consuming and become so more in the hills, infrastructural blocks still is an issue. Providing facilities in far-flung areas is still a challenging job. As a result clogged urban areas and sparsely populated rural hill areas pose good amount of challenge when it comes to project/programme management.

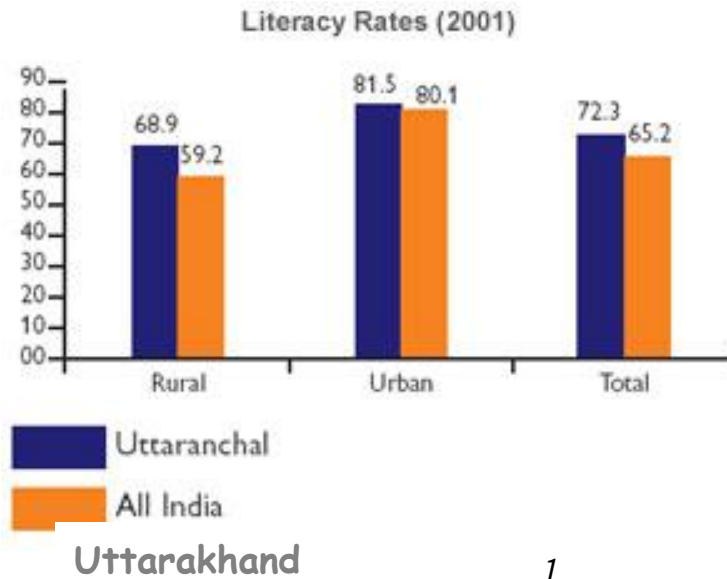
Literacy Status:

In terms of literacy levels Uttarakhand has 14th position in the country. With the help of various government interventions there has been significant progress in the field of education in the State. Literacy percentage of the state is 72.28 against all India average of 65.38. Census data of 2001 shows that the gender gap is still an issue to be addressed in Uttarakhand with male and female literacy rates being 83.30 and 59.60 percent respectively.

Table 1.7 LITERACY RATE

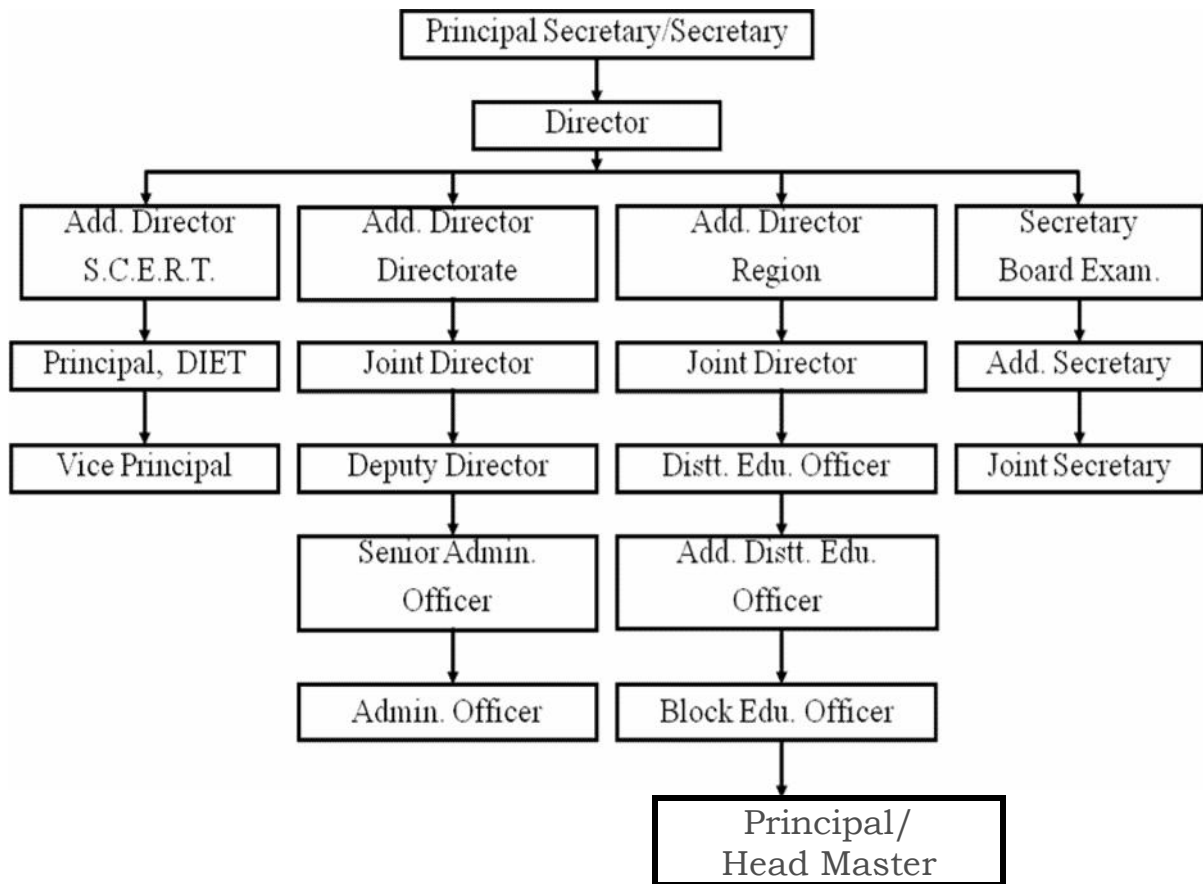
| S. No | District | Literacy Rate | | | | | | | | | Rural Female Literacy Rate |
|--------------|-------------|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------------------|
| | | All Communities | | | SC | | | ST | | | |
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 15 |
| 1 | Almora | 90.15 | 61.43 | 75.79 | 78.32 | 48.69 | 63.51 | 82.71 | 61.94 | 72.33 | 61.96 |
| 2 | Bageshwar | 88.56 | 57.45 | 73.01 | 81.53 | 48.78 | 64.76 | 92.01 | 70.32 | 80.31 | 57.00 |
| 3 | Chamoli | 89.66 | 61.63 | 75.65 | 84.35 | 52.95 | 68.72 | 92.43 | 67.22 | 79.29 | 59.11 |
| 4 | Champawat | 87.49 | 51.22 | 69.36 | 80.56 | 44.34 | 62.57 | 76.27 | 50.57 | 64.59 | 51.22 |
| 5 | Dehradun | 76.50 | 61.02 | 68.76 | 75.13 | 55.67 | 66.06 | 69.91 | 42.79 | 57.04 | 60.55 |
| 6 | Haridwar | 73.83 | 52.10 | 62.97 | 70.69 | 41.87 | 57.25 | 59.22 | 29.71 | 46.33 | 42.76 |
| 7 | Nainital | 72.74 | 59.17 | 65.96 | 73.49 | 59.17 | 66.33 | 80.23 | 76.22 | 78.23 | 55.35 |
| 8 | Pauri | 90.91 | 65.70 | 78.31 | 64.51 | 42.19 | 53.35 | 96.00 | 64.70 | 80.35 | 57.32 |
| 9 | Pithoragarh | 90.57 | 63.14 | 76.86 | 73.20 | 43.56 | 58.38 | 74.71 | 47.59 | 61.15 | 63.14 |
| 10 | Rudrapayag | 90.73 | 59.98 | 75.36 | 60.70 | 35.12 | 47.91 | 91.60 | 78.30 | 84.95 | 59.42 |
| 11 | Tehri | 76.85 | 44.98 | 60.92 | 50.58 | 30.89 | 40.74 | 81.63 | 68.57 | 75.10 | 51.59 |
| 12 | U.S. Nagar | 75.22 | 53.35 | 64.29 | 68.53 | 40.72 | 55.62 | 78.52 | 48.97 | 63.95 | 62.20 |
| 13 | Uttarkashi | 83.60 | 46.69 | 65.15 | 36.35 | 25.26 | 30.81 | 65.70 | 55.04 | 60.37 | 43.49 |
| Total | | 84.01 | 60.26 | 72.28 | 77.30 | 48.70 | 63.40 | 76.40 | 49.40 | 63.20 | 55.78 |

Source : Census 2001

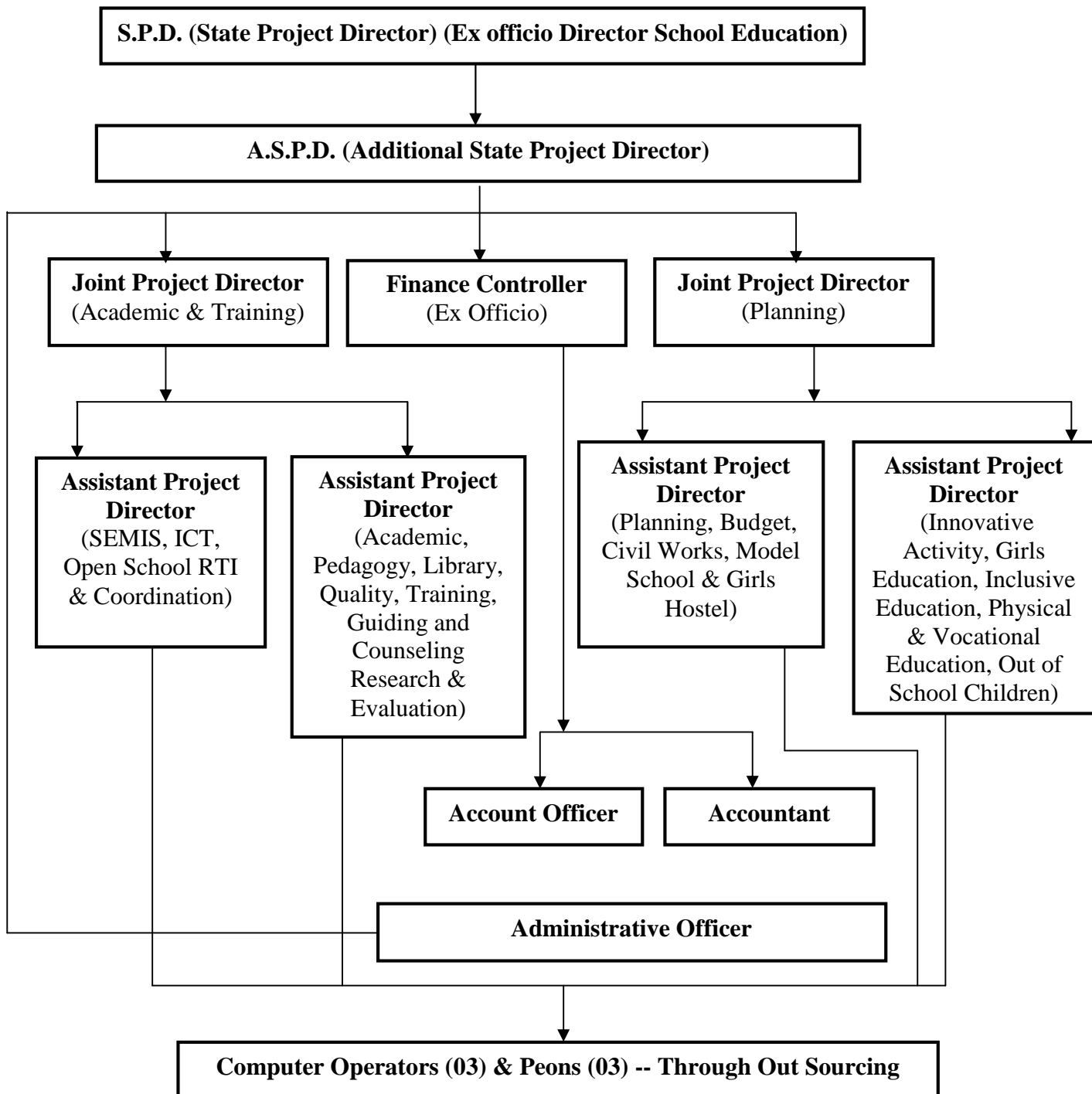


A key factor going in Uttarakhand's favour in attracting services and industrial investments is its significantly high level of literacy. The overall rate of literacy in the state jumped up to 72.28 per cent in 2001 from 57.7 per cent in 1991. This endows it with large pool of educated labour that industry can draw from. Importantly, the spread of high level of literacy is even across the rural and urban sectors with the respective literacy rate of 68.5 and 81.5 per cent. The total school enrolment ratio for Uttarakhand for the age group of 6-17 was at 87 per cent, significantly higher than the all India ratio of 72 per cent. The high level of literacy and existence of large number of good quality educational institutions, research and training institutes and institutes of excellence indicate the abundant availability of quality human resource base. This can be supported by the facts charted hereby. During 2002-03, state of Uttarakhand was amongst the few states with 100 per cent trained teachers in all the levels of education.

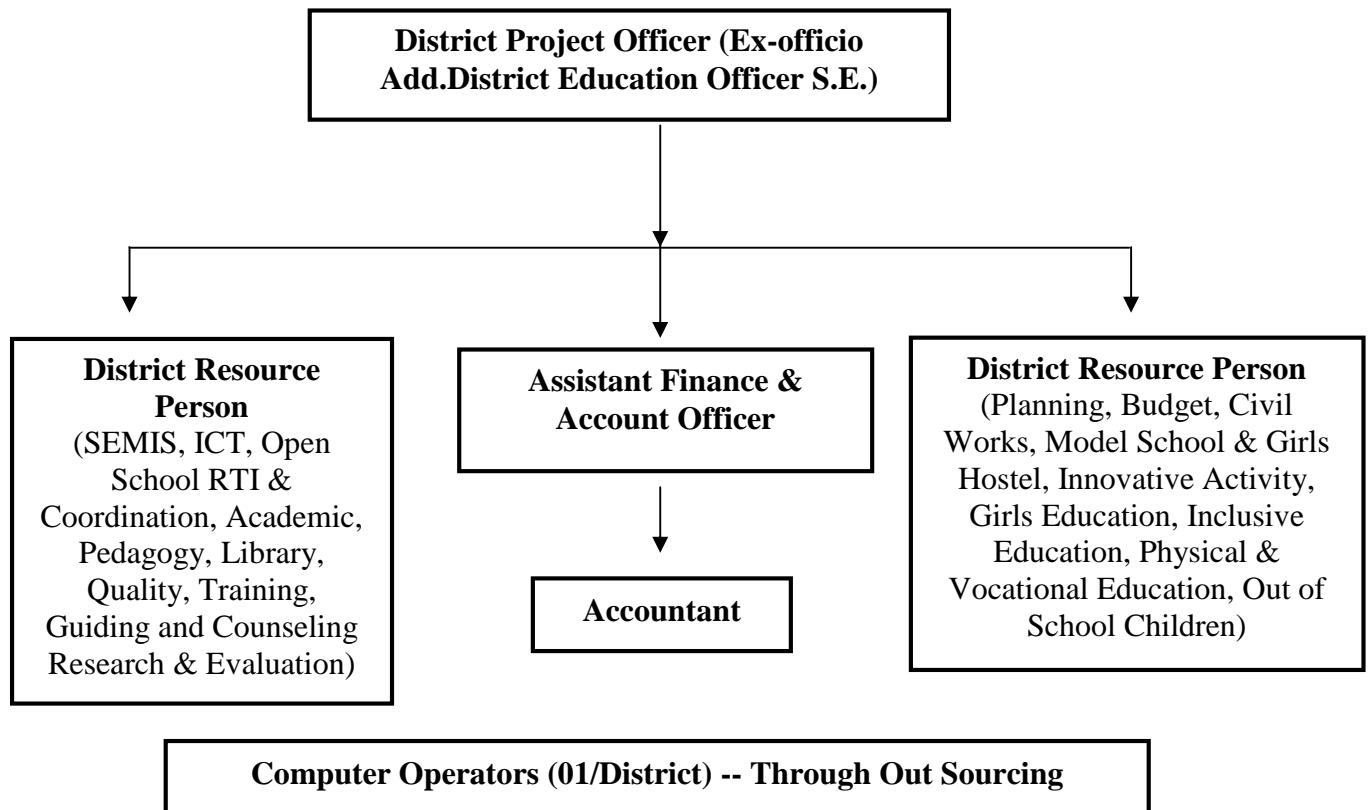
Organisational Structure of Department of School Education, Uttarakahnd



RASTRIYA MADHYAMIK SHIKSHA ABHIYAN. UTTARAKHAND
(Structural Organization)
S.P.O. (State Project Office)



RASTRIYA MADHYAMIK SHIKSHA ABHIYAN. UTTARAKHAND
(Structural Organization)
D.P.O. (District Project Office)



Chapter II

Brief introduction to RMSA

Vision, Aims and Objectives of RMSA at National Level

Government of India has committed to the goal universalisation of secondary and higher secondary education. The 11th Five Year Plan document particularly emphasised on the universalisation of secondary and higher secondary education in the same line and committed for. The Hon'ble Prime Minister of India speech on Independence Day in 2007 has proposed to launch the Scheme for Universalisation of Access for Secondary Education (SUCCESS). A precursor to these initiatives was the National Policy on Education (NPE), 1986 which stated that access to secondary education should be widened. Then, the Tenth Plan Mid-Term Appraisal (MTA) document of the Planning Commission of India recommended for setting up of a new Mission for Secondary Education on the lines of SSA. Finally, it is the recommendation of the Central Advisory Board of Education (CABE) which is the highest deliberative and advisory forum on Education in the country, committee report 2005. In accordance with the goal of universalisation of secondary and higher secondary education, initiatives are made for the plan of action in this direction.

The Centrally Sponsored Scheme Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a modified version of SUCCESS. The RMSA scheme is for universalisation of access to and improvement of quality at the secondary and higher secondary stage. Since education is a state subject by Constitution in the Indian federal system and thereby the state governments are the policy/decision makers on this subject, the RMSA is to motivate the state government and prepare them to take up the goal of Universalisation of Secondary and Higher Secondary Education in their respective states. Unlike the Universalisation of Elementary Education which is by Constitution a mandate, the Universalisation of Secondary and Higher Secondary Education is not mandatory by Constitution but by morale and by need.

Under the RMSA the central government through the Ministry of Human Resource Development (MHRD) helps the states in mapping the secondary education system at present, approach and strategy for universalising the secondary and higher secondary education, setting the goal and targets, plan of action, programmes design and implementation and mobilising resources for all these activities. In this context, this document is to present the status and perspective framework plan for the secondary education in Uttarakhand.

Vision

The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18years. With this vision in mind, the following is to be achieved:

- To provide a secondary school within a reasonable distance of any habitation, which should be 5 Kms for secondary schools and 7-10 Kms for higher secondary schools;

- Ensure universal access of secondary education by 2017 (GER of 100%), and Universal retention by 2020; and
- Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

Goals and Objectives

The prime goal is universalisation of secondary education. In order to meet the challenge of universalisation of secondary education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are: universal access, equality and social justice, relevance and development and structural and curricular aspects. Universalisation of secondary education gives opportunity, to move towards equity. The concept of 'common school' will be encouraged. If these values are to be established in the system, all types of schools including unaided private schools will also contribute towards universalisation of secondary education by ensuring adequate enrolments for the children from under privileged society and the children of below poverty line (BPL) families. The goals translate into the following main objectives.

- i) To ensure that all secondary schools have physical facilities, staff and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools;
- ii) To improve access to secondary schooling to all young persons according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms), efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However, in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas;
- iii) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers;
- iv) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning;
- v) To ensure that all students pursuing secondary education receive education of good quality; and
- vi) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

Approach and Strategy for Secondary Stage

In the context of Universalisation of Secondary Education (USE), large-scale inputs in terms of additional schools, additional classrooms, teachers and other facilities need to be provided to meet the challenge of numbers, credibility and quality. It inter-alia requires assessment/ provision of educational needs, physical infrastructure, human resource, academic inputs and effective monitoring of implementation of the programmes. The scheme will initially

cover up to class X. Subsequently, the higher secondary stage will also be taken up, preferably within two years of the implementation. The strategy for universalizing access to secondary education and improving its quality are as under:

Access

For providing universal access to quality secondary education it is imperative that especially designed broad norms are developed at the national level and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality. Increased access will be achieved by:

- Expansion of existing Secondary Schools & Higher Secondary Schools;
- Upgradation of Upper Primary Schools based on micro planning exercise with all necessary infrastructure facilities and teachers. Ashram Schools will be given preference while upgrading upper primary schools;
- Upgradation of Secondary Schools in Higher Secondary Schools based upon the requirements;
- Opening of new Secondary Schools/ Higher Secondary Schools in so far unserved areas based on the school mapping exercise. All these buildings will have mandatory water harvesting system and will be disabled friendly;
- Rain Water harvesting systems will be installed in existing school buildings;
- Existing school buildings will also be made disabled friendly; and
- New schools will also be set up in PPP mode.

Quality

This will be achieved by:

- Providing required infrastructure like, Black Board, furniture, Libraries, Science & Mathematics laboratories, computer labs, toilet cluster;
- Appointment of additional teachers and in-service training of teachers;
- Bridge courses for enhancing learning ability for students passing out of class VIII;
- Reviewing curriculum to meet the NCF, 2005 norms;
- Residential accommodation for teachers in rural and difficult hilly areas; and
- Preference will be given to accommodation for female teachers.
- Use of EDUSAT in teaching learning process and teacher training programme.

Equity

This will be improved by:

- Free lodging/ boarding facilities for students belonging to SC,ST,OBC and minority communities;
- Hostels/ residential schools, cash incentive, uniform, books, separate toilets for girls.

- Providing scholarships to meritorious/ needy students at secondary level;
- Inclusive education will be the hallmark of all the activities. Efforts will be made to provide all necessary facilities for the differently abled children in all the schools; and
- Expansion of Open and Distance Learning needs to be undertaken, especially for those who cannot pursue full time secondary education, and for supplementation / enrichment of face-to-face instruction. This system will also play a crucial role for education of out of school children.

Institutional Reforms and Strengthening of Resource Institutions

Necessary administrative reforms in each State will be a precondition for Central assistance. These Institutional reforms include:

- Reforms in school governance- Improve schools' performance by decentralizing their management and accountability;
- Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement;
- Undertaking reforms in educational administration including modernization / e-governance and delegation / de-centralization;
- Provision of necessary professional and academic inputs in the secondary education system at all levels, i.e., from the school level upwards; and streamlining financial procedures for speedy flow of funds and their optimal utilization.
- Necessary strengthening of resource institutions at various levels, e.g., NCERT (including RIEs), NIEPA and NIOS, at the national level; SCERTs, State Open Schools, SIEMATs, etc., at the State level; and University Departments of Education, Reputed Institutions of Science / Social Science / Humanities Education, and Colleges of Teacher Education (CTEs) / Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher Education.

Involvement of Panchayati Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent – Teacher Associations will be ensured in planning process, implementation, monitoring and evaluation.

Central Government operates four Centrally Sponsored Schemes i.e. (i) ICT@ schools for providing assistance to State Governments for computer education and computer aided education in secondary and higher secondary schools; (ii) Integrated Education for Disabled Children (IEDC) for assisting State Governments and NGOs in mainstreaming the disabled children in school education; (iii) Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools (Access and Equity) for providing assistance to NGOs to run Girls' Hostels in the rural areas; and (iv) Quality improvement in schools which included provision of assistance to State Governments for introduction of Yoga, for improvement of Science education in schools, for environment education and for population education in addition to supporting International Science Olympiads.

All these schemes, in the present or modified forms, will be subsumed in a new scheme and will include provision for earning while learning for financially weaker children by preparing them for self employment or part-time employment.

Specific Targets at National Level

Under the RMSA scheme to universalise the secondary and higher secondary education by 2020, the government of India set specific targets for different components of the secondary and higher secondary education system. The short terms target year is 2012 and the long term is 2017. With respect to enrolment, it is targeted that the GER in the secondary and higher secondary in the short term should be 75 per cent by 2012 and reach 100 per cent in the long term by 2017.

Table 2.1 The proposed investments can be captured in tabular form as indicated below.

| Goal | Indicators | Source of Information |
|---|--|--|
| <p>To make secondary education of good quality available, accessible and affordable to all Indian adolescent girls and boys up to the age of 16 by 2020.</p> | <ul style="list-style-type: none"> • Increase in the enrolment in secondary education of young people aged 14 to 16 years from 24 million in 2005 to 40 million by 2012; to 50 million by 2015; and to 56 million by 2020; • GER at Secondary level increases from 52% to 70% by 2011/12; to over 100% by 2017; • GER Higher secondary reaches over 70% by 2015 • Enrolment shares of girls, SCs, STs and minorities in secondary education will increase in proportion to their share in the population at the national and State levels; • Drop out rate at secondary level will decrease to less than 3% by 2015 • Transition rate from Class IX to X will increase from 85% in 2005 to over 90% in 2012; • Promotion rate to Class XI will increase to 75% by 2015 • Learning levels at Classes IX and X will be improved and are adequately and regularly monitored; • Improvement in learning levels at Classes IX and X will be ensured. | <p>Household surveys.</p> <p>All India School Education Survey</p> <p>SEMIS</p> <p>Selected Education Statistics</p> <p>NCERT quality monitoring and assessment data</p> <p>Class X Examination data</p> |

| Objectives | Indicators | Source of Information |
|--|---|--|
| 1 All secondary schools conform to prescribed norms. | <ul style="list-style-type: none"> • All schools will have space and facilities according to prescribed norms of minimum quality standards, including one classroom for every 40 students; a laboratory and library; disabled access; separate toilets for girls and boys. • Computer and other ICT facilities will be available in all secondary schools according to prescribed norms. | |
| 2 Availability and access of secondary schooling to all Indian adolescent girls and boys up to the age of 16 by 2020. | <ul style="list-style-type: none"> • All habitations will have access to a secondary school within a radius of 5km except those in special circumstances • 6,000 new model schools, including 2,500 KV template and 2,500 Public Private Partnership schools will be established by 2012; • 11,000 upper primary schools (with 44,000 additional secondary classrooms) in EBBs will be upgraded to secondary schools by 2012; • Expanded capacity for 44,000 existing secondary schools in EBBs – 44000 x 2 = 88000 additional class rooms (ACR) by 2012; • 3,500 girls’ secondary school hostels for EBBs, including up-grading of 2,000 KGBVs in EBBs for secondary education. • Transition rate between upper primary and secondary will improve from 85% to 92% by 2012 and to 95% by 2015. • Dropout rate at secondary will reduce to less than 3% by 2015. • Number of out of school children of secondary school age (14-16) will reduce to less than 5% of the age group by 2015. | SEMIS State reports and State Norms Specially commissioned studies All India School Education Survey Selected Education Statistics NCERT Quality Monitoring |
| 3 Equity through the removal of regional, gender, socio-economic and disability gaps. | <ul style="list-style-type: none"> • Disaggregated data for the enrolment of girls, SC, ST, Muslims and disabled at national and state levels will be available. • Shares of girls, SCs, STs, Muslims and disabled in enrolment at secondary level will be increased in proportion to their share in the population at the national and state level. • Means cum merit scholarships (100,000 a year of approx 6,000Rs) for specific disadvantaged groups will be taken up according to schedule. • Incentives for girls (especially from disadvantaged groups, SC, ST) to promote their participation in secondary education will be implemented according to schedule. | SEMIS |

| Objectives | Indicators | Source of Information |
|---|--|-----------------------|
| 4 Education of good quality for all students | <ul style="list-style-type: none"> • 180,000 additional secondary school teachers will be recruited for existing secondary schools and for upgraded upper primary schools by 2012. • Pupil-Teacher ratio at secondary level will improve from 33:1 to 30:1 by 2012, and to 25:1 by 2015. • % trained teachers in secondary schools will increase from 89% to 100% by 2012. • There will be improved availability of textbooks for secondary classes. • Availability of teaching learning materials will be improved. • NCF 2005 will be implemented. • Percentage of teachers receiving in-service training against annual targets will be improved. • Model schools will serve as pace setting institutions of excellence and also as resource centres for the professional development of secondary school teachers within each block. • DIETs and BRCs will be strengthened to support secondary school teacher professional development through the model schools/resource centres. • Change in classroom practices as measured by time spent on task. • Student attendance rates will be improved. • Teacher attendance rates will be improved. • Percentage of schools with functional management committees and village education committees with reporting role in school supervision will be increased to 100% by 2015. • Learning levels of Class IX and X will be improved on national monitoring tests by 5% a year. | |

The Government of India has launched, in 2007, a centrally sponsored scheme, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), for universalisation of access to and improvement of quality at the secondary and higher secondary stage. Since education is a state subject by the constitution in the Indian federal system and state governments are policy and decision makers on this subject, RMSA is a crucial step to prepare the state governments to take up the goal of Universalisation of Secondary Education in each state and union territory of the country. Unlike Universalisation of Elementary Education, which is a constitutional mandate, Universalisation of Secondary Education (USE) is not mandatory by Constitution but by morale and by need. This means that well-thought out and practically possible goals and strategies for implementation must emerge from the states and union territories. While at the national level, the vision, aims, goals and objectives of RMSA and the approach and strategy to achieve the goal of USE were already developed. This Chapter presents the state specific vision, goals and

objectives of Uttarakhand in the context of the national level vision, goals and objectives of RMSA, and presents the approach and strategy that would be taken up in Uttarakhand.

Vision, Aims and Objectives of RMSA at National Level and State level

At the national level, the vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved:

- To provide a secondary school within a reasonable distance of any habitation, which should be 5 Kms for secondary schools (High School) and 7-10 Kms for higher secondary schools (Intermediate);
- Ensure universal access of secondary education by 2017 (GER of 100%), and universal retention by 2020; and
- Providing access to secondary education with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

The State vision is on the same lines as the national vision. However, Uttarakhand has drawn up its vision statement in the following words:

“To ensure quality education that is available, accessible and affordable to every young person in the age group of 14-18 and prepare them to become global citizens with intellectual, scientific, social, cultural and humane outlook.”

The specific aims set thereby to make this vision a reality are:

- To make all secondary schools conform to the prescribed norms regarding physical facilities, qualified staff and academic matters through financial support in case of government and local body schools, and appropriate regulatory mechanism in the case of other schools;
- To make secondary schools fulfilling prescribed norms available to every person in the proximate location, with satisfactory infrastructure and transportation/residential facilities depending on local needs;
- To provide for access with equity in terms of gender, socio-economic status, CWSN and other marginalized groups, and good quality for all the secondary school aged population.

Goals and Objectives at National Level and State level

The national policy document of RMSA has drawn up the following specific goals and objectives

- vii) To ensure that all secondary schools have physical facilities, staff and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools;
- viii) To improve access to secondary schooling to all young persons according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms), efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However, in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas;
- ix) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers;
- x) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning;
- xi) To ensure that all students pursuing secondary education receive education of good quality; and
- xii) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

The state abides by these broad national goals and objectives, and specifically adds on certain key qualitative objectives that would guide its progress towards meeting its vision and goal. They are:

- a. To equip and empower professional competence of the heads and teachers for school effectiveness and classroom processes;
- b. To provide opportunity to secondary level students to compare, collaborate, compete and contribute to the world at large; and
- c. To develop life-skills of students, and enhance overall quality of life.

The RMSA goals that the State has envisaged are:

- All secondary school age children in schools by 2013,
- All secondary school age children in secondary classes appropriate to their age by 2017, and
- All higher secondary age children will complete secondary school by 2020.

Approach and Strategy for Secondary Stage at National Level and State level

The national policy document mentions that in the context of USE, large-scale inputs in terms of additional schools, additional classrooms, teachers and other facilities need to be provided to meet the challenge of numbers, credibility and quality. It inter-alia requires assessment and provision of educational needs, physical infrastructure, human resource, academic inputs and effective monitoring of implementation of the programmes. The scheme will initially cover up to class X. Subsequently, the higher secondary stage will also be taken up, preferably within two years of the implementation. The strategy for universalizing access to secondary education and improving its quality are as under:

Access

For providing universal access to quality secondary education it is imperative that especially designed broad norms are developed at the national level and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality. Increased access will be achieved by:

- Strengthening of existing Secondary Schools & Higher Secondary Schools;
- Upgradation of Upper Primary Schools in Secondary Schools based on micro planning exercise with all necessary infrastructure facilities and teachers. Ashram Schools will be given preference while upgrading upper primary schools;
- Upgradation of Secondary Schools in Higher Secondary Schools based upon the requirements;
- Opening of new Secondary Schools/ Higher Secondary Schools in so far unserved areas based on the school mapping exercise. All upgradation and new schools will have adequate physical infrastructure, man power and teaching learning equipments;
- Rain harvesting systems will be installed in existing school buildings;
- Existing school buildings will also be made disabled friendly; and
- New schools will also be set up in PPP mode.

While Uttarakhand has already ensured approximate 100% GAR in primary and upper primary levels to all habitations as per Norms, school mapping exercise has indicated that a number of districts have not yet provided adequate secondary schools within the 5km Norm. While residential schools should also be an option, up-gradation wherever relevant is to be preferred. Each Secondary and Higher Secondary School

will develop an institutional plan, and each block a micro-mapping exercise. Due regard should be given where needed to open schools in hilly terrain and with natural barriers.

Quality

The national policy document states that quality will be achieved by:

- Providing required infrastructure like, Black Board, furniture, Libraries, Science and Mathematics laboratories, computer labs, toilet cluster;
- Appointment of additional teachers and in-service training of teachers;
- Bridge courses for enhancing learning ability for students passing out of class VIII;
- Reviewing curriculum to meet the NCF, 2005 norms;
- Residential accommodation for teachers in rural and difficult hilly areas; and
- Preference will be given to accommodation for female teachers.

In furthering these, the state aims to include availability of ICT infrastructure and intensive use of ICT in secondary education, provision of more number of days of in-service training to teachers, and overall improvement of performance of all schools by decentralizing their management and improving accountability. Uttarakhand aims to establish child-friendly schools with prescribed benchmarks of quality.

Providing infra-structure includes not only blackboards in usable well-polished conditions with chalks and dusters all round the year, but also SMART boards in schools, furniture that is both student-friendly and classroom friendly facilitating movement and group-work, libraries with books to kindle the interest of reading among children along with registers to maintain student-use and follow-up like book-reviews, and science, math and multi-media language laboratories with adequate equipments for active use by every student. Besides, adequate and appropriate provision of drinking water and toilets cannot be neglected.

Uttarakhand is keen to focus not just on the above quantitative inputs to quality but on qualitative teaching-learning processes in place. It follows the lines of the Secondary Education Commission, 1952 which defined curriculum as not just the academic subjects traditionally taught in the school but the totality of experiences of students in school, classrooms, library, laboratory, playgrounds and in the numerous informal contacts between teachers and pupils. Education is meaningful for children when adequate variety and elasticity in the curriculum allows for individual differences and adaptation to individual needs and interests. The state is also keen to turn a number of ideas provided in the National Curriculum Framework into reality.

Equity

The national level document mentions that equity will be improved by:

- Free lodging/ boarding facilities for students belonging to SC,ST,OBC and minority communities;
- Hostels/ residential schools, cash incentive, uniform, books, separate toilets for girls.
- Providing scholarships to meritorious/ needy students at secondary level;
- Inclusive education will be the hallmark of all the activities. Efforts will be made to provide all necessary facilities for the differently abled children in all the schools; and
- Expansion of Open and Distance Learning needs to be undertaken, especially for those who cannot pursue full time secondary education, and for supplementation /enrichment of face-to-face instruction. This system will also play a crucial role for education of out-of-school children.

In Uttarakhand, which has been a forerunner in terms of socio-political movements for equity through education, equity will be an in-built priority within every strategy of access and quality. Besides, special care will also be taken for socially disadvantaged pockets. Despite the state's positive discrimination to disprivileged communities over time, some difficult-to-reach areas are inaccessible and isolated small habitations particularly in hilly and forest areas with lack of adequate qualified women teachers and adequate accommodations for students and teachers. There are also some pockets with frequent migration and with persisting high gender and social gaps. It is in this regard that the State's proactive policies for equity in secondary education will gain special consideration. First generation learners need special care in a number of areas.

Institutional Reforms and Strengthening of Resource Institutions

Necessary administrative reforms in State will be a precondition for Central assistance. These Institutional reforms include:

- Reforms in school governance- Improve schools' performance by decentralizing their management and accountability;
- Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement;
- Undertaking reforms in educational administration including modernization/e-governance and delegation/de-centralization;
- Provision of necessary professional and academic inputs in the

secondary education system at all levels, i.e., from the school level upwards; and streamlining financial procedures for speedy flow of funds and their optimal utilization.

- Necessary strengthening of resource institutions at various levels, e.g., NCERT (including RIEs), NUEPA and NIOS, at the national level; SCERTs, State Open Schools, SIEMATs, etc., at the State level; and University Departments of Education, Reputed Institutions of Science/Social Science/Humanities Education, and Colleges of Teacher Education (CTEs)/ Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher Education.
- Involvement of Panchayati Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent – Teacher Associations will be ensured in planning process, implementation, monitoring and evaluation.

In this regard, Uttarakhand has specific strategies in place. In terms of decentralising, the state government will appoint District Project Officers and 26 District Resource Persons in 13 districts to supervise and monitor RMSA indicators of progress and record needs and improvements in quality components. SMDC will monitor attendance of staff and students as well, besides involvement in civil and financial matters. The state will enhance the capacity of SCERT/DIET academic faculty in order that they can in turn enhance the training capacity of teacher educators at Block Centre in cascade mode. The linkage between School Education and SIEMAT will be strengthened. DIETs will be enhanced for the training of secondary education teachers and it will be the nodal agency for training at the district level.

Central Government operates four Centrally Sponsored Schemes i.e. (i) ICT@ schools for providing assistance to State Governments for computer education and computer aided education in secondary and higher secondary schools; (ii) Integrated Education for Disabled Children (IEDSS) for assisting State Governments and NGOs in mainstreaming the disabled children in school education; (iii) Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools (Access and Equity) for providing assistance to NGOs to run Girls' Hostels in the rural areas; and (iv) Quality improvement in schools which included provision of assistance to State Governments for introduction of Yoga, for improvement of Science education in schools, for environment education and for population education in addition to supporting International Science Olympiads.

All these schemes, in the present or modified forms, will be subsumed in a new scheme and will include provision for earning while

learning for financially weaker children by preparing them for self-employment or part-time employment.

Educational Indicators

| Goal | Indicators | Data Source |
|---|--|---|
| To make secondary education of good quality available, accessible and affordable to all adolescent girls and boys up to the age of 16 in Uttarakhand by 2020. | <p>1) Increase in the Enrolment</p> <ul style="list-style-type: none"> Increase in the enrolment in secondary education of young people aged 14 to 15 years from 3.26 lakhs in 2008 to 4.32 lakhs by 2012 after the intervention of 5% growth in GER. It will reach 5.59 lakhs by 2017. <p>2) GER at Secondary Level</p> <ul style="list-style-type: none"> GER at secondary will increase from 69.5% in 2009 to 84.98 % by 2012 after the intervention of 5% growth in GER. 100% by 2017. <p>3) Enrolment share of Girls</p> <ul style="list-style-type: none"> Enrolment shares of girls, SCs, STs and minorities in secondary classes increase in proportion to their share in the population in the state. <p>4) Dropout rate at secondary level</p> <ul style="list-style-type: none"> Dropout 8.34% Class IX – X for the year 2008-09. <p>5) Transition rate</p> <ul style="list-style-type: none"> Transition rate from Class VIII to IX 82.33% in 2007. <p>6) Promotion rate to Class X</p> <ul style="list-style-type: none"> Promotion rate from Class IX to X 77.17% in 2008-09. <p>7) Learning levels</p> <ul style="list-style-type: none"> Learning levels at Classes IX and X will be improved adequately and will be monitored regularly; | All India School Education Survey; SEMIS; assessment data; Class X Examination data |

| Objectives | Indicators | Data Source |
|--|--|-------------|
| 1. All secondary schools in the state conform to prescribed norms. | <p>(1) Facilities -</p> <ul style="list-style-type: none"> All schools will have space and facilities according to prescribed norms of minimum quality standards, including one classroom for every 30 students; a laboratory and library; differently abled access; separate toilets for girls. Computer and other ICT facilities will be available in all secondary schools | SEMIS |

| | | |
|--|--|--------------|
| | according to prescribed norms. | |
| 2. Availability and access of secondary schooling to all adolescent girls and boys up to the age of 16 in Uttarakhand by 2020. | <p>(2) Access -</p> <ul style="list-style-type: none"> All habitations will have access to a secondary school within a radius of 5 km except those in special circumstances. <p>(i) UPS Upgradation -</p> <ul style="list-style-type: none"> Up-gradation of 220 Upper Primary School by 2012 with 340 Upper Primary Schools by 2017 secondary classes. <p>(ii) Expanded capacity -</p> <ul style="list-style-type: none"> Expanded capacity for existing secondary schools with 1086 additional class rooms by 2011-12. 2994 additional class rooms by 2016-17. <p>(iii) Transition rate from VIII to IX -</p> <ul style="list-style-type: none"> Transition rate improves from 82.33% in 2007 to 95% by 2012 and 100% by 2017.. <p>(iv) Dropout rate -</p> <ul style="list-style-type: none"> Dropout rate at secondary level reduces from 8.34% in 2008-09 to less than 1% by 2017. <p>(v) Out of School Children -</p> <ul style="list-style-type: none"> Number of out of school children of secondary school age (14-16) reduces to less than 5% of the age group by 2017. | SEMIS & DISE |
| 3. Equity through the removal of regional, gender, socio-economic and disability gaps. | <p>(3) Equity -</p> <ul style="list-style-type: none"> Disaggregated enrolment data for girls, SC, ST, Muslims and differently abled at the state and district level will be available. <p>(i) Share of Disadvantaged groups in Enrolment-</p> <ul style="list-style-type: none"> Share of girls 46%, SCs, STs, Muslims and differently abled in enrolment at secondary level will be increased in proportion to their share in the population at the state and district level. <p>(ii) Means-cum-Merit Scholarships -</p> <ul style="list-style-type: none"> Provision of means-cum-merit scholarships for specific disadvantaged groups according to schedule.- <p>(iii) Incentives for Girls -</p> | SEMIS & DISE |

| | | |
|--|--|-------------------------|
| | <ul style="list-style-type: none"> • Provision of incentives for 100% girls (especially from disadvantaged groups, SC, ST) to promote their participation in secondary education according to schedule. | |
| <p>4. Education of good quality for all students</p> | <p>4) Quality -</p> <ul style="list-style-type: none"> • About 176 additional teachers for upgraded upper primary schools by 2009-10 and about 2720 teachers will be recruited in secondary level and 2761 teachers will be recruited in higher secondary school to fill the shortage in the existing schools. <p>(i) Trained Teachers -</p> <ul style="list-style-type: none"> • 100% of teachers receiving in-service training will be improved against annual targets of 2010-11 and continued in every year till project period. • DIETs, SIEMAT, SCERT will be strengthened to support secondary school teachers' professional development through the model schools/resource centres. <p>(ii) Text Books -</p> <ul style="list-style-type: none"> • Availability of textbooks for all the enrolled children of secondary classes will be ensured. <p>(iii) Teaching Learning Materials -</p> <ul style="list-style-type: none"> • Availability of teaching learning materials will be improved. • NCF 2005 will be implemented. <p>(iv) Others -</p> <ul style="list-style-type: none"> • Change in classroom practices as measured by time spent on task. • Student attendance rates will be improved. • Teacher attendance rates will be improved. <p>(v) Supervision -</p> <ul style="list-style-type: none"> • Percentage of schools having functional management committees and village education committees with reporting role in school supervision will be improved. <p>(vi) Learning levels -</p> <ul style="list-style-type: none"> • Learning levels of Class IX and X will be improved. | <p>SEMIS & DISE</p> |

State Norms and RMSA Norms

The state norms with respect to universalisation of secondary education in Uttarakhand may be mostly in line with the national level RMSA norms. In some cases there are state specific norms which are different from that of the national level RMSA norms.

Table 2.2 Norms of National and State

| | NATIONAL NORMS | STATE NORMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|-----------------------|-------------------|-----------------------|---|--|------------------------------|------|-----------|--------------|-----|-------|-------------|-----|------------|---------------------|-----|-------|--------------|-----|----------------|-----------------|-----|------|--------------|-------------|-----------------------|--------------------------|----|------|--|------|--------------|---------------------|------|-------|-----------------|---|---------|-------------|-------|-------|----------------|-----|--------------------|----|----|-------|-------|---|--------------|----|--|------|------|--------|-------------|--------------|-----------------------|---|-------------------------------|---|-----------|-------|----|-------|-------|---|------------|----|----|-------|-------|---|----------------|----|----|------|-------|---|-----------------------|----|----|------|-------|---|--------------|----|----|-------|-------|---|---------|----|----|-------|-------|---|--------------------|----|----|-------|-------|---|--------------|----|--|------|------|
| 1. PHYSICAL INFRA STRUCTURE-NON-RECURRING | Classroom-pupil ratio:1:40 Minimum ratio:1:25 Classroom size as per state norm 1. Atleast two additional classroom should be built in one secondary school. 2. Atleast four additional class rooms, two sections each for class ix and x. 3. Should involve elements of community contribution. 4. Grants will be available only for those schools which have existing buildings of their own. 5. Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc | A .Every secondary school should have class room pupil ratio 1:40 and minimum 1:30 B. Every secondary school should have the following: Hill Area <table border="1"> <thead> <tr> <th>S. No.</th> <th>Particulars</th> <th>No. of Units</th> <th>Room Size (Sq.Mtr.)</th> <th>Circulation Area (20% + Wall Area 15%) (In Sq. Mtr.)</th> <th>Total Plinth Area (Sq. Mtr.)</th> </tr> </thead> <tbody> <tr><td>1</td><td>Classroom</td><td>02/04</td><td>36</td><td>12.60</td><td>48.60</td></tr> <tr><td>2</td><td>Laboratory</td><td>01</td><td>54</td><td>18.90</td><td>72.90</td></tr> <tr><td>3</td><td>Principal Room</td><td>01</td><td>12</td><td>4.20</td><td>16.20</td></tr> <tr><td>4</td><td>Office and Staff Room</td><td>01</td><td>12</td><td>4.20</td><td>16.20</td></tr> <tr><td>5</td><td>Computer Lab</td><td>01</td><td>54</td><td>18.90</td><td>72.90</td></tr> <tr><td>6</td><td>Library</td><td>01</td><td>48</td><td>16.80</td><td>64.80</td></tr> <tr><td>7</td><td>Art and Craft Room</td><td>01</td><td>30</td><td>10.50</td><td>40.50</td></tr> <tr><td>8</td><td>Toilet Block</td><td>01</td><td></td><td>0.00</td><td>0.00</td></tr> </tbody> </table> Plain Area <table border="1"> <thead> <tr> <th>S. No.</th> <th>Particulars</th> <th>No. of Units</th> <th>Room Size (Sq. Meter)</th> <th>Circulation Area (20% + Wall Area 15%) (In Sq. Meter)</th> <th>Total Plinth Area (Sq. Meter)</th> </tr> </thead> <tbody> <tr><td>1</td><td>Classroom</td><td>02/04</td><td>48</td><td>16.80</td><td>64.80</td></tr> <tr><td>2</td><td>Laboratory</td><td>01</td><td>54</td><td>18.90</td><td>72.90</td></tr> <tr><td>3</td><td>Principal Room</td><td>01</td><td>12</td><td>4.20</td><td>16.20</td></tr> <tr><td>4</td><td>Office and Staff Room</td><td>01</td><td>12</td><td>4.20</td><td>16.20</td></tr> <tr><td>5</td><td>Computer Lab</td><td>01</td><td>54</td><td>18.90</td><td>72.90</td></tr> <tr><td>6</td><td>Library</td><td>01</td><td>48</td><td>16.80</td><td>64.80</td></tr> <tr><td>7</td><td>Art and Craft Room</td><td>01</td><td>30</td><td>10.50</td><td>40.50</td></tr> <tr><td>8</td><td>Toilet Block</td><td>01</td><td></td><td>0.00</td><td>0.00</td></tr> </tbody> </table> Revised Scheduled Rate as on 03 July 2010 as per PWD norms As per state PWD the cost of construction rates are below: 1. Plain Area - Rs. 11629 Per Sq. Mtrs. 2. Hill Area - Rs. 13813 Per Sq. Mtrs | S. No. | Particulars | No. of Units | Room Size (Sq.Mtr.) | Circulation Area (20% + Wall Area 15%) (In Sq. Mtr.) | Total Plinth Area (Sq. Mtr.) | 1 | Classroom | 02/04 | 36 | 12.60 | 48.60 | 2 | Laboratory | 01 | 54 | 18.90 | 72.90 | 3 | Principal Room | 01 | 12 | 4.20 | 16.20 | 4 | Office and Staff Room | 01 | 12 | 4.20 | 16.20 | 5 | Computer Lab | 01 | 54 | 18.90 | 72.90 | 6 | Library | 01 | 48 | 16.80 | 64.80 | 7 | Art and Craft Room | 01 | 30 | 10.50 | 40.50 | 8 | Toilet Block | 01 | | 0.00 | 0.00 | S. No. | Particulars | No. of Units | Room Size (Sq. Meter) | Circulation Area (20% + Wall Area 15%) (In Sq. Meter) | Total Plinth Area (Sq. Meter) | 1 | Classroom | 02/04 | 48 | 16.80 | 64.80 | 2 | Laboratory | 01 | 54 | 18.90 | 72.90 | 3 | Principal Room | 01 | 12 | 4.20 | 16.20 | 4 | Office and Staff Room | 01 | 12 | 4.20 | 16.20 | 5 | Computer Lab | 01 | 54 | 18.90 | 72.90 | 6 | Library | 01 | 48 | 16.80 | 64.80 | 7 | Art and Craft Room | 01 | 30 | 10.50 | 40.50 | 8 | Toilet Block | 01 | | 0.00 | 0.00 |
| | | S. No. | Particulars | No. of Units | Room Size (Sq.Mtr.) | Circulation Area (20% + Wall Area 15%) (In Sq. Mtr.) | Total Plinth Area (Sq. Mtr.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | Classroom | 02/04 | 36 | 12.60 | 48.60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 2 | Laboratory | 01 | 54 | 18.90 | 72.90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3 | Principal Room | 01 | 12 | 4.20 | 16.20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 4 | Office and Staff Room | 01 | 12 | 4.20 | 16.20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 5 | Computer Lab | 01 | 54 | 18.90 | 72.90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 6 | Library | 01 | 48 | 16.80 | 64.80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 7 | Art and Craft Room | 01 | 30 | 10.50 | 40.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 8 | Toilet Block | 01 | | 0.00 | 0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | S. No. | Particulars | No. of Units | Room Size (Sq. Meter) | Circulation Area (20% + Wall Area 15%) (In Sq. Meter) | Total Plinth Area (Sq. Meter) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | Classroom | 02/04 | 48 | 16.80 | 64.80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 2 | Laboratory | 01 | 54 | 18.90 | 72.90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3 | Principal Room | 01 | 12 | 4.20 | 16.20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 4 | Office and Staff Room | 01 | 12 | 4.20 | 16.20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Computer Lab | 01 | 54 | 18.90 | 72.90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Library | 01 | 48 | 16.80 | 64.80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Art and Craft Room | 01 | 30 | 10.50 | 40.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Toilet Block | 01 | | 0.00 | 0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th rowspan="2">Item</th> <th colspan="2">Rates Per Sq.Mtr.</th> </tr> <tr> <th>Hilly Area</th> <th>Plain Area</th> </tr> </thead> <tbody> <tr><td>Basic rate</td><td>7230</td><td>7230</td></tr> <tr><td>Extra height</td><td>210</td><td>210</td></tr> <tr><td>Extra depth</td><td>300</td><td>-</td></tr> <tr><td>Termetide treatment</td><td>180</td><td>180</td></tr> <tr><td>Fire fitting</td><td>470</td><td>470</td></tr> <tr><td>Frame Structure</td><td>870</td><td>870</td></tr> <tr><td>Total</td><td>9260</td><td>8960</td></tr> <tr><td>Rain water harvesting 1%</td><td>93</td><td>90</td></tr> <tr><td>Side development 20% in Hilly Area & 10% in Plain area</td><td>1852</td><td>896</td></tr> <tr><td>Electrification 11%</td><td>1019</td><td>986</td></tr> <tr><td>Celling fans 4%</td><td>-</td><td>358</td></tr> <tr><td>Grand Total</td><td>12224</td><td>11290</td></tr> <tr><td>Contingency 4%</td><td>367</td><td>339</td></tr> </tbody> </table> | Item | Rates Per Sq.Mtr. | | Hilly Area | Plain Area | Basic rate | 7230 | 7230 | Extra height | 210 | 210 | Extra depth | 300 | - | Termetide treatment | 180 | 180 | Fire fitting | 470 | 470 | Frame Structure | 870 | 870 | Total | 9260 | 8960 | Rain water harvesting 1% | 93 | 90 | Side development 20% in Hilly Area & 10% in Plain area | 1852 | 896 | Electrification 11% | 1019 | 986 | Celling fans 4% | - | 358 | Grand Total | 12224 | 11290 | Contingency 4% | 367 | 339 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Item | Rates Per Sq.Mtr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Hilly Area | Plain Area | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Basic rate | 7230 | 7230 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extra height | 210 | 210 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extra depth | 300 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Termetide treatment | 180 | 180 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fire fitting | 470 | 470 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Frame Structure | 870 | 870 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 9260 | 8960 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rain water harvesting 1% | 93 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Side development 20% in Hilly Area & 10% in Plain area | 1852 | 896 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electrification 11% | 1019 | 986 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Celling fans 4% | - | 358 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grand Total | 12224 | 11290 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contingency 4% | 367 | 339 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | |
|--|---|---|-----------------------|--|--------------------------------|------------------------------------|
| | | Height & Distance 10% | 1222 | - | | |
| | | Gross Total | 13813 | 11629 | | |
| | | Hill Area | | | | |
| | | S. No. | Particulars | Unit cost for Construction (in Rs.) | Furniture cost (in Rs.) | Unit cost for C.W. (in Rs.) |
| | | 1 | Classroom | 671311.80 | 100000.00 | 771311.80 |
| | | 2 | Laboratory | 1006967.70 | 150000.00 | 1156967.70 |
| | | 3 | Principal Room | 223770.60 | 40000.00 | 263770.60 |
| | | 4 | Office and Staff Room | 223770.60 | 40000.00 | 263770.60 |
| | | 5 | Computer Lab | 1006967.70 | 40000.00 | 1046967.70 |
| | | 6 | Library | 895082.40 | 100000.00 | 995082.40 |
| | | 7 | Art and Craft Room | 559426.50 | 40000.00 | 599426.50 |
| | | 8 | Toilet Block | 275000.00 | | 275000.00 |
| | | Plain Area | | | | |
| | | S. No. | Particulars | Unit cost for Construction (in Rs.) | Furniture cost (in Rs.) | Unit cost for C.W. (in Rs.) |
| | | 1 | Classroom | 753559.20 | 100000.00 | 853559.20 |
| | | 2 | Laboratory | 847754.10 | 150000.00 | 997754.10 |
| | | 3 | Principal Room | 188389.80 | 40000.00 | 228389.80 |
| | | 4 | Office and Staff Room | 188389.80 | 40000.00 | 228389.80 |
| | | 5 | Computer Lab | 847754.10 | 40000.00 | 887754.10 |
| | | 6 | Library | 753559.20 | 100000.00 | 853559.20 |
| | | 7 | Art and Craft Room | 470974.50 | 40000.00 | 510974.50 |
| | | 8 | Toilet Block | 225000.00 | | 225000.00 |
| 1.2 ADDITIONAL CLASSROOMS FOR EXISTING SCHOOLS | <p>1. Additional class rooms should be built in existing secondary school to maintain the classroom – pupil ratio 1:40</p> <p>2. Construction of additional classrooms should involve the elements of community contribution if possible</p> <p>3. At least two additional class rooms should be built at time</p> <p>4. Grants for additional classrooms will be available only for those schools which have existing buildings of their own</p> | <p>1. Additional class rooms should be built in existing secondary school to maintain the classroom –pupil ratio 1:40</p> <p>2. Construction of additional classrooms should involve the elements of community contribution.</p> <p>3. At least two additional class rooms should be built at a time.</p> <p>4. Grants for additional classrooms will be available only for those schools which have existing buildings of their own.</p> | | | | |
| 1.3 SCIENCE LABORATORY | 3.1 Every secondary school should have Integrated science lab (for Physics, Chemistry, Biology, Mathematics) | 3.1 Every secondary school should have Integrated science lab (for Physics, Chemistry, Biology, Mathematics) | | | | |
| 1.4 LAB EQUIPMENTS | 4.1 Science lab for secondary schools should have a necessary equipments (for Physics, Chemistry, Biology, Mathematics) to facilitate academic activities | Necessary equipment. | | | | |
| 1.5 PRINCIPAL ROOM | <p>1. Every secondary school should have one room for principal.</p> <p>2. Room will also be used for staff meeting.</p> <p>3. Principal room size should be 57 sq.mt</p> <p>4. Grants for Principal room will be available only for those schools which have existing building of their own.</p> <p>5. Grants for principal room will also be available for New schools with their building</p> | <p>1. Every secondary school should have one room for principal.</p> <p>2. Room will also be used for staff meeting.</p> <p>3. Principal room size should be 16.20 sq.mt</p> <p>4. Grants for principal room will be available for New schools and upgraded school with their building budget</p> | | | | |

| | | |
|--------------------------------|--|---|
| | budget | |
| 1.6 Office room | <ol style="list-style-type: none"> 1. Every secondary school should have one separate room for office and office staff 2. Office room size should be 57 sq.mt 3. Grants for Office room will be available only for those schools which have existing building of their own. 4. Grants for Office room will also be available for New schools with their building budget | <ol style="list-style-type: none"> 1. Every secondary school should have one separate room for office and office staff 2. Office room size should be 16.20 sq.mt 3. Only for those schools which have existing building of their own. 4. Grants for Office room will also be available for New schools and upgraded schools with their building budget. |
| 1.7 GIRLS ACTIVITY ROOM | <ol style="list-style-type: none"> 1. Every secondary school should have one separate Girls activity room 2. Girls activity room sizes should be 57 sq.mt 3. Grants for girls activity room will be available only for those schools which have existing building of their own. 4. Grants for girls activity room will also be available for New schools with their building budget | <ol style="list-style-type: none"> 1. Every secondary school should have one separate Girls activity room 2. Girls activity room sizes should be 66 sq.mt 3. Grants for girls activity room will be available only for those schools which have existing building of their own. 4. Grants for girls activity room will also be available for New schools with their building budget. |
| 1.8 COMPUTER ROOM/ LABORATORY | <ol style="list-style-type: none"> 1. Every secondary school should have one room for Computer laboratory. 2. Room will be used exclusively for learning purposes 3. Computer lab room size should be 104 sq.mt 4. Grants for computer lab will be available only for those schools which have existing building of their own. 5. Grants for computer lab will also be available for New schools with their building budget . | <ol style="list-style-type: none"> 1. Every secondary school should have one room for Computer laboratory. 2. Room will be used exclusively for learning purposes 3. Computer lab room size should be 73 sq.mt 4. Grants for computer lab will be available only for those schools which have existing building of their own. 5. Grants for computer lab will also be available for new schools with their building budget. 6. Laboratory Room size should be 73 sq.mt. 7. Grants for laboratory will be available for the existing schools. |
| 1.9 ART/ CRAFT/ CULTRURAL ROOM | <ol style="list-style-type: none"> 1. Every secondary school should have one room for Art/craft. 2. Room will be used for art/craft activities 3. Art/craft room size should be 57 sq.mt 4. Grants for art/craft room will be available only for those schools which have existing building of their own. 5. Grants for art/craft will also be available for New schools with their building budget | <ol style="list-style-type: none"> 1. Every secondary school should have one room for Art/craft. 2. Room will be used for art/craft activities 3. Art/craft room size should be 66 sq.mt 4. Grants for art/craft room will be available only for those schools which have existing building of their own. 5. Grants for art/craft will also be available for New schools with their building budget |
| 1.10. LIBRARY | <ol style="list-style-type: none"> 1. Every secondary school should have one room for library. 2. Room should be used for reading and library purpose. 3. Library room size should be 104 sq.mt 4. Grants for Library will be available only for those schools which have existing building of their own. 5. Grants for library will also be available for New schools with their building budget | <ol style="list-style-type: none"> 1. Every secondary school should have one room for library. 2. Room should be used for reading and library purpose. 3. Library room size should be 65 sq.mt 4. Grants for Library will be available only for those schools which have existing building of their own. 5. Grants for library will also be available for New schools with their building budget |
| 1.11 TOILET BLOCK | <ol style="list-style-type: none"> 1. Every secondary school should have toilet blocks for | <ol style="list-style-type: none"> 1. One toilet cluster for every 200 children .The unit cost of toilet cluster as per PWD norms are detailed below: |

| | Boys and Girls separately. They should be suitable for the physically challenged. 2. Separate toilet block available for male and female teachers | <table border="1"> <thead> <tr> <th>Component</th> <th>Plain (Lakhs)</th> <th>Hilly (Lakhs)</th> </tr> </thead> <tbody> <tr> <td>Toilet cluster</td> <td>2.25</td> <td>2.75</td> </tr> </tbody> </table> | Component | Plain (Lakhs) | Hilly (Lakhs) | Toilet cluster | 2.25 | 2.75 |
|--|---|---|-----------|---------------|---------------|----------------|-------|-------|
| Component | Plain (Lakhs) | Hilly (Lakhs) | | | | | | |
| Toilet cluster | 2.25 | 2.75 | | | | | | |
| 1.12 DRINKING WATER FACILITY | 1. Every school should have drinking water facility adequately. 2. Proper drainage system should be there in every secondary school | 1. One Sintex tank with water tap for every 200 children. The unit cost of the water tank with one OHT as per PWD norms are detailed below: | | | | | | |
| 1.13 FURNITURE AND FIXTURES | 1. Furniture for class room 2. Existing furniture to be repaired 3. In case of condemnation, or due to deficiency, purchase of furniture for the following ,subject to the celing of Rs.1.00 lakh per school 4. Furniture for Principal room, office room and teacher staff room. 5. Luxury items should not be purchased. 6. Purchases if any will be done through state owned small scale industries. | 1. Furniture for class room 2. Existing furniture to be repaired 3. In case of condemnation, or due to deficiency, purchase of furniture for the following ,subject to the celing of Rs.1.00 lakh per school 4. Furniture for Principal room office room and teacher staff room. 5. Luxury items should not be purchased. 6. Purchases if any will be done through state Govt. Procurement Act. 7. SMDC will be fully responsible for purchase of furniture and fixtures at school level. | | | | | | |
| 1.14 DEVELOPMENT OF PLAY GROUND | 1. Cost for development of play ground will not exceed Rs.20,000/- per school 2. Schools not having playground will use play ground in neighborhood schools or the community play ground 3. Community PRIs, MP, MLA development fund can also be mobilized for the development and maintenance. Ministry of youth affairs and sports will also be approached. | 1. Cost for development of play ground will not exceed Rs.20,000/- per school 2. Schools not having playground will use play ground in neighborhood schools or the community play ground 3. Community PRIs, MP, MLA development fund can also be mobilized for the development and maintenance. Ministry of youth affairs and sports will also be approached. | | | | | | |
| 1.15 BOUNDARY WALL | 1. Boundary wall will be constructed, if not already constructed. 2. Community,PRI's,MP's, MLA's development funds can be utilized for maintenance and construction of boundary wall 3. Department of Environment and forests will be approached to develop social forestry in the schools. | 1. Boundary wall will be constructed, if not already constructed. 2. Community, PRI's, MP's, MLA's development funds can be utilized for maintenance and construction of boundary wall. 3. Department of Environment and forests will be approached to develop social forestry in the schools. PWD norms for conventional compound wall / running meter. <table border="1"> <thead> <tr> <th>Component</th> <th>Plain (Lakhs)</th> <th>Hilly (Lakhs)</th> </tr> </thead> <tbody> <tr> <td>Compound wall</td> <td>0.025</td> <td>0.040</td> </tr> </tbody> </table> | Component | Plain (Lakhs) | Hilly (Lakhs) | Compound wall | 0.025 | 0.040 |
| Component | Plain (Lakhs) | Hilly (Lakhs) | | | | | | |
| Compound wall | 0.025 | 0.040 | | | | | | |
| 1.16 Repairing and Renovations-Major and Minor | 1. Repairing and renovations will primarily be undertaken through community participation. 2. On the basis of approved estimate by the department following grants may be considered under special circumstances: 3. Major repairing: One time total amount of expenditure should not exceed Rs.2.00 lakh per school in case of two sections in school and Rs.4.00lakh per school in case of four sections in school Minor repairing:-Total amount of expenditure should not exceed Rs.50,000 in a year. | 1. Repairing and renovations will primarily be undertaken through community participation. 2. On the basis of approved estimate by the department following grants may be considered under special circumstances: 3. Major repairing: One time total amount of expenditure should not exceed Rs.2.00 lakh per school in case of two sections in school and Rs.4.00lakh per school in case of four sections in school. 4. School specific estimates should be prepared and actual cost will be measured than after. 5. SMDC will do all kind of major repair works. Minor repairing:- Total amount of expenditure should not exceed Rs.50,000 in a year. Following repair works can be undertaken school building, toilets, tanks, play ground, campus, conservancy services, electrical fittings, Sanitary and other fittings furniture and fixtures 6. Expenditure on repair and maintenance of building | | | | | | |

| | | |
|---|---|---|
| | <p>Following repair works can be undertaken school building, toilets, tanks, play ground, campus, conservancy services, electrical fittings, Sanitary and other fittings furniture and fixtures</p> <p>4. Expenditure on repair and maintenance of building would not be included for calculating civil works.</p> <p>5. Grants will be available for schools which have existing buildings of their own</p> | <p>would not be included for calculating civil works.</p> <p>5.Grants will be available for schools which have existing buildings of their own</p> |
| 1.17 Repair/ replacement of laboratory Equipments, purchase of lab consumable article | <p>1. Fund will be available for science lab</p> <p>2. Replacement and repairing of laboratory equipments.</p> <p>3. Purchase of consumables, chemicals.</p> <p>4. Upkeep of laboratories</p> <p>5. Any other lab activity relating to science and mathematics Annual grant of Rs. 25,000/- per school per annum or as per actual requirements.</p> | <p>1. Fund will be available for science lab</p> <p>2. Replacement and repairing of laboratory equipments.</p> <p>3. Purchase of consumables, chemicals.</p> <p>4. Upkeep of laboratories</p> <p>5. Any other lab activity relating to science and mathematics Annual grant of Rs. 25,000/- per school per annum or as per actual requirements.</p> <p>6. Purchase and repair of lab equipments and consumable article will be done by SMDC at school level.</p> |
| 1.18 Purchase of books, periodicals, news papers etc. | <p>1. Purchase of books with due reference to the lists of books recommended by the Department and SCERT</p> <p>2. Rs. 10,000 per annum or the actual expenditure whichever is less</p> <p>3. Text books and reference books for teachers should also be included.</p> <p>4. One time grant for purchase of books is Rs. 1.00 lakh in case of newly upgraded school or those school which do not have library.</p> | <p>1. Purchase of books with due reference to the lists of books recommended by the Department</p> <p>2. Rs.10,000 per annum or the actual expenditure whichever is less</p> <p>3. Text books and reference books for teachers should also be included.</p> <p>4. One time grant for purchase of books is Rs. 1.00 lakh in case of newly upgraded school or those schools which do not have library.</p> <p>5. SRG will be prepared a list of books.</p> <p>6. Procurement will be done by SMDC.</p> |
| 1.19 STUDY TOURS/ EXCURSION TRIPS | <p>1. State Govt./community/parents/private sector may sponsor or contribute</p> <p>2. Study tours will be organized by the schools every year.</p> <p>3. All the willing students will be allowed to participate</p> <p>4. Adequate measures for safety and security of the students, especially girls will be made.</p> <p>5. An amount of Rs.5000/- may be allocated for the purpose.</p> | <p>1. State Govt./community/parents/private sector may sponsor or contribute</p> <p>2. Study tours will be organized by the schools every year.</p> <p>3. All the willing students will be allowed to participate</p> <p>4. Adequate measures for safety and security of the students, especially girls will be made.</p> <p>5. An amount of Rs. 5000/- may be allocated for the purpose.</p> |
| 1.20 SCHOOL ANNUAL GRANTS RECURRING COST | <p>1.1 SPORTS:</p> <p>1. Sports equipments, uniforms etc.,</p> <p>2. Music/dance/cultural activity</p> <p>3. Painting.</p> <p>Grants of Rs. 5000/- will be allocated for the purpose.</p> <p>1.2. TEACHING AIDS:-</p> <p>1. Equipments for teaching geography, elective subjects Drawing equipments and painting materials.</p> <p>2. Maps, charts, Grants of Rs. 2000/- per teacher per annum</p> <p>3. To meet petty and contingent expenditure for</p> | <p>1.1 SPORTS:</p> <p>1. Sports equipments, uniforms etc.,</p> <p>2. Music/ dance/ cultural activity</p> <p>3. Painting.</p> <p>Grants of Rs. 5000/- will be allocated for the purpose.</p> <p>1.2.TEACHING AIDS:-</p> <p>1. Equipments for teaching geography, elective subjects Drawing equipments and painting materials.</p> <p>2. Maps, charts, Grants of Rs.2000/- per teacher per annum</p> <p>3. To meet petty and contingent expenditure for organizing meetings, conveyance, stationeries grants of Rs.5000/- per annum</p> <p>4. Water, electricity charges, telephone charges, internet</p> |

| | | |
|---|---|---|
| | <p>organizing meetings, conveyance, stationeries grants of Rs.5000/- per annum</p> <p>4. Water, electricity charges, telephone charges, internet charges/ other grant and taxes</p> <p>5. Grant of Rs.20,000/- per annum or actual expenditure, whichever is less to meet water and electricity charges.</p> <p>6. petty repairs and maintenance –Grant for Rs.5000/- per annum</p> <p>7. Other expenditure-Grant of Rs. 5000/- should be given to each school</p> <p>8. community/PRI/Private sector may also to contribute</p> | <p>charges/ other grant and taxes</p> <p>5. Grant of Rs.15,000/- per annum or actual expenditure, whichever is less to meet water and electricity charges.</p> <p>6. petty repairs and maintenance –Grant for Rs.5000/- per annum</p> <p>7. Other expenditure-Grant of Rs. 5000/- should be given to each school</p> <p>8. community/PRI/Private sector may also to contribute</p> |
| <p>1.21 TEACHERS, STAFFS AND LAB ATTENDANTS</p> | <p>TEACHER</p> <p>1. Every school should have atleast one subject teacher for each subject, two language teachers, one each for mathematics, physical science, biological science, social studies, computer science.</p> <p>2. Every school should have one physical education and music and craft teacher</p> <p>3. Every secondary school should have a minimum of 7 subject teachers and two special teachers</p> <p>4. Every teacher appointed should possess minimum graduation and a B.Ed. for teaching</p> <p>5. Every school should maintain PTR of 30:1 or less Teacher will be employed by the society implementing RMSA</p> <p>LAB ATTENDANT:</p> <p>1. One lab attendant should be employed by the society implementing RMSA.</p> <p>OFFICE ASSISTANT:</p> <p>1. Every secondary school should have one clerk (ASSISTANT GRADE III) and one peon for office works.</p> <p>WATCHMAN:</p> <p>Every secondary school should have one night watchman may be appointed by community/ PRI/parent teacher Association.</p> | <p>TEACHER</p> <p>1. Every Secondary School should have atleast one head master, one subject teacher for each subject, two language teacher, one each for mathematics, physical science, biological science, social studies,</p> <p>2. Every school should have one physical education and one teacher music/Drawing/craft/computer teacher.</p> <p>3. Every secondary school should have a minimum of 7 subject teachers.</p> <p>4. Every teacher appointed should possess minimum graduation and a B.Ed. for teaching.</p> <p>5. Every school should maintain PTR of 40:1 or less Teacher will be employed by the society implementing RMSA.</p> <p>LAB ATTENDANT:</p> <p>1. One lab attendant should be employed by the society implementing RMSA.</p> <p>OFFICE ASSISTANT/LIBRARIAN:</p> <p>1. Every secondary school should have one clerk (ASSISTANT GRADE III) and one peon for office works.</p> <p>WATCHMAN:</p> <p>Every secondary school should have one night watchman.</p> <p>PEON:</p> <p>Every Secondary School should have one Forth Class/Peon.</p> |

Chapter III

Status of Secondary Education in Uttarakhand

This chapter presents the analysis of the status of secondary education in Uttarakhand to assess the starting points for RMSA in the state and identify the main issues for policy and practice.

Data sources and limitations

The status report on secondary education in the state of Uttarakhand used the data source from the Census of India, Statistical Abstract of Uttarakhand, Selected Educational Statistics (SES) of Uttarakhand, and data collected through the data capture formats of Secondary Education Management Information System (SEMIS) and DISE.

In 2007, when MHRD was fine tuning RMSA, the National University of Educational Planning and Administration (NUEPA) was roped in to create a Sarva Shiksha Abhiyan (SSA) like monitoring system wherein the District Information on School Education (DISE) is instrumental. The NUEPA first developed a software viz., Secondary Education Management Information System (SEMIS) to prepare a baseline status report so that the planning for secondary education could be made at district level onwards. The SEMIS database while mapping secondary schools, it is having profile of schools, enrolment figures, teachers profile and infrastructure related information.

Population

According to the Census 2001, the size of the state population was about 84.89 lakhs. The projections of Registrar General of India (RGI) indicate that the state population would increase to 93.05 lakhs in 2006 and to 99.41 lakhs in 2011. The population of the state is projected to grow at 1.8 percent per annum during 2001-11 and it will grow at 1.4 percent during 2011-21 where the size of population will increase to 113.79 lakhs in 2016.

Table 3.1 Population and Growth Rate
(Figures in lakhs)

| Year | Population | Growth | Growth Rate |
|----------|------------|----------|-------------|
| 1 | 2 | 3 | 4 |
| 1981 | 57.72 | | |
| 1991 | 71.27 | 13.55 | 23.48 |
| 2001 | 84.88 | 13.61 | 19.20 |
| 2006 | 93.05 | 8.17 | |
| 2011 | 99.41 | 6.36 | |
| 2016 | 113.79 | 14.38 | |

Table 1.2 indicates the population figure at a glance this shows that there are 964 females per 1000 male according to Census 2001. The female share in the total population of the state is about 49.04 percent. Table 1.2 shows that density of population is 159 per sq.km according to Census 2001. Population density in the 13 district of the State varies from a high of 612 per sq.km in Haridwar to a low of 37 per sq.km. in district Uttarkashi. The population is sparsely populated in hilly area and densely populated in plain areas. In terms of urbanization, about 21.79 lakhs consisting of 25.67 percent of the total population in the state are located in urban localities. Projections indicate a further increase in the urban population. The decadal population growth rate of population is 19.20% between 1991 and 2001. The geographical area of the state is about 53,483 sq.km.

**Table 3.2 Status of Educational Institutions in Uttarakhand
No. of Primary and Upper Primary Schools**

| S. No. | Type Of School | No. of Schools | | |
|--------|-----------------------------|-------------------------|-------------------------------|----------------------------|
| | | Primary School/Sections | Upper Primary School/Sections | Primary with Upper Primary |
| 1 | Governments | 12695 | 3004 | 29 |
| 2 | Govt. Aided | 56 | 180 | 39 |
| 3 | Recognized(Unaided Private) | 2549 | 515 | 752 |
| | Total | 15300 | 3699 | 820 |

Source: SSA, DISE Data 2009-10

Table 3.3 Districtwise Secondary and Hr./Sr. Secondary Schools by School Category

| Management: All Management | | | | Category: All Category | | | |
|----------------------------|---------------|-------------|------------------|------------------------------|------------------------------|---|---------------------|
| Rural/Urban: All Area | | | | Funding Agency: All Agencies | | | |
| Sl. No. | District Name | Secondary | Higher Secondary | Intermediate /Junior College | Degree College with +2 level | Post-graduate College with +2 and +3 levels | Total / All Schools |
| 1 | ALMORA | 107 | 166 | 0 | 0 | 0 | 273 |
| 2 | BAGESHWAR | 45 | 51 | 0 | 1 | 0 | 97 |
| 3 | CHAMOLI | 96 | 102 | 0 | 1 | 3 | 202 |
| 4 | CHAMPAWAT | 46 | 46 | 0 | 0 | 1 | 93 |
| 5 | DEHRADUN | 130 | 223 | 0 | 0 | 2 | 355 |
| 6 | HARDWAR | 67 | 111 | 0 | 0 | 1 | 179 |
| 7 | NAINITAL | 104 | 144 | 0 | 0 | 0 | 248 |
| 8 | PAURI GARHWAL | 151 | 225 | 0 | 0 | 0 | 376 |
| 9 | PITHORAGARH | 86 | 108 | 0 | 0 | 0 | 194 |
| 10 | RUDRAPRAYAG | 42 | 74 | 0 | 1 | 3 | 120 |
| 11 | TEHRI GARHWAL | 98 | 159 | 0 | 1 | 0 | 258 |
| 12 | U.S. NAGAR | 106 | 130 | 0 | 0 | 1 | 237 |
| 13 | UTTARKASHI | 50 | 64 | 0 | 1 | 1 | 116 |
| | Total | 1128 | 1603 | 0 | 5 | 12 | 2748 |

Source: SEMIS 2009-10.

Table 3.4
District-wise Secondary and Hr./Sr. Secondary Schools by Funding

| Management: All Management | | | | Category: All Categories | | | | |
|----------------------------|---------------|-------------|-------------|----------------------------|------------------|-------------------------------------|--|---------------------|
| Rural/Urban: All Area | | | | Funding Agency: All Agency | | | | |
| Sl. No. | District Name | State Govt. | Local Govt. | Central Govt. | Recognized Aided | Recognized Un-Aided / Pvt. Un-Aided | Un-aided secondary/higher secondary section in a recognized school/college | Total / All Schools |
| 1 | ALMORA | 209 | 1 | 4 | 36 | 18 | 5 | 273 |
| 2 | BAGESHWAR | 69 | 0 | 2 | 17 | 9 | 0 | 97 |
| 3 | CHAMOLI | 159 | 0 | 4 | 19 | 17 | 3 | 202 |
| 4 | CHAMPAWAT | 69 | 0 | 4 | 6 | 14 | 0 | 93 |
| 5 | DEHRADUN | 139 | 1 | 12 | 56 | 147 | 0 | 355 |
| 6 | HARDWAR | 51 | 5 | 5 | 30 | 63 | 25 | 179 |
| 7 | NAINITAL | 159 | 0 | 4 | 23 | 51 | 11 | 248 |
| 8 | PAURI GARHWAL | 273 | 1 | 2 | 75 | 21 | 4 | 376 |
| 9 | PITHORAGARH | 154 | 0 | 4 | 9 | 20 | 7 | 194 |
| 10 | RUDRAPRAYAG | 91 | 0 | 1 | 17 | 10 | 1 | 120 |
| 11 | TEHRI GARHWAL | 220 | 1 | 0 | 12 | 19 | 6 | 258 |
| 12 | U.S. NAGAR | 95 | 0 | 2 | 24 | 98 | 18 | 237 |
| 13 | UTTARKASHI | 98 | 0 | 2 | 2 | 13 | 1 | 116 |
| | Total | 1786 | 9 | 46 | 326 | 500 | 81 | 2748 |

Source: SEMIS 2009-10

Table 3.5
Total Enrollment Status at Elementary Level Year 2009-10

| Age | Total Population | | | School Going | | | Out of School | | |
|--------------|------------------|---------------|----------------|---------------|---------------|----------------|---------------|-------------|-------------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 6-11 Age | 602559 | 549862 | 1152421 | 600508 | 547837 | 1148345 | 2051 | 2025 | 4076 |
| 11-14 Age | 341584 | 311803 | 653387 | 339769 | 309561 | 649330 | 1815 | 2242 | 4057 |
| Total | 944143 | 861665 | 1805808 | 940277 | 857398 | 1797675 | 3866 | 4267 | 8133 |

Source: SSA, Basic Education Data 2009-10.

Table 3.6
Total Enrollment Status at Elementary Level (Class 1 to 8) Year 2008-2009

| SN | Level | Enrollment | | |
|----|------------------------------|---------------|---------------|----------------|
| | | Boys | Girls | Total |
| 1 | Primary (Class 1 to 5) | 558170 | 525966 | 1084136 |
| 2 | Upper Primary (Class 6 to 8) | 282383 | 268508 | 550891 |
| | Total (Class 1 to 8) | 840553 | 794474 | 1635027 |

Source: SSA, Basic Education Data 2009-10.

Table 3.7 GER, NER, Co hart Drop Out and Overall Repetition at Elementary Level

| S.N. | Indicators | Primary (Jan. 2009) | Upper Primary (Jan. 2009) |
|------|--|---------------------|---------------------------|
| 1 | Gross Enrollment Ratio (GER) | 101.76 | 102.15 |
| 2 | Net Enrollment Ratio (NER) | 99.01 | 98.94 |
| 3 | Dropout Rate | 0.31 | 0.50 |
| 4 | Repetition Rate | 4.47 | 3.41 |
| 5 | Completion Rate | 91.98 | |
| 6 | Transition Rate (Primary to Upper Primary) | 97.82 | |
| 7 | Pupil Teacher Ratio (PTR) | 1:26 | 1:16 |

Source: SSA, Basic Education Data 2009-10.

Table 3.8 District-wise GER, NER, Co hart Drop Out and Overall Repetition at Elementary Level, year 2009-2010

| S. N. | District | Children of 6-11 age group | | | | Children of 11-14 age group | | | |
|--------------|-------------|----------------------------|-------|----------------|-----------------|-----------------------------|-------|----------------|-----------------|
| | | GER | NER | Cohort Dropout | Repetition Rate | GER | NER | Cohort Dropout | Repetition Rate |
| 1 | Almora | 101.42 | 98.67 | 0.06 | 3.23 | 104.15 | 97.92 | 0.31 | 4.07 |
| 2 | Bageshwar | 101.00 | 99.50 | 0.03 | 1.41 | 101.40 | 99.65 | 0.11 | 1.45 |
| 3 | Chamoli | 102.55 | 99.62 | 0.31 | 5.84 | 110.98 | 99.42 | 0.42 | 2.04 |
| 4 | Champawat | 106.12 | 99.82 | 0.45 | 5.75 | 105.98 | 98.94 | 2.14 | 5.69 |
| 5 | Dehradun | 100.62 | 98.17 | 0.23 | 8.88 | 99.39 | 96.87 | 0.32 | 4.65 |
| 6 | Haridwar | 99.37 | 96.77 | 0.30 | 3.87 | 99.11 | 97.79 | 0.20 | 3.06 |
| 7 | Nainital | 102.03 | 96.66 | 0.05 | 3.07 | 100.56 | 98.36 | 0.52 | 5.24 |
| 8 | Pauri | 100.41 | 99.45 | 0.11 | 5.71 | 100.87 | 99.43 | 0.26 | 5.29 |
| 9 | Pithoragarh | 101.20 | 99.99 | 0.04 | 2.09 | 100.34 | 99.93 | 0.17 | 2.94 |
| 10 | Rudrapayag | 101.24 | 99.98 | 0.01 | 5.70 | 100.41 | 99.97 | 0.03 | 4.70 |
| 11 | Tehri | 103.29 | 99.96 | 0.03 | 8.46 | 101.20 | 99.94 | 0.12 | 1.83 |
| 12 | U.S. Nagar | 101.72 | 99.10 | 1.87 | 1.91 | 102.27 | 98.23 | 1.79 | 1.70 |
| 13 | Uttarkashi | 101.84 | 99.42 | 0.55 | 2.15 | 101.27 | 99.82 | 0.17 | 1.66 |
| Total | | 101.76 | 99.01 | 0.31 | 4.47 | 102.15 | 98.94 | 0.50 | 3.41 |

Source: SSA, 2009-10

Table 3.9 Completion Rate, Primary Graduates & Transition Rate from Primary to Upper Primary Year 2009-10

| S. N. | District | Completion Rate | No. of Primary Graduates | Transition Rate from Primary to Upper Primary |
|--------------|-------------|-----------------|--------------------------|---|
| 1 | Almora | 97.01 | 12058 | 99.06 |
| 2 | Bageshwar | 93.98 | 4583 | 99.96 |
| 3 | Chamoli | 92.80 | 9029 | 97.54 |
| 4 | Champawat | 95.22 | 6198 | 99.68 |
| 5 | Dehradun | 93.60 | 11718 | 98.76 |
| 6 | Haridwar | 98.50 | 29231 | 85.08 |
| 7 | Nainital | 90.69 | 8679 | 98.77 |
| 8 | Pauri | 90.79 | 12212 | 100.00 |
| 9 | Pithoragarh | 92.79 | 9888 | 99.72 |
| 10 | Rudrapayag | 93.16 | 4090 | 100.00 |
| 11 | Tehri | 90.80 | 11690 | 94.35 |
| 12 | U.S. Nagar | 73.38 | 20018 | 98.90 |
| 13 | Uttarkashi | 93.00 | 6405 | 99.81 |
| Total | | 91.98 | 145799 | 97.82 |

Source: SSA, 2009-10

**Table 3.10 Total Enrollment Status at Secondary Level
(Class IX to X) Year 2008-2009 & 2009-2010**

| SN | Name of the District | Enrolment in Classes IX-X in 2008-09 | | | Enrolment in Classes IX-X in 2009-10 | | |
|--------------------|----------------------|---|---------------|---------------|---|---------------|---------------|
| | | Boys | Girls | Total | Boys | Girls | Total |
| 1 | Almora | 15527 | 13052 | 28579 | 15087 | 13599 | 28686 |
| 2 | Bageshwar | 6145 | 4844 | 10989 | 6034 | 5114 | 11148 |
| 3 | Chamoli | 9560 | 7869 | 17429 | 9350 | 8090 | 17440 |
| 4 | Champawat | 5582 | 4026 | 9608 | 5448 | 4270 | 9718 |
| 5 | Dehradun | 22498 | 19839 | 42337 | 24398 | 21391 | 45789 |
| 6 | Haridwar | 23428 | 17794 | 41222 | 24695 | 19074 | 43769 |
| 7 | Nainital | 17298 | 14421 | 31719 | 18366 | 15264 | 33630 |
| 8 | Pauri | 14738 | 13215 | 27953 | 14840 | 13582 | 28422 |
| 9 | Pithoragarh | 11858 | 9235 | 21093 | 11742 | 9510 | 21252 |
| 10 | Rudraprayag | 5783 | 4914 | 10697 | 5848 | 5055 | 10903 |
| 11 | Tehri Garhwal | 13143 | 11617 | 24760 | 13290 | 12211 | 25501 |
| 12 | U.S. Nagar | 25106 | 21504 | 46610 | 27310 | 22445 | 49755 |
| 13 | Uttarkashi | 7269 | 6227 | 13496 | 7314 | 6673 | 13987 |
| Total | | 177935 | 148557 | 326492 | 183722 | 156278 | 340000 |
| State Govt. | | 103732 | 99330 | 203062 | 94867 | 96426 | 191293 |

Source: Data collected through Data Capture Format 2009-10.

**Table 3.11 Total Enrollment Status at Hr./Sr. Secondary Level
(Class XI to XII) Year 2008-09 & 2009-10**

| SN | Name of the District | Enrolment in Classes XI- XII in 2008-09 | | | Enrolment in Classes XI-XII in 2009-10 | | |
|--------------------|----------------------|--|--------------|---------------|---|---------------|---------------|
| | | Boys | Girls | Total | Boys | Girls | Total |
| 1 | Almora | 8515 | 7324 | 15839 | 10118 | 8436 | 18554 |
| 2 | Bageshwar | 3181 | 2703 | 5884 | 4237 | 3283 | 7520 |
| 3 | Chamoli | 5930 | 5053 | 10983 | 6768 | 5942 | 12710 |
| 4 | Champawat | 2946 | 2399 | 5345 | 3224 | 2547 | 5771 |
| 5 | Dehradun | 14645 | 15218 | 29863 | 17557 | 16777 | 34334 |
| 6 | Haridwar | 13303 | 9587 | 22890 | 12906 | 8897 | 21803 |
| 7 | Nainital | 11364 | 10413 | 21777 | 12383 | 10934 | 23317 |
| 8 | Pauri | 8911 | 8193 | 17104 | 10300 | 9262 | 19562 |
| 9 | Pithoragarh | 6766 | 5855 | 12621 | 7903 | 6669 | 14572 |
| 10 | Rudraprayag | 3474 | 3120 | 6594 | 4122 | 3683 | 7805 |
| 11 | Tehri Garhwal | 6893 | 6390 | 13283 | 8171 | 7752 | 15923 |
| 12 | US Nagar | 14442 | 14273 | 28715 | 17136 | 15089 | 32225 |
| 13 | Uttarkashi | 3647 | 2814 | 6461 | 4230 | 3345 | 7575 |
| STATE | | 104017 | 93342 | 197359 | 119055 | 102616 | 221671 |
| State Govt. | | 60204 | 60420 | 120624 | 63460 | 62956 | 126416 |

Source: Data collected through Data Capture Format 2009-10.

Table 3.12
GER at Secondary Level, Year 2006-07 & 2007-08

| Particulars | | Year | |
|--------------------------------------|--------------|---------------|---------------|
| | | 2006-2007 | 2007-2008 |
| Projected Child Population 14-15 Age | Boys | 234436 | 238938 |
| | Girls | 219559 | 223774 |
| | Total | 453995 | 462712 |
| Enrolment IX & X | Boys | 136229 | 140364 |
| | Girls | 109009 | 116731 |
| | Total | 245238 | 257095 |
| GER (14-15 Age) | Boys | 58.11 | 58.75 |
| | Girls | 49.65 | 52.16 |
| | Total | 54.02 | 55.56 |
| Projected Child Population 16-17 Age | Boys | 205302 | 209483 |
| | Girls | 191599 | 195387 |
| | Total | 396901 | 404870 |
| Enrolment XI & XII | Boys | 77667 | 76116 |
| | Girls | 65129 | 67671 |
| | Total | 142796 | 143787 |
| GER (16-17 Age) | B | 37.83 | 36.34 |
| | G | 33.99 | 34.63 |
| | Total | 35.98 | 35.51 |

Source: Data collected through Data Capture Format 2007-08.

Table 3.13
Drop Out and Repetition at Secondary Level, Year 2007-08

| SN | Particulars | No. |
|----|---|--------------|
| 1 | Total Enrolled In Class IX & X In 2006-07 | 245229 |
| 2 | Total Promoted in Next Class | 135256 |
| | % Promoted in Next Class | 55.15 |
| 3 | Repeaters in Class-IX & X in 2007-08 | 60154 |
| | % Repeaters in Class-IX & X in 2007-08 | 24.53 |
| 4 | Total Drop-out in Class-IX & X in 2006-07 | 49819 |
| | % Drop-out in Class-IX & X in 2006-07 | 20.32 |
| 5 | Tr. Rate Class VIII to Class IX 2007-08 | 82.33 |

Source: Data collected through Data Capture Format 2007-08.

Table 3.14
PTR at Secondary Level, Year 2007-08

| S N | Type Of School | Enrollment in 2007-2008 | | | % Share | Teacher Sanction | PTR | | | |
|--------|-------------------|----------------------------|--------|--------|------------|---------------------|---------|----------|---------|--|
| | | B | G | T | | | Working | Sanction | Working | |
| 1 | All School | 140364 | 116731 | 257095 | 100.00 | 23116 | 19446 | 11.12 | 13.22 | |
| 2 | Govt School | 90753 | 83136 | 173889 | 67.64 | 17068 | 13979 | 10.19 | 12.44 | |
| 3 | Other School | 49611 | 33595 | 83206 | 32.36 | 6048 | 5467 | 13.76 | 15.22 | |

Source: Data collected through Data Capture Format 2007-08.

Size of the Secondary School-Age Population

In Uttarakhand the size of the secondary school (including higher secondary) age population particularly that of 14 to 17 year age, is about 7.72 lakhs consisting of 9.19 percent of the total population in the state in 2001 (Census 2001). The RGI projections indicate that the size of the 14-17 age group population would increase to 8.51 lakhs in 2006, 9.05 lakhs in 2009 and to 9.62 lakhs in 2012. Thereafter, by 2016, the sizes of the 14-17 age group population will 10.45 lakhs. For the secondary school age group (14-15) and higher secondary school age group (16-17), the population size was 4.13 lakhs and 3.60 lakhs respectively in 2001. The projected size would be 4.54 and 3.97 lakhs in 2006 and will increase to 5.14 and 4.48 lakhs for the respective age groups in 2012 with annual average growth rate of 1.92% for both groups.

Table : 3.15 Projected Population of 14-17 age group in Uttarakhand

| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|
| B | 399024 | 406821 | 414787 | 422926 | 431242 | 439739 | 448421 | 458978 | 468406 | 478067 | 487967 | 498112 | 508510 | 519166 | 530088 | 541282 | 552757 |
| G | 373602 | 380797 | 388146 | 395654 | 403323 | 411158 | 419162 | 428388 | 436996 | 445814 | 454849 | 464106 | 473592 | 483311 | 493270 | 503477 | 513936 |
| Total | 772626 | 787618 | 802934 | 818580 | 834565 | 850897 | 867582 | 887366 | 905402 | 923881 | 942816 | 962219 | 982101 | 1002477 | 1023358 | 1044759 | 1066692 |

Table 3.16 DISTRICT-WISE (YEAR-WISE) TOTAL CHILD POPULATION (Age 14 & 15)

| S N | District | A.G. Rate | Year-wise | | | | | | | | | | | | | | | | | |
|--------|-----------|--------------|-----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|
| | | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | |
| 1 | Almora | 0.314 | B | 16800 | 16857 | 16915 | 16972 | 17030 | 17088 | 17147 | 17205 | 17264 | 17323 | 17382 | 17441 | 17500 | 17560 | 17620 | 17680 | 17740 |
| | | | G | 17221 | 17280 | 17339 | 17398 | 17457 | 17517 | 17576 | 17636 | 17696 | 17757 | 17817 | 17878 | 17939 | 18000 | 18062 | 18123 | 18185 |
| | | | T | 34021 | 34137 | 34253 | 34370 | 34487 | 34605 | 34723 | 34841 | 34960 | 35079 | 35199 | 35319 | 35440 | 35560 | 35682 | 35803 | 35925 |
| 2 | Bageshwar | 1.756 | B | 5983 | 6088 | 6195 | 6304 | 6414 | 6527 | 6642 | 6758 | 6877 | 6998 | 7121 | 7246 | 7373 | 7502 | 7634 | 7768 | 7905 |
| | | | G | 5939 | 6043 | 6149 | 6257 | 6367 | 6479 | 6593 | 6709 | 6826 | 6946 | 7068 | 7192 | 7319 | 7447 | 7578 | 7711 | 7846 |
| | | | T | 11922 | 12131 | 12344 | 12561 | 12782 | 13006 | 13235 | 13467 | 13703 | 13944 | 14189 | 14438 | 14692 | 14950 | 15212 | 15479 | 15751 |
| 3 | Chamoli | 1.351 | B | 9586 | 9716 | 9847 | 9980 | 10115 | 10251 | 10390 | 10530 | 10672 | 10817 | 10963 | 11111 | 11261 | 11413 | 11567 | 11724 | 11882 |
| | | | G | 9212 | 9336 | 9463 | 9590 | 9720 | 9851 | 9984 | 10119 | 10256 | 10395 | 10535 | 10677 | 10822 | 10968 | 11116 | 11266 | 11418 |
| | | | T | 18798 | 19052 | 19309 | 19570 | 19835 | 20103 | 20374 | 20649 | 20928 | 21211 | 21498 | 21788 | 22082 | 22381 | 22683 | 22990 | 23300 |
| 4 | Champawat | 0.921 | B | 5604 | 5656 | 5708 | 5760 | 5813 | 5867 | 5921 | 5975 | 6030 | 6086 | 6142 | 6199 | 6256 | 6313 | 6371 | 6430 | 6489 |
| | | | G | 5110 | 5157 | 5205 | 5252 | 5301 | 5350 | 5399 | 5449 | 5499 | 5550 | 5601 | 5652 | 5704 | 5757 | 5810 | 5863 | 5917 |
| | | | T | 10714 | 10813 | 10912 | 11013 | 11114 | 11217 | 11320 | 11424 | 11529 | 11636 | 11743 | 11851 | 11960 | 12070 | 12181 | 12293 | 12407 |
| 5 | Dehradun | 2.471 | B | 31438 | 32215 | 33011 | 33827 | 34662 | 35519 | 36397 | 37296 | 38218 | 39162 | 40130 | 41121 | 42137 | 43179 | 44245 | 45339 | 46459 |
| | | | G | 28244 | 28942 | 29657 | 30390 | 31141 | 31910 | 32699 | 33507 | 34335 | 35183 | 36053 | 36943 | 37856 | 38792 | 39750 | 40732 | 41739 |
| | | | T | 59682 | 61157 | 62668 | 64216 | 65803 | 67429 | 69095 | 70803 | 72552 | 74345 | 76182 | 78065 | 79994 | 81970 | 83996 | 86071 | 88198 |
| 6 | Haridwar | 2.63 | B | 35636 | 36573 | 37535 | 38522 | 39535 | 40575 | 41642 | 42738 | 43862 | 45015 | 46199 | 47414 | 48661 | 49941 | 51254 | 52602 | 53986 |
| | | | G | 32277 | 33126 | 33997 | 34891 | 35809 | 36751 | 37717 | 38709 | 39727 | 40772 | 41844 | 42945 | 44074 | 45233 | 46423 | 47644 | 48897 |
| | | | T | 67913 | 69699 | 71532 | 73413 | 75344 | 77326 | 79359 | 81447 | 83589 | 85787 | 88043 | 90359 | 92735 | 95174 | 97677 | 100246 | 102883 |
| 7 | Nainital | 3.288 | B | 19290 | 19924 | 20579 | 21256 | 21955 | 22677 | 23422 | 24193 | 24988 | 25810 | 26658 | 27535 | 28440 | 29375 | 30341 | 31339 | 32369 |
| | | | G | 17631 | 18211 | 18809 | 19428 | 20067 | 20727 | 21408 | 22112 | 22839 | 23590 | 24366 | 25167 | 25994 | 26849 | 27732 | 28643 | 29585 |
| | | | T | 36921 | 38135 | 39389 | 40684 | 42022 | 43403 | 44830 | 46304 | 47827 | 49399 | 51024 | 52701 | 54434 | 56224 | 58073 | 59982 | 61954 |

| | | | | | | | | | | | | | | | | | | | | | | |
|--------------------|---------------|-------------|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--|--|
| 8 | Pauri | 0.387 | B | 17572 | 17640 | 17708 | 17777 | 17846 | 17915 | 17984 | 18054 | 18123 | 18194 | 18264 | 18335 | 18406 | 18477 | 18548 | 18620 | 18692 | | |
| | | | G | 17399 | 17466 | 17534 | 17602 | 17670 | 17738 | 17807 | 17876 | 17945 | 18014 | 18084 | 18154 | 18224 | 18295 | 18366 | 18437 | 18508 | | |
| | | | T | 34971 | 35106 | 35242 | 35379 | 35516 | 35653 | 35791 | 35929 | 36068 | 36208 | 36348 | 36489 | 36630 | 36772 | 36914 | 37057 | 37200 | | |
| 9 | Pithoragarh | 1.092 | B | 11453 | 11578 | 11704 | 11832 | 11962 | 12092 | 12224 | 12358 | 12493 | 12629 | 12767 | 12906 | 13047 | 13190 | 13334 | 13479 | 13627 | | |
| | | | G | 10633 | 10749 | 10866 | 10985 | 11105 | 11226 | 11349 | 11473 | 11598 | 11725 | 11853 | 11982 | 12113 | 12245 | 12379 | 12514 | 12651 | | |
| | | | T | 22086 | 22327 | 22571 | 22817 | 23067 | 23319 | 23573 | 23831 | 24091 | 24354 | 24620 | 24889 | 25160 | 25435 | 25713 | 25994 | 26278 | | |
| 10 | Rudraprayag | 1.344 | B | 5646 | 5722 | 5799 | 5877 | 5956 | 6036 | 6117 | 6199 | 6282 | 6367 | 6452 | 6539 | 6627 | 6716 | 6806 | 6898 | 6991 | | |
| | | | G | 5687 | 5763 | 5841 | 5919 | 5999 | 6080 | 6161 | 6244 | 6328 | 6413 | 6499 | 6587 | 6675 | 6765 | 6856 | 6948 | 7041 | | |
| | | | T | 11333 | 11485 | 11640 | 11796 | 11955 | 12115 | 12278 | 12443 | 12610 | 12780 | 12952 | 13126 | 13302 | 13481 | 13662 | 13846 | 14032 | | |
| 11 | Tehri Garhwal | 1.615 | B | 15271 | 15518 | 15768 | 16023 | 16282 | 16545 | 16812 | 17083 | 17359 | 17640 | 17924 | 18214 | 18508 | 18807 | 19111 | 19419 | 19733 | | |
| | | | G | 14827 | 15066 | 15310 | 15557 | 15808 | 16064 | 16323 | 16587 | 16854 | 17127 | 17403 | 17684 | 17970 | 18260 | 18555 | 18855 | 19159 | | |
| | | | T | 30098 | 30584 | 31078 | 31580 | 32090 | 32608 | 33135 | 33670 | 34214 | 34766 | 35328 | 35898 | 36478 | 37067 | 37666 | 38274 | 38892 | | |
| 12 | US Nagar | 2.779 | B | 31726 | 32608 | 33514 | 34445 | 35402 | 36386 | 37397 | 38437 | 39505 | 40603 | 41731 | 42891 | 44083 | 45308 | 46567 | 47861 | 49191 | | |
| | | | G | 29057 | 29864 | 30694 | 31547 | 32424 | 33325 | 34251 | 35203 | 36181 | 37187 | 38220 | 39282 | 40374 | 41496 | 42649 | 43835 | 45053 | | |
| | | | T | 60783 | 62472 | 64208 | 65993 | 67827 | 69711 | 71649 | 73640 | 75686 | 77790 | 79951 | 82173 | 84457 | 86804 | 89216 | 91695 | 94244 | | |
| 13 | Uttarkashi | 2.272 | B | 7166 | 7329 | 7495 | 7666 | 7840 | 8018 | 8200 | 8386 | 8577 | 8772 | 8971 | 9175 | 9383 | 9597 | 9815 | 10038 | 10266 | | |
| | | | G | 6406 | 6552 | 6700 | 6853 | 7008 | 7168 | 7330 | 7497 | 7667 | 7841 | 8020 | 8202 | 8388 | 8579 | 8774 | 8973 | 9177 | | |
| | | | T | 13572 | 13880 | 14196 | 14518 | 14848 | 15185 | 15530 | 15883 | 16244 | 16613 | 16991 | 17377 | 17772 | 18175 | 18588 | 19011 | 19442 | | |
| TOTAL STATE | | 1.92 | B | 213171 | 217264 | 221435 | 225687 | 230020 | 234436 | 238938 | 245212 | 250250 | 255413 | 260704 | 266126 | 271682 | 277377 | 283214 | 289197 | 295329 | | |
| | | | G | 199643 | 203476 | 207383 | 211365 | 215423 | 219559 | 223774 | 229120 | 233753 | 238500 | 243363 | 248347 | 253453 | 258686 | 264049 | 269545 | 275178 | | |
| | | | T | 412814 | 420740 | 428818 | 437052 | 445443 | 453995 | 462712 | 471433 | 480033 | 4893913 | 504067 | 514472 | 525136 | 536064 | 547263 | 558742 | 570507 | | |

Source : RGI

Note : Projection are as on 1st March 2010 on Annual Growth Rate

The above table depicts that in district U.S. Nagar the annual average growth rate is high i.e. 2.78 and in district Almora the annual average growth rate is lowest i.e. 0.31 between year 1991 to 2001. In 2001 the population of 14-15 age group children is 0.68 lakhs in district Haridwar, which is highest between all the 13 districts and 0.11 lakhs in district Champawat which is lowest between all the 13 districts of Uttarakhand.

Table 3.17 DISTRICT-WISE (YEAR-WISE) TOTAL CHILD POPULATION (Age 16 & 17)

| S N | District | A.G. Rate | | Year-wise | | | | | | | | | | | | | | | | | | |
|-----|-----------|-----------|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|--|
| | | | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | |
| 1 | Almora | 0.314 | B | 13590 | 13636 | 13683 | 13730 | 13776 | 13823 | 13870 | 13918 | 13965 | 14013 | 14061 | 14109 | 14157 | 14205 | 14253 | 14302 | 14351 | | |
| | | | G | 14889 | 14940 | 14991 | 15042 | 15093 | 15145 | 15196 | 15248 | 15300 | 15352 | 15405 | 15457 | 15510 | 15563 | 15616 | 15669 | 15722 | | |
| | | | T | 28479 | 28576 | 28674 | 28771 | 28869 | 28968 | 29067 | 29166 | 29265 | 29365 | 29465 | 29566 | 29666 | 29768 | 29869 | 29971 | 30073 | | |
| 2 | Bageshwar | 1.756 | B | 5111 | 5201 | 5292 | 5385 | 5480 | 5576 | 5674 | 5773 | 5875 | 5978 | 6083 | 6190 | 6298 | 6409 | 6521 | 6636 | 6753 | | |
| | | | G | 5117 | 5207 | 5298 | 5391 | 5486 | 5582 | 5680 | 5780 | 5882 | 5985 | 6090 | 6197 | 6306 | 6416 | 6529 | 6644 | 6760 | | |
| | | | T | 10228 | 10408 | 10590 | 10776 | 10966 | 11158 | 11354 | 11553 | 11756 | 11963 | 12173 | 12387 | 12604 | 12825 | 13051 | 13280 | 13513 | | |
| 3 | Chamoli | 1.351 | B | 8525 | 8640 | 8757 | 8875 | 8995 | 9117 | 9240 | 9365 | 9491 | 9619 | 9749 | 9881 | 10015 | 10150 | 10287 | 10426 | 10567 | | |
| | | | G | 8702 | 8820 | 8939 | 9059 | 9182 | 9306 | 9432 | 9559 | 9688 | 9819 | 9952 | 10086 | 10222 | 10361 | 10501 | 10642 | 10786 | | |
| | | | T | 17227 | 17460 | 17696 | 17935 | 18177 | 18423 | 18671 | 18924 | 19179 | 19438 | 19701 | 19967 | 20237 | 20510 | 20787 | 21068 | 21353 | | |
| 4 | Champawat | 0.921 | B | 4423 | 4464 | 4505 | 4546 | 4588 | 4630 | 4673 | 4716 | 4760 | 4803 | 4848 | 4892 | 4937 | 4983 | 5029 | 5075 | 5122 | | |
| | | | G | 4284 | 4323 | 4363 | 4403 | 4444 | 4485 | 4526 | 4568 | 4610 | 4652 | 4695 | 4739 | 4782 | 4826 | 4871 | 4916 | 4961 | | |
| | | | T | 8707 | 8787 | 8868 | 8950 | 9032 | 9115 | 9199 | 9284 | 9370 | 9456 | 9543 | 9631 | 9720 | 9809 | 9899 | 9991 | 10083 | | |
| 5 | Dehradun | 2.471 | B | 28835 | 29548 | 30278 | 31026 | 31792 | 32578 | 33383 | 34208 | 35053 | 35919 | 36807 | 37716 | 38648 | 39603 | 40582 | 41585 | 42612 | | |
| | | | G | 25801 | 26439 | 27092 | 27761 | 28447 | 29150 | 29870 | 30609 | 31365 | 32140 | 32934 | 33748 | 34582 | 35436 | 36312 | 37209 | 38129 | | |
| | | | T | 54636 | 55986 | 57369 | 58787 | 60240 | 61728 | 63254 | 64817 | 66418 | 68059 | 69741 | 71464 | 73230 | 75040 | 76894 | 78794 | 80741 | | |
| 6 | Haridwar | 2.63 | B | 30411 | 31211 | 32032 | 32874 | 33739 | 34626 | 35537 | 36471 | 37430 | 38415 | 39425 | 40462 | 41526 | 42618 | 43739 | 44890 | 46070 | | |
| | | | G | 26433 | 27128 | 27842 | 28574 | 29325 | 30097 | 30888 | 31701 | 32534 | 33390 | 34268 | 35169 | 36094 | 37044 | 38018 | 39018 | 40044 | | |
| | | | T | 56844 | 58339 | 59873 | 61448 | 63064 | 64723 | 66425 | 68172 | 69965 | 71805 | 73693 | 75631 | 77621 | 79662 | 81757 | 83907 | 86114 | | |

| | | | | | | | | | | | | | | | | | | | | |
|--------------------|-------------|-------------|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 7 | Nainital | 3.288 | B | 17073 | 17634 | 18214 | 18813 | 19432 | 20071 | 20730 | 21412 | 22116 | 22843 | 23594 | 24370 | 25171 | 25999 | 26854 | 27737 | 28649 |
| | | | G | 15155 | 15653 | 16168 | 16700 | 17249 | 17816 | 18402 | 19007 | 19632 | 20277 | 20944 | 21632 | 22344 | 23078 | 23837 | 24621 | 25430 |
| | | | T | 32228 | 33288 | 34382 | 35513 | 36680 | 37886 | 39132 | 40419 | 41748 | 43120 | 44538 | 46003 | 47515 | 49077 | 50691 | 52358 | 54079 |
| 8 | Pauri | 0.387 | B | 16757 | 16822 | 16887 | 16952 | 17018 | 17084 | 17150 | 17216 | 17283 | 17350 | 17417 | 17484 | 17552 | 17620 | 17688 | 17757 | 17825 |
| | | | G | 16535 | 16599 | 16663 | 16728 | 16792 | 16857 | 16923 | 16988 | 17054 | 17120 | 17186 | 17253 | 17319 | 17386 | 17454 | 17521 | 17589 |
| | | | T | 33292 | 33421 | 33550 | 33680 | 33810 | 33941 | 34073 | 34204 | 34337 | 34470 | 34603 | 34737 | 34871 | 35006 | 35142 | 35278 | 35414 |
| 9 | Pithoragarh | 1.092 | B | 9884 | 9992 | 10101 | 10211 | 10323 | 10436 | 10550 | 10665 | 10781 | 10899 | 11018 | 11138 | 11260 | 11383 | 11507 | 11633 | 11760 |
| | | | G | 9063 | 9162 | 9262 | 9363 | 9465 | 9569 | 9673 | 9779 | 9886 | 9994 | 10103 | 10213 | 10325 | 10437 | 10551 | 10667 | 10783 |
| | | | T | 18947 | 19154 | 19363 | 19575 | 19788 | 20004 | 20223 | 20444 | 20667 | 20893 | 21121 | 21351 | 21584 | 21820 | 22058 | 22299 | 22543 |
| 10 | Rudraprayag | 1.344 | B | 5294 | 5365 | 5437 | 5510 | 5584 | 5659 | 5736 | 5813 | 5891 | 5970 | 6050 | 6131 | 6214 | 6297 | 6382 | 6468 | 6555 |
| | | | G | 5414 | 5487 | 5561 | 5635 | 5711 | 5788 | 5866 | 5944 | 6024 | 6105 | 6187 | 6270 | 6355 | 6440 | 6527 | 6614 | 6703 |
| | | | T | 10708 | 10852 | 10998 | 11146 | 11295 | 11447 | 11601 | 11757 | 11915 | 12075 | 12237 | 12402 | 12569 | 12737 | 12909 | 13082 | 13258 |
| 11 | Tehri | 1.615 | B | 12969 | 13178 | 13391 | 13608 | 13827 | 14051 | 14278 | 14508 | 14742 | 14981 | 15222 | 15468 | 15718 | 15972 | 16230 | 16492 | 16758 |
| | | | G | 13458 | 13675 | 13896 | 14121 | 14349 | 14580 | 14816 | 15055 | 15298 | 15545 | 15796 | 16052 | 16311 | 16574 | 16842 | 17114 | 17390 |
| | | | T | 26427 | 26854 | 27287 | 27728 | 28176 | 28631 | 29093 | 29563 | 30041 | 30526 | 31019 | 31520 | 32029 | 32546 | 33072 | 33606 | 34149 |
| 12 | US Nagar | 2.779 | B | 26787 | 27531 | 28297 | 29083 | 29891 | 30722 | 31576 | 32453 | 33355 | 34282 | 35234 | 36214 | 37220 | 38254 | 39317 | 40410 | 41533 |
| | | | G | 23409 | 24060 | 24728 | 25415 | 26122 | 26848 | 27594 | 28360 | 29149 | 29959 | 30791 | 31647 | 32526 | 33430 | 34359 | 35314 | 36296 |
| | | | T | 50196 | 51591 | 53025 | 54498 | 56013 | 57569 | 59169 | 60813 | 62503 | 64240 | 66026 | 67861 | 69746 | 71685 | 73677 | 75724 | 77829 |
| 13 | Uttarkashi | 2.272 | B | 6194 | 6335 | 6479 | 6626 | 6776 | 6930 | 7088 | 7249 | 7414 | 7582 | 7754 | 7930 | 8111 | 8295 | 8483 | 8676 | 8873 |
| | | | G | 5699 | 5828 | 5961 | 6096 | 6235 | 6377 | 6521 | 6670 | 6821 | 6976 | 7135 | 7297 | 7462 | 7632 | 7805 | 7983 | 8164 |
| | | | T | 11893 | 12163 | 12440 | 12722 | 13011 | 13307 | 13609 | 13918 | 14235 | 14558 | 14889 | 15227 | 15573 | 15927 | 16289 | 16659 | 17037 |
| TOTAL STATE | | 1.92 | B | 185853 | 189557 | 193352 | 197239 | 201222 | 205302 | 209483 | 213767 | 218156 | 222654 | 227263 | 231987 | 236827 | 241789 | 246874 | 252086 | 257428 |
| | | | G | 173959 | 177321 | 180763 | 184289 | 187900 | 191599 | 195387 | 199268 | 203242 | 207314 | 211486 | 215760 | 220138 | 224625 | 229221 | 233932 | 238758 |
| | | | T | 359812 | 366878 | 374115 | 381529 | 389122 | 396901 | 404870 | 413034 | 421398 | 429968 | 438749 | 447746 | 456966 | 466413 | 476095 | 486017 | 496186 |

Source : RGI

Note : Projection are as on 1st March 2010 on Annual Growth Rate.

The above table depicts that in district U.S. Nagar the annual average growth rate is high i.e. 2.78 and in district Almora the annual average growth rate is lowest i.e. 0.31 between 1991 to 2001. In 2001 the population of 16-17 age group children is 0.57 lakhs in district Haridwar and 0.55 lakhs in Dehradun, which is highest between all the 13 districts and 0.09 lakhs in district Champawat which is lowest between all the 13 districts of Uttarakhand. The proportion of girls population is 48.35% in 2001, 48.26% in 2006 and 48.19% in 2012 which indicate that the share of girls population is slightly declining year by year in Uttarakhand.

Population of Social Groups

The total population of Uttarakhand, according to Census 2001 is 84.89 lakhs, out of which 4.86% children are from 14-15 age group. The percentage of the children of social group (SC/ST) is 21.39% out of the total population of children belonging the age group of 14-15.

Table 3.18 District-wise Social Group wise 14-15 age group population

| S N | District | Dac d G.R.Rate | Total Population | | | Population 14 & 15 Age Group (Location Wise) 2001 | | | | | | | | | Population 14 & 15 Age Group (Cast Wise) 2001 | | | | | |
|-----|--------------|----------------|------------------|----------------|----------------|---|---------------|---------------|--------------|--------------|---------------|---------------|---------------|---------------|---|--------------|--------------|-------------|-------------|--------------|
| | | | | | | Rural | | | Urban | | | Total | | | SC | | | ST | | |
| | | | Male | Female | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| 1 | Almora | 3.14 | 293848 | 336719 | 630567 | 15494 | 16096 | 31590 | 1306 | 1125 | 2431 | 16800 | 17221 | 34021 | 3947 | 3957 | 7904 | 31 | 29 | 60 |
| 2 | Bageshwar | 17.56 | 118510 | 130952 | 249462 | 5802 | 5774 | 11576 | 181 | 165 | 346 | 5983 | 5939 | 11922 | 1672 | 1559 | 3231 | 39 | 47 | 86 |
| 3 | Chamoli | 13.51 | 183745 | 186614 | 370359 | 8210 | 8134 | 16344 | 1376 | 1078 | 2454 | 9586 | 9212 | 18798 | 1877 | 1751 | 3628 | 249 | 237 | 486 |
| 4 | Champawat | 9.21 | 111084 | 113458 | 224542 | 4694 | 4364 | 9058 | 910 | 746 | 1656 | 5604 | 5110 | 10714 | 917 | 847 | 1764 | 17 | 13 | 30 |
| 5 | Dehradun | 24.71 | 679583 | 602560 | 1282143 | 15230 | 13832 | 29062 | 16208 | 14412 | 30620 | 31438 | 28244 | 59682 | 4451 | 3955 | 8406 | 2438 | 2337 | 4775 |
| 6 | Haridwar | 26.30 | 776021 | 671166 | 1447187 | 24647 | 22448 | 47095 | 10989 | 9829 | 20818 | 35636 | 32277 | 67913 | 7723 | 6939 | 14662 | 77 | 52 | 129 |
| 7 | Nainital | 32.88 | 400254 | 362655 | 762909 | 12010 | 11360 | 23370 | 7280 | 6271 | 13551 | 19290 | 17631 | 36921 | 3721 | 3575 | 7296 | 127 | 112 | 239 |
| 8 | Pauri | 3.87 | 331061 | 366017 | 697078 | 15344 | 15523 | 30867 | 2228 | 1876 | 4104 | 17572 | 17399 | 34971 | 2821 | 2815 | 5636 | 31 | 32 | 63 |
| 9 | Pithoragarh | 10.92 | 227615 | 234674 | 462289 | 9870 | 9361 | 19231 | 1583 | 1272 | 2855 | 11453 | 10633 | 22086 | 2796 | 2464 | 5260 | 447 | 427 | 874 |
| 10 | Rudraprayag | 13.44 | 107535 | 119904 | 227439 | 5580 | 5657 | 11237 | 66 | 30 | 96 | 5646 | 5687 | 11333 | 1053 | 983 | 2036 | 1 | 1 | 2 |
| 11 | Tehri | 16.15 | 295168 | 309579 | 604747 | 13862 | 13771 | 27633 | 1409 | 1056 | 2465 | 15271 | 14827 | 30098 | 2245 | 2179 | 4424 | 8 | 6 | 14 |
| 12 | US Nagar | 27.79 | 649484 | 586130 | 1235614 | 21011 | 19420 | 40431 | 10715 | 9637 | 20352 | 31726 | 29057 | 60783 | 4162 | 3806 | 7968 | 3115 | 3000 | 6115 |
| 13 | Uttarkashi | 22.72 | 152016 | 142997 | 295013 | 6501 | 5937 | 12438 | 665 | 469 | 1134 | 7166 | 6406 | 13572 | 1620 | 1450 | 3070 | 70 | 58 | 128 |
| | STATE | | 4325924 | 4163425 | 8489349 | 158255 | 151677 | 309932 | 54916 | 47966 | 102882 | 213171 | 199643 | 412814 | 39005 | 36280 | 75285 | 6650 | 6351 | 13001 |

Source : Census 2001

The above table indicates that 67.72% 14 to 15 age group children are from rural areas and only 32.28 % children belongs to urban areas in the State in 2001. The preposition of SC community children among the State is 18.24% and ST children is 3.15% out of the total population of 14 to 15 age group children.

Table 3.19 Age Group 16-17 child population

| S N | District | Dac d G.R.Rate | Total Population | | | Population 16 & 17 Age Group (Location Wise) 2001 | | | | | | | | | Population 16 & 17 Age Group (Cast Wise) 2001 | | | | | |
|-----|--------------|----------------|------------------|----------------|----------------|---|---------------|---------------|--------------|--------------|--------------|---------------|---------------|---------------|---|--------------|--------------|-------------|-------------|--------------|
| | | | | | | Rural | | | Urban | | | Total | | | SC | | | ST | | |
| | | | Male | Female | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| 1 | Almora | 3.14 | 293848 | 336719 | 630567 | 12195 | 13916 | 26111 | 1395 | 973 | 2368 | 13590 | 14889 | 28479 | 2920 | 3098 | 6018 | 22 | 16 | 38 |
| 2 | Bageshwar | 17.56 | 118510 | 130952 | 249462 | 4939 | 4955 | 9894 | 172 | 162 | 334 | 5111 | 5117 | 10228 | 1282 | 1209 | 2491 | 29 | 45 | 74 |
| 3 | Chamoli | 13.51 | 183745 | 186614 | 370359 | 7179 | 7670 | 14849 | 1346 | 1032 | 2378 | 8525 | 8702 | 17227 | 1588 | 1513 | 3101 | 257 | 273 | 530 |
| 4 | Champawat | 9.21 | 111084 | 113458 | 224542 | 3600 | 3664 | 7264 | 823 | 620 | 1443 | 4423 | 4284 | 8707 | 698 | 604 | 1302 | 14 | 13 | 27 |
| 5 | Dehradun | 24.71 | 679583 | 602560 | 1282143 | 13519 | 12282 | 25801 | 15316 | 13519 | 28835 | 28835 | 25801 | 54636 | 3988 | 3656 | 7644 | 1989 | 1916 | 3905 |
| 6 | Haridwar | 26.30 | 776021 | 671166 | 1447187 | 20153 | 17748 | 37901 | 10258 | 8685 | 18943 | 30411 | 26433 | 56844 | 6416 | 5514 | 11930 | 60 | 46 | 106 |
| 7 | Nainital | 32.88 | 400254 | 362655 | 762909 | 10688 | 9605 | 20293 | 6385 | 5550 | 11935 | 17073 | 15155 | 32228 | 3302 | 2801 | 6103 | 128 | 129 | 257 |
| 8 | Pauri | 3.87 | 331061 | 366017 | 697078 | 14451 | 14678 | 29129 | 2306 | 1857 | 4163 | 16757 | 16535 | 33292 | 2509 | 2335 | 4844 | 24 | 19 | 43 |
| 9 | Pithoragarh | 10.92 | 227615 | 234674 | 462289 | 8317 | 7911 | 16228 | 1567 | 1152 | 2719 | 9884 | 9063 | 18947 | 2352 | 1928 | 4280 | 393 | 417 | 810 |
| 10 | Rudraprayag | 13.44 | 107535 | 119904 | 227439 | 5231 | 5379 | 10610 | 63 | 35 | 98 | 5294 | 5414 | 10708 | 931 | 860 | 1791 | 3 | 2 | 5 |
| 11 | Tehri | 16.15 | 295168 | 309579 | 604747 | 11642 | 12512 | 24154 | 1327 | 946 | 2273 | 12969 | 13458 | 26427 | 1743 | 1703 | 3446 | 11 | 10 | 21 |
| 12 | US Nagar | 27.79 | 649484 | 586130 | 1235614 | 17684 | 15592 | 33276 | 9103 | 7817 | 16920 | 26787 | 23409 | 50196 | 3553 | 2783 | 6336 | 2537 | 2710 | 5247 |
| 13 | Uttarkashi | 22.72 | 152016 | 142997 | 295013 | 5538 | 5261 | 10799 | 656 | 438 | 1094 | 6194 | 5699 | 11893 | 1360 | 1214 | 2574 | 79 | 62 | 141 |
| | STATE | | 4325924 | 4163425 | 8489349 | 135136 | 131173 | 266309 | 50717 | 42786 | 93503 | 185853 | 173959 | 359812 | 32642 | 29218 | 61860 | 5546 | 5658 | 11204 |

Source : Census 2001

The above table indicate that 74.01% 16 to 17 age group children are from rural areas and only 25.99% children belongs to urban areas in the State in 2001. The proposition of SC community children among the State is 16.94% and proposition of ST children is 3.06% out of the total population of 16 to 17 age group children.

Table 3.20 Age Group 14-17 child population

| S N | District | Dacard G.Rate | Total Population | | | Population 14 & 17 Age Group (Location Wise) 2001 | | | | | | | | | Population 14 & 17 Age Group (Cast Wise) 2001 | | | | | |
|--------|--------------|------------------|------------------|----------------|----------------|---|---------------|---------------|---------------|--------------|---------------|---------------|---------------|---------------|--|--------------|---------------|--------------|--------------|--------------|
| | | | | | | Rural | | | Urban | | | Total | | | SC | | | ST | | |
| | | | Male | Female | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| 1 | Almora | 3.14 | 293848 | 336719 | 630567 | 27689 | 30012 | 57701 | 2701 | 2098 | 4799 | 30390 | 32110 | 62500 | 6867 | 7055 | 13922 | 53 | 45 | 98 |
| 2 | Bageshwar | 17.56 | 118510 | 130952 | 249462 | 10741 | 10729 | 21470 | 353 | 327 | 680 | 11094 | 11056 | 22150 | 2954 | 2768 | 5722 | 68 | 92 | 160 |
| 3 | Chamoli | 13.51 | 183745 | 186614 | 370359 | 15389 | 15804 | 31193 | 2722 | 2110 | 4832 | 18111 | 17914 | 36025 | 3465 | 3264 | 6729 | 506 | 510 | 1016 |
| 4 | Champawat | 9.21 | 111084 | 113458 | 224542 | 8294 | 8028 | 16322 | 1733 | 1366 | 3099 | 10027 | 9394 | 19421 | 1615 | 1451 | 3066 | 31 | 26 | 57 |
| 5 | Dehradun | 24.71 | 679583 | 602560 | 1282143 | 28749 | 26114 | 54863 | 31524 | 27931 | 59455 | 60273 | 54045 | 114318 | 8439 | 7611 | 16050 | 4427 | 4253 | 8680 |
| 6 | Haridwar | 26.30 | 776021 | 671166 | 1447187 | 44800 | 40196 | 84996 | 21247 | 18514 | 39761 | 66047 | 58710 | 124757 | 14139 | 12453 | 26592 | 137 | 98 | 235 |
| 7 | Nainital | 32.88 | 400254 | 362655 | 762909 | 22698 | 20965 | 43663 | 13665 | 11821 | 25486 | 36363 | 32786 | 69149 | 7023 | 6376 | 13399 | 255 | 241 | 496 |
| 8 | Pauri | 3.87 | 331061 | 366017 | 697078 | 29795 | 30201 | 59996 | 4534 | 3733 | 8267 | 34329 | 33934 | 68263 | 5330 | 5150 | 10480 | 55 | 51 | 106 |
| 9 | Pithoragarh | 10.92 | 227615 | 234674 | 462289 | 18187 | 17272 | 35459 | 3150 | 2424 | 5574 | 21337 | 19696 | 41033 | 5148 | 4392 | 9540 | 840 | 844 | 1684 |
| 10 | Rudraprayag | 13.44 | 107535 | 119904 | 227439 | 10811 | 11036 | 21847 | 129 | 65 | 194 | 10940 | 11101 | 22041 | 1984 | 1843 | 3827 | 4 | 3 | 7 |
| 11 | Tehri | 16.15 | 295168 | 309579 | 604747 | 25504 | 26283 | 51787 | 2736 | 2002 | 4738 | 28240 | 28285 | 56525 | 3988 | 3882 | 7870 | 19 | 16 | 35 |
| 12 | US Nagar | 27.79 | 649484 | 586130 | 1235614 | 38695 | 35012 | 73707 | 19818 | 17454 | 37272 | 58513 | 52466 | 110979 | 7715 | 6589 | 14304 | 5652 | 5710 | 11362 |
| 13 | Uttarkashi | 22.72 | 152016 | 142997 | 295013 | 12039 | 11198 | 23237 | 1321 | 907 | 2228 | 13360 | 12105 | 25465 | 2980 | 2664 | 5644 | 149 | 120 | 269 |
| | STATE | | 4325924 | 4163425 | 8489349 | 293391 | 282850 | 576241 | 105633 | 90752 | 196385 | 399024 | 373602 | 772626 | 71647 | 65498 | 137145 | 12196 | 12009 | 24205 |

Source : Census 2001

The above table shows that 74.61% of 14 to 17 age group children are from rural areas and only 25.39 % children belongs to urban areas in the State in 2001. The proposition of SC community children among the State is 17.75% and ST children are 3.11% out of the total population of 14 to 17 age group children. In district Haridwar the percentage of SC children is highest and in Champawat it is lowest. The percentage of ST children is highest in U.S. Nagar and lowest in district Rudraprayag of Uttarakhand.

Participation and Enrolments in Uttarakhand

The participation of concerned age group (14/15 and 16/17) children in the secondary and higher secondary education is indicated by their enrolment and attendance. The table given below presents the rate of enrolment in the secondary and higher secondary classes of boys and girls in Uttarakhand. Herein, it is to be noted that the enrolment figures includes both over-aged and under-aged to the concerned age groups.

Table 3.21 Yearwise enrolment in secondary and higher secondary level

| Class | 2006-07 | | | 2007-08 | | | 2008-09 | | | 2009-10 | | |
|-------|---------|--------|--------|---------|--------|--------|---------|--------|--------|---------|--------|--------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| IX | 71679 | 56094 | 127773 | 72261 | 58679 | 130940 | 89517 | 74137 | 163654 | 92092 | 76410 | 168502 |
| X | 64541 | 52915 | 117456 | 68053 | 58055 | 126108 | 88418 | 74420 | 162838 | 91630 | 79868 | 171498 |
| Total | 136220 | 109009 | 245229 | 140314 | 116734 | 257048 | 177935 | 148557 | 326492 | 183722 | 156278 | 340000 |
| XI | 42159 | 34943 | 77102 | 36890 | 33394 | 70284 | 58018 | 51633 | 109651 | 62325 | 51121 | 113446 |
| XII | 35508 | 30186 | 65694 | 39226 | 34277 | 73503 | 45999 | 41709 | 87708 | 56730 | 51495 | 108225 |
| Total | 77667 | 65129 | 142796 | 76116 | 67671 | 143787 | 104017 | 93342 | 197359 | 119055 | 102616 | 221671 |

Source: SEMIS, 2009-10

The table 3.21 reveals that the total enrolment at secondary level is 245229 in 2006-07 and it increased 340000 in 2009-10. The percentage of girls is 44.45% in year 2006-07 and it increased 45.96% in 2009-10, which shows slight incensement in girls enrolment at secondary level. The total enrolment at higher secondary level was 142796 with 45.61% of girls share in 2006-07. This has increased to 221671 with 46.29% of girls share in 2009-10.

Table 3.22 Enrolment by Class, Gender and Social Category

| Category | Class IX | | | Class X | | | Class XI | | | Class XII | | |
|-------------------------------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|---------------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| As on 30th Sept 2008 | | | | | | | | | | | | |
| SC | 19679 | 14773 | 34452 | 17884 | 13714 | 31598 | 9663 | 8045 | 17708 | 7070 | 5512 | 12582 |
| ST | 3083 | 2740 | 5823 | 2834 | 2685 | 5519 | 2069 | 2074 | 4143 | 1699 | 1557 | 3256 |
| OBC | 12708 | 10633 | 23341 | 11922 | 9958 | 21880 | 7250 | 6143 | 13393 | 5989 | 5481 | 11470 |
| Others | 54047 | 45991 | 100038 | 55778 | 48063 | 103841 | 39036 | 35371 | 74407 | 31241 | 29159 | 60400 |
| Total | 89517 | 74137 | 163654 | 88418 | 74420 | 162838 | 58018 | 51633 | 109651 | 45999 | 41709 | 87708 |
| As on 30th Sept 2009 | | | | | | | | | | | | |
| SC | 20813 | 15927 | 36740 | 19475 | 15638 | 35113 | 10986 | 7935 | 18921 | 9061 | 7643 | 16704 |
| ST | 3356 | 2861 | 6217 | 3065 | 2986 | 6051 | 2262 | 1940 | 4202 | 2007 | 2064 | 4071 |
| OBC | 13223 | 11125 | 24348 | 13027 | 11060 | 24087 | 8278 | 6597 | 14875 | 7133 | 6167 | 13300 |
| Others | 54700 | 46497 | 101197 | 56063 | 50184 | 106247 | 40799 | 34649 | 75448 | 38549 | 35621 | 74170 |
| Total | 92092 | 76410 | 168502 | 91630 | 79868 | 171498 | 62325 | 51121 | 113446 | 56750 | 51495 | 108245 |
| Growth between 2008 and 2009 | | | | | | | | | | | | |
| SC | 5.76 | 7.81 | 6.64 | 8.90 | 14.03 | 11.12 | 13.69 | -1.37 | 6.85 | 28.16 | 38.66 | 32.76 |
| ST | 8.86 | 4.42 | 6.77 | 8.15 | 11.21 | 9.64 | 9.33 | -6.46 | 1.42 | 18.13 | 32.56 | 25.03 |
| OBC | 4.05 | 4.63 | 4.31 | 9.27 | 11.07 | 10.09 | 14.18 | 7.39 | 11.07 | 19.10 | 12.52 | 15.95 |
| Others | 1.21 | 1.10 | 1.16 | 0.51 | 4.41 | 2.32 | 4.52 | -2.04 | 1.40 | 23.39 | 22.16 | 22.80 |
| Total | 2.88 | 3.07 | 2.96 | 3.63 | 7.32 | 5.32 | 7.42 | -0.99 | 3.46 | 23.37 | 23.46 | 23.42 |

Source: SEMIS, 2009-10

The enrolment of SC children in 2008-09 is 20.23%, ST children 3.47% and OBC is 13.85% in the secondary level. This is increased by 21.13% of SC, 3.61% of ST and 14.25% of OBC in year 2009-10.

The enrolment of SC children in 2008-09 is 15.35%, ST children 3.74% and OBC is 12.60% in the higher secondary level. This is increased by 16.07% of SC, 3.73% of ST and 12.71% of OBC in year 2009-10.

Table 3.23 Age Specific enrolment in secondary

| Age (In Years) | Enrolment in Class IX | | | Enrolment in Class X | | | Total Enrolment Class IX and X | | |
|----------------|-----------------------|--------------|--------------|----------------------|--------------|--------------|--------------------------------|--------------|---------------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 14 | 31409 | 26336 | 57745 | 22745 | 20256 | 43001 | 54154 | 46592 | 100746 |
| 15 | 18151 | 15279 | 33430 | 29066 | 25527 | 54593 | 47217 | 40806 | 88023 |
| Total | 49560 | 41615 | 91175 | 51811 | 45783 | 97594 | 101371 | 87398 | 188769 |

Source : SEMIS, 2009-10

The share of 14 and 15 year age children in total enrolment at secondary level is 55.52%. The population of girls enrolment in 14 and 15 age group children out of the total enrolment is 55.92%.

Table 3.24 Age Specific enrolment in higher secondary level

| Age (In Years) | Enrolment in Class XI | | | Enrolment in Class XII | | | Total Enrolment Class XI and XII | | |
|----------------|-----------------------|--------------|--------------|------------------------|--------------|--------------|----------------------------------|--------------|---------------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 16 | 20683 | 17492 | 38175 | 16026 | 14671 | 30697 | 36709 | 32163 | 68872 |
| 17 | 13353 | 11155 | 24508 | 20608 | 18908 | 39516 | 33961 | 30063 | 64024 |
| Total | 34036 | 28647 | 62683 | 36634 | 33579 | 70213 | 70670 | 62226 | 132896 |

Source : SEMIS, 2009-10

The share of 16 and 17 year age children in total enrolment at higher secondary level is 55.95%. The share of girls enrolment in total 16 and 17 age group children out of the total enrolment is 60.63%.

**Table 3.25 YEAR-WISE ENROLMENT, UTTARAKHAND
Class IX & X Enrolment, 2009-10**

| S N | Year | Govt. | | | | Govt. Aided | | | | Other | | | |
|-----|---------|-------|-------|---------------|-------------------------|-------------|-------|--------------|-------------------------|-------|-------|--------------|-------------------------|
| | | Boys | Girls | Total | As % of Total Enrolment | Boys | Girls | Total | As % of Total Enrolment | Boys | Girls | Total | As % of Total Enrolment |
| 1 | 2009-10 | 99489 | 99136 | 198625 | 58.42 | 26723 | 20897 | 47620 | 14.01 | 57510 | 36245 | 93755 | 27.58 |

Source : SEMIS, 2009-10

The table no. 3.25 depicts that at the secondary level the percentage of government schools enrolled is 58.42% and government aided school is 14.01% in 2009-10.

**Table 3.26 YEAR-WISE ENROLMENT, UTTARAKHAND
Class XI & XII Enrolment, 2009-10**

| S N | Year | Govt. | | | | Govt. Aided | | | | Other | | | |
|-----|---------|-------|-------|---------------|-------------------------|-------------|-------|--------------|-------------------------|-------|-------|--------------|-------------------------|
| | | Boys | Girls | Total | As % of Total Enrolment | Boys | Girls | Total | As % of Total Enrolment | Boys | Girls | Total | As % of Total Enrolment |
| 1 | 2009-10 | 66893 | 65500 | 132393 | 59.72 | 24022 | 17653 | 41675 | 18.80 | 28140 | 19463 | 47603 | 21.47 |

Source : SEMIS, 2009-10

Table No. 3.26 shows that at the Higher Secondary Level the Percentage of students enrolled in Govt. School is 59.72%, where as 18.80 in the Govt. Aided School.

It can also be observed that there is a gender divide in the enrolment of secondary and higher secondary schools differentiated by

the management. Though the sex ratio of enrolment in both the secondary and higher secondary classes is against the female children across the schools distinguished by management, the sex ratio is relatively better in government and aided/public schools i.e. 48.75% at Secondary Level and 47.78% at Higher Secondary Level. It indirectly indicates that the parents' choice/preference between the government/public and private schools is different for son and daughter's schooling. In other words, government/public schools are preferred for the daughter's schooling and private schools are preferred for son's schooling. This phenomenon clearly requires a policy response in the form of expansion and strengthening of government/public schools for the development of girl's education.

Gross and Net Enrolment Ratio (GER and NER) of Secondary Classes in Uttarakhand for year 2009-10

Table 3.27 shows that the Gross enrolment ratio (GER) of secondary classes is the percentage of students enrolled (all ages) in the secondary classes to the secondary school age population (14/15 years age) in a year. According to SEMIS data, there are about 3.40 lakhs children enrolled during 2009-10 for the secondary (IX and X) classes in Uttarakhand. By gender break-up, there are 183722 and 156278 respectively of male and female children enrolled for the secondary classes in the state during 2009-10. The RGI projections for the secondary school age population are as on 1st March. Taking the projections of secondary school age population for years 2006 and 2011.

The gross enrolment ratio (GER) of secondary schooling in the state is about 70.25 percent during 2009-10. The gender-wise gross enrolment ratio (GER) of secondary school age male and female children is 73.42% and 66.86% respectively in the state.

The GER of Higher Secondary school of the State is about 52.60%. The Gender-wise GER of male and female at Higher Secondary is 54.57% and 50.49% respectively.

Table 3.27 GER, Uttarakhand

| Particulars | | Year | |
|--------------------------------------|--------------|---------------|---------------|
| | | 2008-09 | 2009-10 |
| Projected Child Population 14-15 Age | Boys | 245212 | 250250 |
| | Girls | 229120 | 233753 |
| | Total | 474332 | 484003 |
| Enrolment IX & X | Boys | 177935 | 183722 |
| | Girls | 148557 | 156278 |
| | Total | 326492 | 340000 |

| | | | |
|--------------------------------------|--------------|---------------|---------------|
| GER (14-15 Age) | Boys | 72.56 | 73.42 |
| | Girls | 64.84 | 66.86 |
| | Total | 68.83 | 70.25 |
| Projected Child Population 16-17 Age | Boys | 213767 | 218156 |
| | Girls | 199268 | 203242 |
| | Total | 413034 | 421398 |
| Enrolment XI & XII | Boys | 104017 | 119055 |
| | Girls | 93342 | 102616 |
| | Total | 197359 | 221671 |
| GER (16-17 Age) | B | 48.66 | 54.57 |
| | G | 46.84 | 50.49 |
| | Total | 47.78 | 52.60 |

Source : SEMIS 2009

The above table shows that the GER at secondary level increased year by year 68.83% to 70.25% from year 2008-09 to 2009-10 respectively. The GER of girls increased approximately 2.02% from 2008-09 to 2009-10 and the boys GER increased approximately only 0.86% respectively. The GER at higher secondary level increased 46.82% to 50.49% from year 2008-09 to 2009-10.

Table 3.28 NER, Uttarakhand

| Particulars | | Year | |
|--|--------------|---------------|---------------|
| | | 2008-08 | 2009-10 |
| Projected Child Population 14-15 Age | Boys | 238938 | 250250 |
| | Girls | 223774 | 233753 |
| | Total | 462712 | 484003 |
| Enrolment in Class IX & X Age 14 & 15 | Boys | 82541 | 101371 |
| | Girls | 70988 | 87398 |
| | Total | 153529 | 188769 |
| NER (14-15 Age) | Boys | 34.54 | 40.51 |
| | Girls | 31.72 | 37.39 |
| | Total | 33.18 | 39.00 |
| Projected Child Population 16-17 Age | Boys | 209483 | 218156 |
| | Girls | 195387 | 203242 |
| | Total | 404870 | 421398 |
| Enrolment in Class XI & XII, Age 16 & 17 | Boys | 46015 | 70670 |
| | Girls | 43431 | 62226 |
| | Total | 89446 | 132896 |
| NER (16-17 Age) | B | 21.97 | 32.39 |
| | G | 22.23 | 30.62 |
| | Total | 22.09 | 31.54 |

Source : SEMIS 2009

The net enrolment ratio at secondary level was 33.18% in year 2008-09 and it increased by 5.82% annual growth rate and become 39.00% in year 2009-10 at secondary level in Uttarakhand. The NER of girls is increasing with 5.67% which is slightly less than boys 5.97%. Which indicate that there is need of improvement in girls enrolment at secondary level of the age 14-15.

The net enrolment ratio at higher secondary level was 22.09% in year 2008-09 and it increased by 9.45% and become 31.34% in year 2009-10 at higher secondary level in Uttarakhand. The NER of girls is 30.62% which is slightly less than boys net growth rate of 32.39%. There is need of increase in age specific enrolment at higher secondary level in Uttarakhand. State proposed more targeted strategies for improve in transition from secondary to higher secondary level which accessibility, infrastructure development, upgradation of secondary school in higher secondary schools and quality improvement at secondary level.

Repetition and Dropout rates

The repetition and dropout rates are indicators of grade-to-grade flow rates of the educational system. They indicate the stagnation and wastage in the system where the minimization of which increases the efficiency. Repetition rate is the percentage of repeaters in the current school year in grade to the previous school year's total enrolment in the same grade.

The enrollment at secondary and higher secondary level (Class 9-12) is satisfactory in the State in comparison of overall enrolment at country level but the repetition at secondary and higher secondary level is much more higher. The following table shows the repeaters and dropout in secondary and higher secondary level in Uttarakhand.

Table 3.29 Repeaters & Drop Out % At Secondary Level

| SN | Particulars | Boys | Girls | Total |
|----|---|--------------|-------------|--------------|
| 1 | Total Enrolled In Class IX In 2008-09 | 89517 | 74137 | 163654 |
| 2 | Total Appeared in Class-X in 2009-10 | 74693 | 66613 | 141306 |
| | % Appeared in Class-X in 2009-10 | 83.44 | 89.85 | 86.34 |
| 3 | Repeaters in Class-IX in 2009-10 | 10594 | 6345 | 16939 |
| | % Repeaters in Class-IX in 2009-10 | 11.83 | 8.56 | 10.35 |
| 4 | Total Drop-out in Class-IX in 2008-09 | 4230 | 1179 | 5409 |
| | % Drop-out in Class-IX in 2008-09 | 4.73 | 1.59 | 3.31 |

| | | | | |
|---|---------------------------------------|-------|-------|--------|
| 1 | Total Enrolled In Class X In 2008-09 | 88418 | 74420 | 162838 |
| 2 | Total Pass-outs in Class-X in 2008-09 | 59492 | 53096 | 112588 |
| | % Pass-outs in Class-X in 2008-09 | 67.28 | 71.35 | 69.14 |

| | | | | |
|----------|--|--------------|--------------|--------------|
| 3 | Repeaters in Class-X in 2009-10 | 16937 | 13255 | 30192 |
| | % Repeaters in Class-X in 2009-10 | 19.16 | 17.81 | 18.54 |
| 4 | Total Drop-out in Class-X in 2008-09 | 11989 | 8069 | 20058 |
| | % Drop-out in Class-X in 2008-09 | 13.56 | 10.84 | 12.32 |

| | | | | |
|---|---|--------------|--------------|--------------|
| 1 | Total Enrolled In Class IX & X In 2008-09 | 177935 | 148557 | 326492 |
| 2 | Total Promoted in Next Class | 134185 | 119709 | 253894 |
| | % Promoted in Next Class | 75.41 | 80.58 | 77.76 |
| 3 | Repeaters in Class-IX & X in 2009-10 | 27531 | 19600 | 47131 |
| | % Repeaters in Class-IX & X in 2009-10 | 15.47 | 13.19 | 14.44 |
| 4 | Total Drop-out in Class-IX & X in 2008-09 | 16219 | 9248 | 25467 |
| | % Drop-out in Class-IX & X in 2008-09 | 9.12 | 6.23 | 7.80 |

Source: Data collected through SEMIS Data Capture Format.

The above table reveals that in year 2009-10 the total percentage of repeaters in class IX is 10.35% and percentage of repeaters in Class X is 18.54%. The total percentage of repeaters at secondary level is 14.44%. This indicated that there is need to reduce the repetition at secondary level. The percentage of girls repeaters at secondary level (13.19%) is less than boys repeaters (15.47%) at secondary level.

The dropout rate in class IX in 2008-09 is 3.31% with high dropout rate 4.73% of boys in comparison of 1.59% of girls.

Table 3.30 Repeaters & Drop Out % At Hr. Secondary Level

| SN | Particulars | | | |
|----|---|--------------|-------------|-------------|
| | | Boys | Girls | Total |
| 1 | Total Enrolled In Class XI In 2008-09 | 58018 | 51633 | 109651 |
| 2 | Total Appeared in Class-XII in 2009-10 | 48845 | 47182 | 96027 |
| | % Appeared in Class- XII in 2009-10 | 84.19 | 91.38 | 87.58 |
| 3 | Repeaters in Class-XI in 2009-10 | 5948 | 2267 | 8215 |
| | % Repeaters in Class-XI in 2009-10 | 10.25 | 4.39 | 7.49 |
| 4 | Total Drop-out in Class-XI in 2008-09 | 3225 | 2184 | 5409 |
| | % Drop-out in Class-XI in 2008-09 | 5.56 | 4.23 | 4.93 |

| | | | | |
|---|--|--------------|--------------|--------------|
| 1 | Total Enrolled In Class XII In 2008-09 | 45999 | 41799 | 87798 |
| 2 | Total Pass-outs in Class-XII in 2008-09 | 34985 | 35272 | 70257 |
| | % Pass-outs in Class-XII in 2008-09 | 76.06 | 84.38 | 80.02 |
| 3 | Repeaters in Class-XII in 2009-10 | 7905 | 4313 | 12218 |
| | % Repeaters in Class-XII in 2009-10 | 17.19 | 10.32 | 13.92 |
| 4 | Total Drop-out in Class-XII in 2008-09 | 3109 | 2214 | 5323 |
| | % Drop-out in Class-XII in 2008-09 | 6.76 | 5.30 | 6.06 |

| | | | | |
|---|---|--------------|--------------|--------------|
| 1 | Total Enrolled In Class XI & XII In 2008-09 | 104017 | 93432 | 197449 |
| 2 | Total Promoted in Next Class | 83830 | 82454 | 166284 |
| | % Promoted in Next Class | 80.59 | 88.25 | 84.22 |
| 3 | Repeaters in Class-XI & XII in 2009-10 | 13853 | 6580 | 20433 |
| | % Repeaters in Class-XI & XII in 2009-10 | 13.31 | 7.043 | 10.34 |
| 4 | Total Drop-out in Class-XI & XII in 2008-09 | 6334 | 4398 | 10732 |
| | % Drop-out in Class-XI & XII in 2008-09 | 6.09 | 4.71 | 5.44 |

Source: Data collected through SEMIS Data Capture Format.

The above table reveals that in year 2009-10 the total percentage of repeaters in class XI is 7.49% and percentage of repeaters in Class XII is 13.92%. The total percentage of repeaters at higher secondary level is 10.34. This indicated that there is need to reduce the repetition at higher secondary level. The percentage of girls repeaters at higher secondary level (7.04%) is less than boys repeaters (13.31%) at higher secondary level.

The dropout rate in class XI in 2008-09 is 4.93% with high dropout rate 5.53% of boys in comparison of 4.23% of girls. The dropout rate in Class XII is 6.06% with girls dropout 5.30% and boys dropout 6.76%. The total dropout rate at higher secondary level is 5.44% with higher dropout of boys (6.09%) in comparison of girls dropout (4.71%).

Transition rates (Class VIII/IX and X/XI)

The transition rate indicates a grade to grade flow or passing through of students within a level or one level to another level over the school years. The promotion rate, repetition and drop-out rate presented above are grade-to-grade transition rates. Also elsewhere in the above analysis we have mentioned about the crude form of transition rate from elementary to the secondary level and the secondary to the higher secondary level i.e. ratio of enrolment in class VIII to class IX and class X to class XI. Herein we have a more refined version of transition rate while discounting the repeaters. The transition rate from elementary to the secondary is a ratio of the new entrance in class IX (after excluding the repeaters in the class IX) in the year of reference (say 2009) to the enrolment in class VIII in the previous year of the reference year (i.e. 2008).

Table 3.31 Transition Rate (Year 2009-10)

| District | Class VIII Passed Year 2008-09 | | | Class IX, Enrollment Year 2009-10 | | | | | | | | | Transition Rate Class VIII to Class IX | | |
|------------------|-----------------------------------|-------|--------|-----------------------------------|-------|--------|------------------------|------|-------|-----------------------|-------|--------|---|--------|--------|
| | B | G | Total | Total Enrolment 2009-10 | | | Total Repeater 2009-10 | | | New Admission 2009-10 | | | B | G | Total |
| | | | | B | G | Total | B | G | Total | B | G | Total | | | |
| Almora | 7183 | 7037 | 14220 | 7373 | 6231 | 13604 | 1063 | 564 | 1627 | 6310 | 5667 | 11977 | 87.85 | 80.53 | 84.23 |
| Bageshwar | 2856 | 2688 | 5544 | 3084 | 2512 | 5596 | 414 | 153 | 567 | 2670 | 2359 | 5029 | 93.49 | 87.76 | 90.71 |
| Chamoli | 4734 | 4403 | 9137 | 4463 | 3766 | 8229 | 477 | 260 | 737 | 3986 | 3506 | 7492 | 84.20 | 79.63 | 82.00 |
| Champawat | 3047 | 2748 | 5795 | 2861 | 2226 | 5087 | 446 | 167 | 613 | 2415 | 2059 | 4474 | 79.26 | 74.93 | 77.20 |
| Dehradun | 10248 | 9665 | 19913 | 12418 | 10544 | 22962 | 1361 | 971 | 2332 | 11057 | 9573 | 20630 | 107.89 | 99.05 | 103.60 |
| Haridwar | 10692 | 9323 | 20015 | 12307 | 9483 | 21790 | 1785 | 1143 | 2928 | 10522 | 8340 | 18862 | 98.41 | 89.46 | 94.24 |
| Nainital | 6935 | 6820 | 13755 | 9109 | 7509 | 16618 | 1148 | 596 | 1744 | 7961 | 6913 | 14874 | 114.79 | 101.36 | 108.14 |
| Pauri Garhwal | 7337 | 7241 | 14578 | 7098 | 6683 | 13781 | 695 | 502 | 1197 | 6403 | 6181 | 12584 | 87.27 | 85.36 | 86.32 |
| Pithoragarh | 5643 | 5259 | 10902 | 5727 | 4774 | 10501 | 651 | 403 | 1054 | 5076 | 4371 | 9447 | 89.95 | 83.11 | 86.65 |
| Rudraprayag | 2859 | 2757 | 5616 | 2825 | 2384 | 5209 | 418 | 192 | 610 | 2407 | 2192 | 4599 | 84.19 | 79.51 | 81.89 |
| Tehri | 7289 | 6969 | 14258 | 6416 | 5770 | 12186 | 451 | 410 | 861 | 5965 | 5360 | 11325 | 81.84 | 76.91 | 79.43 |
| US Nagar | 12644 | 11377 | 24021 | 14898 | 11385 | 26283 | 1372 | 807 | 2179 | 13526 | 10578 | 24104 | 106.98 | 92.98 | 100.35 |
| Uttarkashi | 3498 | 3326 | 6824 | 3513 | 3143 | 6656 | 313 | 177 | 490 | 3200 | 2966 | 6166 | 91.48 | 89.18 | 90.36 |
| Uttarakhand | 84965 | 79613 | 164578 | 92092 | 76410 | 168502 | 10594 | 6345 | 16939 | 81498 | 70065 | 151563 | 95.92 | 88.01 | 92.09 |

Source: SEMIS/DISE 2009-10

According to DISE source, the enrolment in class VIII during 2008-09 was 1.64 lakhs in Uttarakhand and from the SEMIS data we have the total enrolment with repeater in class IX as 1.68 lakhs respectively during 2008-09. With these numbers the new entrants in class IX is derived as 1.51 lakhs after excluding the repeaters. Then the transition rate for the reference year 2008-09 from elementary to secondary level is 92.09%.

Enrolment of Children with special needs in the Secondary Schools

When examined participation of disabled children in the educational development process especially in the secondary and higher secondary school education, there are about 3978 children with special needs enrolled for the secondary and higher secondary classes in Uttarakhand during 2009-10. Of which 2294 are enrolled for the secondary schooling classes (IX and X) and the other 1684 are enrolled for the higher secondary classes (XI and XII). The children with special needs accounts about 0.67% and 0.76% of the total enrolled in the secondary and higher secondary classes respectively.

Table 3.32 Children with special needs Enrolled in Secondary Classes in Uttarakhand, 2009-10

| Class | IX | X | IX-X | XI | XII | XI-XII | IX-XII |
|-----------|----------|----------|----------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Boys | 678 | 715 | 1393 | 532 | 437 | 969 | 2362 |
| Girls | 415 | 486 | 901 | 369 | 346 | 715 | 1616 |
| Total | 1093 | 1201 | 2294 | 901 | 783 | 1684 | 3978 |
| Sex Ratio | 0.61 | 0.68 | 0.65 | 0.69 | 0.79 | 0.74 | 0.68 |

Source: SEMIS, 2009-10

The gender distribution of the physically challenged children enrolled for the secondary and higher secondary classes indicate that the female children account about 39.27% of the total of children with special needs for secondary level and 42.45% for higher secondary level. The status of physically challenged for the female children seems to be increasing their disadvantage with respect to education.

Enrolment in Secondary Schools by Age: Under-aged and Over-aged

The distribution of total enrolled children in the secondary classes by age shows that about 55.53% are of concerned age group (14/15) and of the rest 44.47% are over-aged and under-aged, together.

Similarly, the distribution of total enrolled children in the higher secondary classes by age shows that about 59.94% are of concerned age group (16/17) and of the rest 40.06% are over-aged and under-aged, together.

Schooling facility as per population

The first strategy to achieve the goal of universalization of secondary education is universalization of access to school with child population. The SEMIS data shows that 39 secondary level schools serve per lakh population while only 21 government secondary schools served per lakh population. At higher secondary level only 19 schools are available for per lakh population but only 11 government higher secondary school available for per lakh population.

Table 3.33 No. of School per lakh population

| SN | Name of the District | Total No. of Schools | | Total Population In 2001 | No. of School Per Lakh Population | | Ave. Population (In Thousand) Served By Per School | |
|--------------------------|----------------------|---------------------------|---------------------------------|--------------------------|-----------------------------------|---------------------------------|---|---------------------------------|
| | | Secondary (Class IX & X) | Hr. Secondary (Class XI & XII) | | Secondary (Class IX & X) | Hr. Secondary (Class XI & XII) | Secondary (Class IX & X) | Hr. Secondary (Class XI & XII) |
| 1 | Almora | 273 | 166 | 630567 | 43 | 26 | 2 | 4 |
| 2 | Bageshwar | 97 | 51 | 249462 | 39 | 20 | 3 | 5 |
| 3 | Chamoli | 202 | 102 | 370359 | 55 | 28 | 2 | 4 |
| 4 | Champawat | 93 | 46 | 224542 | 41 | 20 | 2 | 5 |
| 5 | Dehra Dun | 354 | 223 | 1282143 | 28 | 17 | 4 | 6 |
| 6 | Haridwar | 175 | 111 | 1447187 | 12 | 8 | 8 | 13 |
| 7 | Nainital | 247 | 144 | 762909 | 32 | 19 | 3 | 5 |
| 8 | Pauri Garhwal | 376 | 225 | 697078 | 54 | 32 | 2 | 3 |
| 9 | Pithoragarh | 194 | 108 | 462289 | 42 | 23 | 2 | 4 |
| 10 | Rudraprayag | 120 | 74 | 227439 | 53 | 33 | 2 | 3 |
| 11 | Tehri Garhwal | 258 | 159 | 604747 | 43 | 26 | 2 | 4 |
| 12 | US Nagar | 237 | 130 | 1235614 | 19 | 11 | 5 | 10 |
| 13 | Uttarkashi | 116 | 64 | 295013 | 39 | 22 | 3 | 5 |
| Total | | 2742 | 1603 | 8489349 | 32 | 19 | 3 | 5 |
| Only Govt. School | | 1769 | 972 | 8489349 | 21 | 11 | 5 | 9 |

Source: SEMIS 2009-10

In district Chamoli the highest number of secondary and in district Rudraprayag highest number of higher secondary school

available for per lakh population while in district Haridwar the lowest number of school available for per lakh population. This analysis shows that in urban areas there is need of more schools as per population norms.

Table 3.34 Districtwise served and unserved habitation in Uttarakhand

| SN | District | No. of Habitations | Served habitation in Secondary school facility Within radius of 5 km | Served habitation in Secondary school facility above radius of 5 km | GAR |
|--------------|-------------|--------------------|--|---|--------------|
| 1 | Almora | 3225 | 2737 | 488 | 84.87 |
| 2 | Bageshwar | 955 | 820 | 135 | 85.86 |
| 3 | Chamoli | 2051 | 1895 | 156 | 92.39 |
| 4 | Champawat | 1246 | 886 | 360 | 71.11 |
| 5 | Dehradun | 1631 | 1466 | 165 | 89.88 |
| 6 | Haridwar | 823 | 611 | 212 | 74.24 |
| 7 | Nainital | 2092 | 1837 | 255 | 87.81 |
| 8 | Pauri | 3640 | 3367 | 273 | 92.50 |
| 9 | Pithoragarh | 3227 | 2612 | 615 | 80.94 |
| 10 | Rudraprayag | 529 | 483 | 46 | 91.30 |
| 11 | Tehri | 2557 | 2212 | 345 | 86.51 |
| 12 | U.S. Nagar | 1214 | 1132 | 82 | 93.25 |
| 13 | Uttarkashi | 1167 | 873 | 294 | 74.81 |
| Total | | 24357 | 20931 | 3426 | 85.93 |

Source: District Plan 2011-12.

Table 3.34 Shows that out of total 24357 habitations 20931 habitations are covered with secondary education facility within radius of 5 km. and rest 3426 habitations are without secondary school facilities. Total 155 UPS are proposed for upgradation during perspective plan 2011-12. Uttarakhand Sabhi Ke Liye Madhyamik Shiksha Parishad (USKLMSP) decided to conduct HHS and GIS mapping exercise for upgradation of UPS and opening for new school in the state. The MOU for this mapping has been signed with Uttarakhand Satellite Application Centre (USAC).

Planning for universalization of Physical Access

The school mapping in Uttarakhand was done by household survey for upgrading the upper primary schools. In RMSA norms GIS mapping is proposed, Uttarakhand Sabhi Ke Liye Madhyamik Shiksha Parishad has signed MOU with USAC and the school GIS mapping exercise is going on.

Basic Facility

When examined the presence of important facilities in school with secondary and higher secondary classes like availability of drinking water, urinals, lavatories, library, science lab and others in the state. From the SEMIS source it is observed that about 18.70% of the schools are without drinking water facility. It may appear as a small percentage but by the norm that each and every school must have the basic minimum facility, it is an unavoidable shortage.

The children enrolled in schools with secondary classes in Uttarakhand are more disadvantaged in case of the other basic minimum facilities. In case of urinals and lavatory for common use, the percentage of schools without the facility is 28.31% and 48.58% respectively. It is in case of girls the percentage of separate urinals is 49.56% and of separate lavatories is 71.65%. Even the teachers in a large number of schools are disadvantaged of not having a facility of separate urinals and lavatory.

Table 3.35 Percentage of Schools with Secondary Classes and without Selected Facilities by All Management in Uttarakhand, 2009-10

| S N | District Name | Total Schools | % Without Class Room | % Without Separate Room for Head Master /Principal | % Without Library Room | % Without Science Laboratory Room | % Without School Building |
|-----|---------------|---------------|----------------------|--|------------------------|-----------------------------------|---------------------------|
| 1 | ALMORA | 273 | 8.06 | 46.15 | 87.18 | 47.25 | 8.42 |
| 2 | BAGESHWAR | 97 | 2.06 | 22.68 | 85.57 | 49.48 | 1.03 |
| 3 | CHAMOLI | 202 | 2.97 | 40.10 | 87.13 | 80.20 | 4.46 |
| 4 | CHAMPAWAT | 93 | 11.83 | 46.24 | 80.65 | 50.54 | 12.90 |
| 5 | DEHRADUN | 355 | 1.97 | 18.31 | 47.32 | 32.39 | 4.51 |
| 6 | HARDWAR | 179 | 1.68 | 20.11 | 47.49 | 48.04 | 6.15 |
| 7 | NAINITAL | 248 | 0.40 | 23.39 | 60.89 | 39.52 | 2.42 |
| 8 | PAURI | 376 | 11.44 | 60.37 | 80.59 | 58.51 | 11.70 |
| 9 | PITHORAGARH | 194 | 2.06 | 48.97 | 81.96 | 54.64 | 5.67 |
| 10 | RUDRAPRAYAG | 120 | 4.17 | 34.17 | 90.00 | 65.83 | 4.17 |
| 11 | TEHRI | 258 | 7.36 | 52.71 | 84.50 | 62.02 | 10.47 |
| 12 | U.S. NAGAR | 237 | 1.27 | 16.46 | 44.30 | 29.11 | 2.53 |
| 13 | UTTARKASHI | 116 | 12.93 | 49.14 | 78.45 | 59.48 | 15.52 |
| | Total | 2748 | 68.20 | 37.34 | 71.32 | 50.51 | 6.88 |

| S N | District Name | Total Schools | % Without drinking water facility | % Without Urinals | % Without Lavatory | % Without Separate Urinals for Girls | % Without Separate Lavatories for Girls | % Without Urinals for Physically Challenged | % Without Urinals for Teachers |
|-----|---------------|---------------|-----------------------------------|-------------------|--------------------|--------------------------------------|---|---|--------------------------------|
| 1 | ALMORA | 273 | 31.50 | 40.66 | 48.35 | 64.10 | 77.66 | 99.27 | 62.27 |
| 2 | BAGESHWAR | 97 | 6.19 | 15.46 | 89.69 | 45.36 | 94.85 | 100.00 | 51.55 |
| 3 | CHAMOLI | 202 | 32.18 | 31.68 | 49.01 | 54.46 | 77.23 | 98.51 | 58.42 |
| 4 | CHAMPAWAT | 93 | 35.48 | 33.33 | 52.69 | 50.54 | 73.12 | 91.40 | 56.99 |
| 5 | DEHRADUN | 355 | 9.58 | 16.62 | 28.45 | 30.42 | 50.14 | 92.11 | 36.34 |
| 6 | HARDWAR | 179 | 2.79 | 15.64 | 40.78 | 37.43 | 48.60 | 79.33 | 49.16 |

| | | | | | | | | | |
|--------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 7 | NAINITAL | 248 | 14.52 | 20.97 | 38.31 | 38.71 | 64.52 | 95.97 | 46.77 |
| 8 | PAURI | 376 | 25.00 | 45.48 | 53.46 | 63.83 | 81.38 | 99.20 | 66.76 |
| 9 | PITHORAGARH | 194 | 17.01 | 31.96 | 66.49 | 67.01 | 80.41 | 98.97 | 60.82 |
| 10 | RUDRAPRAYAG | 120 | 17.50 | 39.17 | 91.67 | 75.00 | 94.17 | 99.17 | 70.83 |
| 11 | TEHRI | 258 | 23.26 | 34.88 | 52.71 | 58.14 | 84.50 | 99.22 | 70.16 |
| 12 | U.S. NAGAR | 237 | 1.69 | 7.17 | 23.63 | 17.72 | 54.43 | 91.98 | 32.91 |
| 13 | UTTARKASHI | 116 | 31.90 | 26.72 | 57.76 | 54.31 | 81.03 | 95.69 | 62.07 |
| Total | | 2748 | 18.70 | 28.31 | 48.58 | 49.56 | 71.65 | 95.63 | 54.91 |

Source: SEMIS 2009-10

For the better learning environment a school must have the library facility and a science laboratory particularly in secondary level schools. But in Uttarakhand, a large number of children enrolled for secondary classes have not even seen the library and a science laboratory in their school premises. From the SEMIS source, about 71.32% of the schools with secondary classes in Uttarakhand are found to be without library and about 50.51% are found to be without a science laboratory. 6.88% schools even don't have their building.

Table 3.36 Percentage of Govt. Schools with Secondary Classes and without Selected Facilities in Uttarakhand, 2009-10

| S N | District Name | Total Schools | % Without Class Room | % Without Separate Room for Head Master/Principal | % Without Library Room | % Without Science Laboratory Room | % Without School Building | % Without Electricity | % Without Play ground | % Without Boundary Wall |
|--------------|---------------|---------------|----------------------|---|------------------------|-----------------------------------|---------------------------|-----------------------|-----------------------|-------------------------|
| 1 | ALMORA | 209 | 10.53 | 55.02 | 96.17 | 50.24 | 11.00 | 22.49 | 75.12 | 71.77 |
| 2 | BAGESHWAR | 69 | 2.90 | 27.54 | 98.55 | 53.62 | 0.00 | 18.84 | 68.12 | 68.12 |
| 3 | CHAMOLI | 158 | 3.80 | 46.20 | 95.57 | 84.18 | 3.80 | 24.05 | 43.04 | 72.78 |
| 4 | CHAMPAWAT | 69 | 13.04 | 53.62 | 91.30 | 52.17 | 13.04 | 24.64 | 79.71 | 71.01 |
| 5 | DEHRADUN | 136 | 5.15 | 46.32 | 98.53 | 66.18 | 5.88 | 33.09 | 53.68 | 44.12 |
| 6 | HARDWAR | 48 | 4.17 | 64.58 | 100.00 | 85.42 | 8.33 | 29.17 | 33.33 | 47.92 |
| 7 | NAINITAL | 158 | 0.63 | 35.44 | 86.71 | 52.53 | 1.27 | 7.59 | 61.39 | 52.53 |
| 8 | PAURI | 271 | 14.76 | 71.22 | 91.14 | 67.16 | 15.13 | 31.73 | 64.58 | 75.65 |
| 9 | PITHORAGARH | 151 | 1.99 | 62.25 | 95.36 | 60.93 | 2.65 | 17.22 | 51.66 | 50.33 |
| 10 | RUDRAPRAYAG | 91 | 5.49 | 39.56 | 100.00 | 64.84 | 5.49 | 24.18 | 63.74 | 68.13 |
| 11 | TEHRI | 221 | 8.14 | 59.28 | 89.59 | 63.80 | 10.86 | 34.39 | 68.33 | 69.23 |
| 12 | U.S. NAGAR | 91 | 3.30 | 38.46 | 82.42 | 43.96 | 1.10 | 6.59 | 30.77 | 20.88 |
| 13 | UTTARKASHI | 97 | 15.46 | 57.73 | 91.75 | 65.98 | 16.49 | 36.08 | 56.70 | 67.01 |
| Total | | 1769 | 89.36 | 53.08 | 93.05 | 62.35 | 8.08 | 24.70 | 59.81 | 62.58 |

| S. No. | District Name | Total Schools | % Without drinking water facility | % Without Urinals | % Without Lavatory | % Without Separate Urinals for Girls | % Without Separate Lavatories for Girls | % Without Urinals for Physically Challenged | % Without Urinals for Teachers |
|--------|---------------|---------------|-----------------------------------|-------------------|--------------------|--------------------------------------|---|---|--------------------------------|
| 1 | ALMORA | 209 | 34.93 | 47.37 | 50.72 | 70.33 | 81.82 | 100.00 | 66.51 |
| 2 | BAGESHWAR | 69 | 7.25 | 15.94 | 100.00 | 47.83 | 100.00 | 100.00 | 56.52 |
| 3 | CHAMOLI | 158 | 31.65 | 33.54 | 45.57 | 55.06 | 75.32 | 98.73 | 60.13 |
| 4 | CHAMPAWAT | 69 | 44.93 | 42.03 | 56.52 | 62.32 | 78.26 | 91.30 | 66.67 |
| 5 | DEHRADUN | 136 | 25.00 | 33.82 | 53.68 | 65.44 | 78.68 | 100.74 | 63.97 |
| 6 | HARDWAR | 48 | 10.42 | 33.33 | 85.42 | 95.83 | 95.83 | 106.25 | 79.17 |
| 7 | NAINITAL | 158 | 22.15 | 31.01 | 51.27 | 54.43 | 83.54 | 100.00 | 64.56 |

| | | | | | | | | | |
|--------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 8 | PAURI | 271 | 29.15 | 56.09 | 59.78 | 73.06 | 86.35 | 99.63 | 73.06 |
| 9 | PITHORAGARH | 151 | 19.87 | 39.07 | 78.15 | 81.46 | 89.40 | 99.34 | 70.20 |
| 10 | RUDRAPRAYAG | 91 | 19.78 | 40.66 | 100.00 | 76.92 | 95.60 | 100.00 | 69.23 |
| 11 | TEHRI | 221 | 23.98 | 38.01 | 54.75 | 61.99 | 87.33 | 99.55 | 72.40 |
| 12 | U.S. NAGAR | 91 | 3.30 | 10.99 | 40.66 | 28.57 | 71.43 | 98.90 | 49.45 |
| 13 | UTTARKASHI | 97 | 38.14 | 31.96 | 63.92 | 61.86 | 86.60 | 100.00 | 67.01 |
| Total | | 1769 | 25.61 | 38.21 | 60.60 | 64.73 | 84.57 | 99.55 | 66.87 |

Source: SEMIS 2009-10

It can be depicted from table 3.36 that the break-up of Govt. schools with secondary classes and the status of selected facilities like without classroom, Head Master Room, Library, Science Laboratory, Building, Electricity, playground, Boundary Wall, Drinking Water & Toilet Facility etc shows that a large number of the Government schools do not have these facilities. 89.36% Govt. Schools don't have the class rooms, 53.08% don't have the headmaster room, 93.05% Govt. school don't have the library facility, 62.35% Govt. School don't have the Laboratory & 8.08% Govt. Schools don't have their own building.

Classroom / Pupil Ratio

Given the number of schools with the secondary and higher secondary classes, the adequacy/sufficiency in terms of number of class rooms available in these schools is matter of concern. An analysis of current status is useful for the future planning to improve the secondary and higher secondary while expanding number of classrooms available.

In Uttarakhand, the total number of classrooms available for the teaching activity for secondary classes in those schools with secondary classes is 7948 during 2009-10. In terms of classroom availability for the enrolled children, there are 23 classrooms available for every thousand enrolled children in the secondary classes.

Teachers in Secondary grade Teaching Schools in Uttarakhand

Teachers play important role in education system wherein they are front-runners of service delivery. Adequacy in terms of number of teachers available and the commitment influences the learning process in the schools.

Number of Teachers

According to SEMIS data shown in table 3.37 indicates that there are about 14790 full-time regular teachers in government schools in Uttarakhand for the year 2009-10. The total number of teachers available for secondary classes in the state is 24016.

Table 3.37 Teachers Position In Secondary School, 2009 - 2010

| Particulars | Govt. | | | Aided | | | Others | | | Total | | |
|-------------------------|-------|------|-------|-------|-----|-------|--------|------|-------|--------------|-------------|--------------|
| | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| No. of Working Teachers | 11440 | 3350 | 14790 | 1635 | 591 | 2226 | 3604 | 3396 | 7000 | 16679 | 7337 | 24016 |
| % Of Female Teacher | 22.65 | | | 26.55 | | | 48.51 | | | 30.55 | | |

Source: Data collected through Data Capture Format.

It can also be seen that 22.65% female teachers are working in government secondary schools, 26.55% in aided schools. Approximately 48.51% female teachers are working in private secondary schools. This data reveals that there is need of female teachers in government and government aided secondary schools.

Pupil Teacher Ratio : According to the SEMIS data, the pupil teacher ratio (PTR) is 14:01 as a whole. The pupil teacher ratio seems to be high i.e. 24:01 in aided school as compared to government and other schools i.e. 12:01 and 13:01.

Table 3.38 PTR

| SN | Type of School | Total Enrolment | No. of Working Teacher | PTR |
|----|---------------------|-----------------|------------------------|--------------|
| 1 | Govt. School | 191293 | 14790 | 12:01 |
| 2 | Aided School | 54929 | 2226 | 24:01 |
| 3 | Other School | 93778 | 7000 | 13:01 |
| | Total School | 340000 | 24016 | 14:01 |

Learning Outcomes of Secondary School Education in Uttarakhand-

In a systematic approach the inputs and outputs have always been a matter of concern. In the education system given the inputs in terms of educational infrastructure, the output in terms of learning outcomes is evaluated.

Enrolled, Appeared and Passed in Class X Exam

When we examine the learning outcomes of secondary education in Uttarakhand in terms of children graduating from the final grade of secondary schooling i.e. Class X, it is observed from the Uttarakhand, Board of Secondary (Board Exam conducting body) source that there are about 1.73 lakhs children appeared in class X board exam in the state during 2008-09 and 1.08 lakhs (62.42%) children were passed out. This data only shows the result of Uttarakhand Education Board Exam.

Table 3.39 Percentage of students who passed out the Secondary School Board (Class X) Examination by districtwise & by Social Group in Govt. Schools

| S N | District Name | % of students passed in class X | | | | | | | |
|--------------|---------------|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | SC | | ST | | OBC | | Other | |
| | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| 1 | ALMORA | 45.76 | 65.45 | 66.67 | 50.00 | 71.94 | 73.08 | 57.01 | 71.82 |
| 2 | BAGESHWAR | 49.59 | 61.52 | 60.00 | 80.00 | 59.14 | 56.18 | 58.32 | 73.34 |
| 3 | CHAMOLI | 42.84 | 65.12 | 50.54 | 69.23 | 64.84 | 60.27 | 53.94 | 71.77 |
| 4 | CHAMPAWAT | 46.64 | 71.68 | 100.00 | 100.00 | 50.00 | 88.46 | 58.63 | 75.71 |
| 5 | DEHRADUN | 49.62 | 65.89 | 58.56 | 57.45 | 48.27 | 61.10 | 63.11 | 76.01 |
| 6 | HARDWAR | 45.18 | 48.91 | 9.68 | 157.14 | 58.06 | 67.49 | 66.13 | 71.75 |
| 7 | NAINITAL | 56.04 | 67.49 | 57.69 | 25.00 | 64.52 | 76.86 | 65.41 | 74.56 |
| 8 | PAURI GARHWAL | 55.25 | 64.80 | 77.78 | 100.00 | 68.18 | 59.62 | 59.67 | 69.14 |
| 9 | PITHORAGARH | 46.20 | 69.52 | 56.18 | 62.76 | 64.93 | 77.70 | 56.05 | 76.36 |
| 10 | RUDRAPRAYAG | 46.09 | 63.16 | 0.00 | 0.00 | 41.79 | 46.55 | 58.26 | 73.39 |
| 11 | TEHRI GARHWAL | 57.03 | 60.64 | 116.67 | 100.00 | 61.73 | 68.40 | 60.27 | 66.84 |
| 12 | US NAGAR | 51.40 | 62.85 | 47.68 | 62.61 | 57.25 | 71.38 | 55.99 | 71.54 |
| 13 | UTTARKASHI | 43.27 | 53.63 | 58.46 | 73.81 | 49.85 | 53.65 | 62.06 | 62.71 |
| Total | | 49.48 | 63.77 | 54.51 | 60.93 | 56.34 | 66.23 | 58.95 | 71.53 |

Source: SEMIS 2009-10

The SEMIS data shows that 49.49 % boys and 63.77% girls passed in SC category, where as in ST category 54.51% boys and 60.93% girls passed, in the other category 58.95% boys and 71.53% girls passed in class X exam. This table shows that the girls passing percent is comparatively high in all categories.

Incentives for Teachers: teacher award, housing, and quotas for women

In Uttarakhand, there are many schemes designed in the form of incentives for teachers. State Government started Sailesh Matyani award from year 2009-10 and Pandit Deendayal Upadhaya Award for good performing teachers. The State Government also awarded teachers through State teacher award in every year. There is no housing facility for the teachers. The government of Uttarakhand has designed a policy for the recruitment of teachers where 50% of the total teacher posts are reserved for women. However, the male and female ratio in the total teachers available for the secondary classes indicates it is against the female teachers.

Public Expenditure on Secondary Education in Uttarakhand

Allocation of adequate financial resources to education is a crucial factor in the educational development of a country/state/region. This

section, therefore, examines the level of financial resources allocated to the primary, secondary and higher secondary education in Uttarakhand.

Expenditure on School Education

Trends

The table 3.40 indicates the budget expenditure in Uttarakhand. It reflects that the expenditure on total education has increased from Rs. 1071.55 crores in 2004-05 to Rs. 1938.82 in the last budget allocation during 2009-10. The expenditure on secondary school education has increased from Rs. 529.99 crores to Rs. 954.61 crores during the same period. The rate of increase (i.e. annual average growth) in the expenditure on the secondary education during the period in the state is almost at the same rate by which GSDP and the total expenditure has grown. Moreover, the rate of increase in the expenditure on total education is same as elementary and secondary education.

Table 3.40 State Budget Expenditure in Uttarakhand

| S N | Item | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|----------------|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | GSDP | 23720.00 | 26178.00 | 31380.00 | 35591.00 | 40159.00 | 45379.00 |
| 2 | Total Expenditure | - | - | 9192.00 | 10486.00 | 11564.00 | 16553.00 |
| 3 | Total Education | 1071.55 | 1133.00 | 1195.78 | 1508.40 | 1703.68 | 1938.82 |
| 4 | Elementary Education | 541.56 | 597.44 | 540.89 | 762.19 | 763.01 | 984.21 |
| 5 | Secondary School | 529.99 | 535.56 | 654.89 | 746.21 | 940.67 | 954.61 |

Note : Figures are in crore

Unit Costs

Given the facts presented above as there are a large number of existing schools having secondary classes in the state but they do not have basic infrastructure like science laboratory, sufficient number of classroom. A large number of children in the state could not avail school with secondary classes in the nearby vicinity. There is a large number of schools do not have own building and many of the school are running in building structures which are neither pucca nor semi-pucca. It needs the construction of additional classrooms wherever insufficient and construction of science laboratory in a school which does not have such facility so far. Construction of new schools in places wherever it is not there but required.

Table 3.41
Physical Infrastructure for Construction of New Schools

Hill Area

| S. No. | Particulars | Room Size (Sq. Mtr.) | Circulation Area (20% + Wall Area 15%) (Sq. Mtr.) | Total Plinth Area (Sq. Mtr.) |
|---------------|-----------------------|-----------------------------|--|-------------------------------------|
| 1 | Classroom | 36 | 12.60 | 48.60 |
| 2 | Laboratory | 54 | 18.90 | 72.90 |
| 3 | Principal Room | 12 | 4.20 | 16.20 |
| 4 | Office and Staff Room | 12 | 4.20 | 16.20 |
| 5 | Computer Lab | 54 | 18.90 | 72.90 |
| 6 | Library | 48 | 16.80 | 64.80 |
| 7 | Art and Craft Room | 30 | 10.50 | 40.50 |
| 8 | Toilet Block | | 0.00 | 0.00 |

Plain Area

| S. No. | Particulars | Room Size (Sq. Mtr.) | Circulation Area (20% + Wall Area 15%) (Sq. Mtr.) | Total Plinth Area (Sq. Mtr.) |
|---------------|-----------------------|-----------------------------|--|-------------------------------------|
| 1 | Classroom | 48 | 16.80 | 64.80 |
| 2 | Laboratory | 54 | 18.90 | 72.90 |
| 3 | Principal Room | 12 | 4.20 | 16.20 |
| 4 | Office and Staff Room | 12 | 4.20 | 16.20 |
| 5 | Computer Lab | 54 | 18.90 | 72.90 |
| 6 | Library | 48 | 16.80 | 64.80 |
| 7 | Art and Craft Room | 30 | 10.50 | 40.50 |
| 8 | Toilet Block | | 0.00 | 0.00 |

Revised Scheduled Rate as on 03 July 2010 as per PWD norms

As per state PWD the cost of construction rates are below:

1. Plain Area - Rs. 11629 Per Sq. Mtrs.
2. Hill Area - Rs. 13813 Per Sq. Mtrs

Table 3.42 State PWD Construction Rate

| Item | Rates Per Sq. Mtr. | |
|--|---------------------------|-------------------|
| | Hilly Area | Plain Area |
| Basic rate | 7230 | 7230 |
| Extra hight | 210 | 210 |
| Extra depth | 300 | - |
| Termetide treatment | 180 | 180 |
| Fire fitting | 470 | 470 |
| Frame Structure | 870 | 870 |
| Total | 9260 | 8960 |
| Rain water harvesting 1% | 93 | 90 |
| Side development 20% in Hilly Area & 10% in Plain area | 1852 | 896 |
| Electrification 11% | 1019 | 986 |
| Celling fans 4% | - | 358 |
| Grand Total | 12224 | 11290 |
| Contingency 4% | 367 | 339 |
| Height & Distance 10% (average) | 1222 | - |
| Gross Total | 13813 | 11629 |

Table 3.43 Unit cost as per revised state PWD Norms

| Hill Area | | | | |
|------------------|-----------------------|-------------------------------------|--|--|
| S. No. | Particulars | Total Plinth Area (Sq. Mtr.) | Construction Cost/ Sq. Mtr.) (In Rs.) | Unit Cost for Construction (in Rs.) |
| 1 | Classroom | 48.60 | 13813.00 | 671311.80 |
| 2 | Laboratory | 72.90 | 13813.00 | 1006967.70 |
| 3 | Principal Room | 16.20 | 13813.00 | 223770.60 |
| 4 | Office and Staff Room | 16.20 | 13813.00 | 223770.60 |
| 5 | Computer Lab | 72.90 | 13813.00 | 1006967.70 |
| 6 | Library | 64.80 | 13813.00 | 895082.40 |
| 7 | Art and Craft Room | 40.50 | 13813.00 | 559426.50 |
| 8 | Toilet Block | 0.00 | | 275000.00 |

| Plain Area | | | | |
|-------------------|-----------------------|-------------------------------------|--|--|
| S. No. | Particulars | Total Plinth Area (Sq. Mtr.) | Construction Cost/ Sq. Mtr.) (In Rs.) | Unit Cost for Construction (in Rs.) |
| 1 | Classroom | 64.80 | 11629.00 | 753559.20 |
| 2 | Laboratory | 72.90 | 11629.00 | 847754.10 |
| 3 | Principal Room | 16.20 | 11629.00 | 188389.80 |
| 4 | Office and Staff Room | 16.20 | 11629.00 | 188389.80 |
| 5 | Computer Lab | 72.90 | 11629.00 | 847754.10 |
| 6 | Library | 64.80 | 11629.00 | 753559.20 |
| 7 | Art and Craft Room | 40.50 | 11629.00 | 470974.50 |
| 8 | Toilet Block | 0.00 | | 225000.00 |

In this regard, for construction of additional classroom, a science lab, computer lab, art/craft room and new schools for secondary classes in the state, the unit cost of each item is presented in the above table.

Table 3.44 Civil Work - Cost

| Hill Area | | | | | |
|------------------|-----------------------|-------------------------------------|--|--------------------------------|------------------------------------|
| S. No. | Particulars | Total Plinth Area (Sq. Mtr.) | Unit Cost for Construction (in Rs.) | Furniture Cost (in Rs.) | Unit Cost for C.W. (in Rs.) |
| 1 | Classroom | 48.60 | 671311.80 | 100000.00 | 771311.80 |
| 2 | Laboratory | 72.90 | 1006967.70 | 150000.00 | 1156967.70 |
| 3 | Principal Room | 16.20 | 223770.60 | 40000.00 | 263770.60 |
| 4 | Office and Staff Room | 16.20 | 223770.60 | 40000.00 | 263770.60 |
| 5 | Computer Lab | 72.90 | 1006967.70 | 40000.00 | 1046967.70 |
| 6 | Library | 64.80 | 895082.40 | 100000.00 | 995082.40 |
| 7 | Art and Craft Room | 40.50 | 559426.50 | 40000.00 | 599426.50 |
| 8 | Toilet Block | 0.00 | 275000.00 | 0.00 | 275000.00 |

| Plain Area | | | | | |
|-------------------|-----------------------|-------------------------------------|--|--------------------------------|------------------------------------|
| S. No. | Particulars | Total Plinth Area (Sq. Mtr.) | Unit Cost for Construction (in Rs.) | Furniture Cost (in Rs.) | Unit Cost for C.W. (in Rs.) |
| 1 | Classroom | 64.80 | 753559.20 | 100000.00 | 853559.20 |
| 2 | Laboratory | 72.90 | 847754.10 | 150000.00 | 997754.10 |
| 3 | Principal Room | 16.20 | 188389.80 | 40000.00 | 228389.80 |
| 4 | Office and Staff Room | 16.20 | 188389.80 | 40000.00 | 228389.80 |
| 5 | Computer Lab | 72.90 | 847754.10 | 40000.00 | 887754.10 |
| 6 | Library | 64.80 | 753559.20 | 100000.00 | 853559.20 |
| 7 | Art and Craft Room | 40.50 | 470974.50 | 40000.00 | 510974.50 |
| 8 | Toilet Block | 0.00 | 225000.00 | 0.00 | 225000.00 |

Summary Statement of Status and Issues of Secondary Education in Uttarakhand

This section is intended to present the summary statement of the status of secondary education in Uttarakhand and issues arising out of the analysis.

In year 2009-10 we are proposed the unit cost for civil works as per state Govt. PWD scheduled rates, but GOI sanctioned the unit cost as per RMSA norms Uttarakhand. After discussion with construction agency not a single agency agreed for construction on the unit cost. In meeting of finance committee and executive committee of USKLMSP, the state govt. agreed to borne the additional unit cost for civil works state in 2009-10 and also directed to USKMSM that the new AWP&B for 2010-11 will proposed on the revised scheduled rates of state PWD of GOI not sanctioned the unit cost as state PWD scheduled rates then it will be difficult to construction in secondary level. It is also note the unit cost for civil work is as per state PWD scheduled rates in SSA sanctioned by GOI.

Chapter IV

Planning Process

For Effective Planning of RMSA the state decided to adopt four tier planning process.

1. Creation of Planning Core Group at different level.
2. Orientation and Capacity building of planning core groups.
3. Plan preparation exercise.
4. Implementation and Mentoring.

Creation of Planning Core Groups-

A Core Group of Governmental and Non-Governmental officials constituted at different level to adopt the micro planning concept for involvement of local authorities/PRTs/NGO's and other departments in planning process.

(a) School Level – A Core Group including SMDC and PRIs members, constituted at school level. The composition of school level planning team is as follows-

1. President SMDCs and O2 SMDC members.
2. Elected member of PRIs/Urban local bodies (nominated by Gram Pradhan/chairman urban area).
3. O5 -Teachers of school (O1 Science, O1 Language and O1 Social Science, O1 Maths, and O1 Other) nominated by principal.
4. Civil work experts (Local civil work agency members).
5. School level construction and academic committee members.

The School level planning Team did "Micro planning" exercise at school level with the help of SMDC, School Building Supervision Committee and School Academic Committee. This team also updated the child tracking register and co-ordinated with block level planning team. The school level planning team also prepared the school improvement plan (SIP), after analyzing the physical and academic needs of schools. This team also suggested the possible strategies, organization and use of local resources for improvement of physical and academic infrastructure of school.

(b) Block level planning team – Block Project Office is first monitoring and supervision agency for RMSA. This is also agency for scrutinizing and appraisal for school improvement plan. Block level planning team is constituted at Block level by following members.

| | | |
|----|--------------------------------|----------|
| 1. | Block Education Officer | Chairman |
| 2. | Deputy Block Education Officer | Member |
| 3. | BRC Coordinator, SSA | Member |

| | | |
|----|--|--------|
| 4. | Junior Engineer (Block level) | Member |
| 5. | DIET faculty | Member |
| 6. | Two principal GIC/GHSS | Member |
| 7. | Two elected Chhetra Panchyat member (Nominated by Block Pramukh one from SC/ST/OBC communities). | Member |
| 8. | One NGO representative | Member |

The Block level planning team analyzed the school improvement plan and approved the requirements/strategies proposed by schools as per actual needs of school. These teams prepared consolidated Block Secondary Education Plan (BSEP) on the basis of school improvement plan and send to district project office.

(c) District Level Planning Team – District Plan is basic documentary plan for RMSA, which indicate the actual progress, requirements, implementation strategies, monitoring and management structure and budgetary provisions.

A Core Group of governmental and non-governmental person constituted at the district level. Composition of District planning team is as follows.

| | | |
|-----|---|------------------|
| 1. | District Education Officer | Chairman. |
| 2. | District Project Officer/ADEO (M) | Member Secretary |
| 3. | ADEO (Basic) | Member |
| 4. | District Resource persons (RMSA) | Member |
| 5. | Assistant Account officer (RMSA) | Member |
| 6. | District Coordination (Planning SSA) | Member |
| 7. | Principal DIET | Member |
| 8. | Two BEO (One Female) | Member |
| 9. | Teachers Association representative | Member |
| 10. | District Health Officer | Member |
| 11. | Two Zila Panzhayat Member (One SC/ST/OBC/minority) | Member |
| 12. | One NGO representative (Working in education field) | Member |

District planning team prepared District Secondary Education Plan (DSEP) after analyzing BSEP. This team also discussed the BSEP and prioritized the needs. District planning team disproved all issues of secondary education in respective district and suggestion gave to state authority for improvement and reforms in secondary education. This team prepared activity and monitoring calendar in district for implementation of RMSA.

(d) State Planning Team – There is a state planning team at state level comprised as follows.

| | | |
|----|--|---------------------|
| 1 | Secretary, School Education | President |
| 2 | State Project Director/Director School Education | Member Secretary |
| 3 | State Project Director (SSA) | Member |
| 4 | Additional Project Director (RMSA/SSA) | Member |
| 5 | Finance Controller, RMSA | Member |
| 6 | Additional Director, SIEMAT | Member |
| 7 | Additional Director SCERT | Member |
| 8 | Secretary, Uttarakhand Education Board | Member |
| 9 | JPD (Planning/Quality) (RMSA) | Member |
| 10 | All Asst. P. D. RMSA | Member |
| 11 | Faculty Member, SIEMAT | Member |
| 12 | Faculty Member, SCERT | Member |
| 13 | Faculty Member, Education Board | Member |
| 14 | Representative of State Social Welfare Dept. | Member |
| 15 | Representative of State health department | Member |
| 16 | Executive engineer (Civil work agency) | Member |
| 17 | Representation of CBRI | Member |
| 18 | Two DEO (One Female and one SC/ST/OBC) | Member |
| 19 | Representative of NGO | Member |

(It is necessary that atleast O3 female members and O1 SC, O1 – ST, O1 Ministry Members should be there in State Planning Team).

State planning team prepared state secondary education plan (SSEP). This team suggests the reforms in curriculum, examination, and policy making to Education department of State Government in secondary education. State planning team also take care of preparation of district level plan, this team analyzed the district plan and suggest necessary improvement in district plan. State planning team is fully responsible for annual setting target, need analysis, implementation strategies and budgetary provision.

2. Process of Plan Preparation – The following activities have been done for plan preparation-

| S. No. | Activity | Duration/ Place | Participants Sources | Major Issues |
|--------|--|-----------------------------|---|---|
| 1 | Orientation of State of Planning Team. | MHRD/SIEMAT Allahabad | SPT Members. | <ul style="list-style-type: none"> About RMSA Plan preparation |
| 2 | Orientation of State Planning Team | O1 day, SIEMAT, Uttarakhand | All State Planning Team members and State level Education Officers. | <ul style="list-style-type: none"> Introduction of RMSA. Implementation of RMSA at different level. |
| 3 | Introduction and format filling of SEMIS (State level) | O1 day, SPO | SPO, SIEMAT representative DPO, Data entry operator | <ul style="list-style-type: none"> Introduction of SEMIS. Filling of SEMIS Format. |

| | | | | |
|----|--|---|---|--|
| 4 | Introduction and data filling of SEMIS (District level) | 01 day, DPO 03 Jan 2011 | All BEOs, DPO, DEO, Data Entry operators. | <ul style="list-style-type: none"> • Introduction of SEMIS. • Filling of SEMIS Format. |
| 5 | Introduction and data filling of SEMIS (Block level) | 01 day, BPO Jan 2011 | All principals of Secondary Schools. | <ul style="list-style-type: none"> • Introduction of SEMIS. • Filling of SEMIS Format. |
| 6 | Orientation of District Planning Team. | 03 days, SPO/SEMAT 17 to 19 Sept. 2010 | All DPT members. | <ul style="list-style-type: none"> • Data analysis. • Need analysis. • Strategies for implementation |
| 7 | Micro planning exercise (School level) and meeting with SMDC | School level Dec. 2010 to Jan. 2011 | School planning Team. | <ul style="list-style-type: none"> • Meeting and School level need analysis. • Target setting for school. • Strategies for implementation. |
| 8 | School mapping Exercise and meeting with PRIs, SMDCs and Local representations | Block level Dec. 2010 to Jun. 2011 | <ul style="list-style-type: none"> - SSA Planning Team. - BEO, DBEO, BRC - SMDC member | <ul style="list-style-type: none"> • Discussion on accessibility of secondary school and enrollment. • Prepare detail plan for schools facilities on distance and ability of children. |
| 9 | Data collection and SEMIS format. | School level 8-25 Jan. 2011 | <ul style="list-style-type: none"> - Principal - School Staff | <ul style="list-style-type: none"> • Fill the SEMIS format. |
| 10 | Checking of SEMIS data | Block level 30 Jan. 2011 | <ul style="list-style-type: none"> - BEO/BPT | <ul style="list-style-type: none"> • Detail checking of SEMIS format. |
| 11 | Computerization of SEMIS data and compilation | DPO 15-28 Feb. 2011 | <ul style="list-style-type: none"> - DPO - Data entry Operator - DRPs | <ul style="list-style-type: none"> • Compile the SEMIS data. |
| 12 | Compilation of SEMIS data | SPO (On going) | <ul style="list-style-type: none"> - Asst. PDs. - Data Entry Operator | <ul style="list-style-type: none"> • Compilation of district SEMIS data. |
| 13 | Collection of secondary data | BPT, DPT, SPT Dec. 2010 to Jan. 2011 | <ul style="list-style-type: none"> - School Record - SSA, DISE data - Board Exam result - SCERT/SIEMAT/Directorate education records - Other records | <ul style="list-style-type: none"> • Different kind of Secondary data collection at different level. |
| 14 | Training on Annual and Perspective plan | SPO/SIEMAT 06 days (05 - region wise) Garhwal/Kumaon) 8-11 Feb. 2011 | <ul style="list-style-type: none"> - BPT - DPT - SPT | <ul style="list-style-type: none"> • Data analysis • Need analysis • Target settings • Strategies proposed • Budget provision |
| 15 | Preparation of Perspective Plan | Feb/March DPO Feb. 2011 | <ul style="list-style-type: none"> - BPT - DPT | <ul style="list-style-type: none"> • All activity for Plan preparation |
| 16 | Analysis of district plan | SPO 21-25 Feb. 2011 | <ul style="list-style-type: none"> - SPO/SIEMAT/SCERT / Education Board faculty | <ul style="list-style-type: none"> • Plan analysis • Suggestion for improvement |
| 17 | Meeting of SPT for state Plan | 03 days SPO | <ul style="list-style-type: none"> - SPT member | <ul style="list-style-type: none"> • Discussion on all relative issues • Data analysis SEMIS (district wise) |

| | | | | |
|----|---|-------------------------------|---------------------------------|--|
| 18 | Improvement of district plan | DPO/SPO 9-11 Mar. 2011 | - DPT members | • Include suggestions and correction in district plan. |
| 19 | Appraisal of District/State Plan | SIEMAT/SPO 12-15 Mar. 2011 | - State Appraisal Team | • Appraisal process. |
| 20 | Discursion on plan in Executive committee in plan | EC office | - EC members. - SPT members. | • Discussion on all requirement and strategies proposed. |
| 21 | Improvement of State plan | SPO 25 Mar. 2011 | - SPT member | • Add major suggestions given by EC and appraisal team |
| 22 | submission of plan | MHRD 31 Mar. 2011 | - SPT member | • Plan submission to GOI. |

Constraints in Plan Formulation – In above plan formulation process there were many constraints which are following:-

- Prejudiced attitude about educational system of stake holders.
- Poor quality of data.
- Low participation of planning, team member rather than educational personals.
- Lack of experience in school based planning.
- Lack of physical infrastructure and man power at DPO and SPO level.
- Lack of Academic support for secondary education at district level or DIET.

Appraisal of DSEP

District Secondary Education Plan (DSEP) are appraised at state level by State Level Appraisal Team. State Level Appraisal Committee members are following:

1. State Project Director (RMSA) - Chairman
2. Assistant State Project Director (RMSA) - Member
3. Assistant State Project Director (SSA) - Member
4. Additional Director, School Education or his/her nominee - Member
5. Additional Director, SCERT or his/her nominee - Member
6. Additional Director, SIEMAT or his/her nominee - Member
7. Secretary, School Education Board - Member
8. Finance Controller (RMSA) - Member
9. Joint State Project Director (RMSA) - Member
10. Finance Officer (RMSA) - Member
11. Assistant State Project Director (RMSA) - Member
12. Executive Engineer (SSA/RMSA) - Member
13. Executive Engineer (Construction Agency) - Member

Appraisal team analysed the need of district on the basis of SEMIS data and actual requirement of school. Team also take care the implementing strategy, monitoring mechanism and financial and

manpower resource of district. Team also analysed the physical and financial progress of previous year of the district. Team given the suggestion for approval of DSEP.

After appraisal of AWP&B the district project team revised the district plan.

Chapter V

Alternative Development Scenario and Plan Targets for the Expansion of Secondary Education in Uttarakhand

Given the status of secondary education in Uttarakhand as on 30th September 2009, an attempt is made to explore the future prospects of secondary education in the state while taking up the national goal of universalisation of secondary education by 2020 at the state level. Herein the target indicator by which the prospects explored is the gross enrolment ratio (GER) in secondary classes in the state over the years in future.

Projection Models

The state of Uttarakhand has three alternative possibilities for the projections of enrolment in secondary classes in the state. One way of exploring future prospects of growth in enrolment is its past growth. Based on which one can project the future enrolment in secondary classes in the state over the years. This exercise applies the rate of growth in the past as it is. It assumes that the enrolment in secondary classes in the state will grow by this rate in future.

**Table 5.1 Yearwise growth in enrolment in secondary
and higher secondary level**

| Annual Growth Rate in Enrolment and Projected Enrolment | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|--------|--------|--------------------|--------|--------|--------------------|--------|--------|------------------------|--------|--------|---------|--------|--------|---------|---------|--------|---------|---------|--------|--|
| Class | 2006-07 | | | 2007-08 | | | 2008-09 | | | 2009-10 | | | 2010-11 | | | 2012-13 | | | 2016-17 | | | |
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | |
| IX | 71679 | 56094 | 127773 | 72261 | 58679 | 130940 | 89517 | 74137 | 163654 | 91061 | 75632 | 166693 | 92204 | 78048 | 170227 | 93361 | 80542 | 173836 | 98137 | 91339 | 189052 | |
| X | 64541 | 52915 | 117456 | 68053 | 58055 | 126108 | 88418 | 74420 | 162838 | 90625 | 79050 | 169675 | 94069 | 84864 | 178914 | 97643 | 91106 | 188656 | 113353 | 121014 | 233224 | |
| Total | 136220 | 109009 | 245229 | 140314 | 116734 | 257048 | 177935 | 148557 | 326492 | 181686 | 154682 | 336368 | 186210 | 162865 | 349049 | 190847 | 171480 | 362208 | 210577 | 210748 | 419996 | |
| Growth Rate | 2006-07 to 2007-08 | | | 2007-08 to 2008-09 | | | 2008-09 to 2009-10 | | | AAGR 2006-07 & 2009-10 | | | | | | | | | | | | |
| GR IX | 0.81 | 4.41 | 2.42 | 19.28 | 20.85 | 19.99 | 1.70 | 1.98 | 1.82 | 1.26 | 3.20 | 2.12 | | | | | | | | | | |
| GR X | 5.16 | 8.85 | 6.86 | 23.03 | 21.99 | 22.56 | 2.44 | 5.86 | 4.03 | 3.80 | 7.36 | 5.45 | | | | | | | | | | |
| Total | 2.92 | 6.62 | 4.60 | 21.14 | 21.42 | 21.27 | 2.06 | 3.96 | 2.94 | 2.49 | 5.29 | 3.77 | | | | | | | | | | |
| XI | 42159 | 34943 | 77102 | 36890 | 33394 | 70284 | 58018 | 51633 | 109651 | 62171 | 51030 | 113201 | 63590 | 56592 | 120182 | 69697.8 | 62027.4 | 131725 | 83728.8 | 74514.3 | 158243 | |
| XII | 35508 | 30186 | 65694 | 39226 | 34277 | 73503 | 45999 | 41709 | 87708 | 56582 | 51358 | 107940 | 50417 | 45715 | 96132 | 55259.2 | 50105.6 | 105365 | 66383.6 | 60192.4 | 126576 | |
| Total | 77667 | 65129 | 142796 | 76116 | 67671 | 143787 | 104017 | 93342 | 197359 | 118753 | 102388 | 221141 | 114007 | 102307 | 216314 | 124957 | 112133 | 237090 | 150112 | 134707 | 284819 | |
| Growth Rate | 2006-07 to 2007-08 | | | 2007-08 to 2008-09 | | | 2008-09 to 2009-10 | | | AAGR 2006 to 2009 | | | | | | | | | | | | |
| Growth Rate XI | -14.3 | -4.64 | -9.7 | 36.42 | 35.32 | 35.9 | 6.68 | -1.18 | 3.14 | 9.6 | 9.83 | 9.78 | | | | | | | | | | |

| Annual Growth Rate in Enrolment and Projected Enrolment | | | | | | | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| Class | 2006-07 | | | 2007-08 | | | 2008-09 | | | 2009-10 | | | 2010-11 | | | 2012-13 | | | 2016-17 | | |
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Growth Rate XII | 9.48 | 11.9 | 10.6 | 14.7 | 17.8 | 16.2 | 18.7 | 18.8 | 18.7 | 14.3 | 16.2 | 15.2 | | | | | | | | | |
| Total | -2.04 | 3.76 | 0.69 | 26.8 | 27.5 | 27.1 | 12.4 | 8.84 | 10.8 | 12.4 | 13.4 | 12.9 | | | | | | | | | |

Source: SEMIS 2009-10

Note: AAGR- Annual Average Growth Rate calculated by Annually Growth and average of all three years growth rate.

Here we have four years SEMIS data for enrolment in secondary classes for Uttarakhand. The enrolment figures of the secondary classes in the state are 2.45 lakhs in 2006-07, 2.57 lakhs in 2007-08 and 3.26 lakhs in 2008-09, 3.36 lakhs in 2009-10. It gives an annual rate of growth for enrolment in secondary classes in the state as 4.60 percent between 2006-07 and 2007-08, 21.27 percent between 2007-08 and 2008-09, and 2.94 percent between 2008-09 and 2009-10. The average annual growth rate between 2006-07 to 2009-10 is 9.60%. It is interesting to note that by gender groups, the rate of growth in enrolment of secondary classes is relatively higher for the girl children when compared to that of boys.

We have four years SEMIS data for enrolment in higher secondary classes for Uttarakhand. The enrolment figures of the higher secondary classes in the state are 1.42 lakhs in 2006-07, 1.44 lakhs in 2007-08 and 1.97 lakhs in 2008-09, 2.21 lakhs in 2009-10. It gives an annual rate of growth for enrolment in higher secondary classes in the state as 0.69 percent between 2006-07 and 2007-08, 27.14 percent between 2007-08 and 2008-09, and 10.75 percent between 2008-09 and 2009-10. The average annual growth rate between 2006-07 to 2009-10 is 12.86%. It is interesting to note that by gender groups, the rate of growth in enrolment of higher secondary classes is relatively higher for the girl children when compared to that of boys.

Given the facts one has to make a subjective judgment out of the four figures (4.60% or 21.27% or 2.94% or 9.60%) while considering past rate of growth for the future projections. Herein we have considered the last four years average annual rate of growth (9.60%) for the projections at secondary level and 12.86% at higher secondary level.

The second alternative is while following the national level norms of achieving the goal of universalisation of secondary education by 2020, the state may have to take-up the national level RMSA targets of reaching GER=75% by 2012 and GER=100% by 2017. GER for secondary level in year 2007-08 is 35.51% in year 2008-09 is 47.78% and in year 2009-10 is 52.48%. To comply with the national RMSA target by the GER indicator, the enrolment of secondary classes in the state has to grow at a rate 9 per cent per annum during the next two years i.e. 2007-12 and 6 per cent per annum during 2012-17.

The third alternative future prospects can be based on its achievement in elementary education. The state of Uttarakhand has made a remarkable achievement in terms of enrolment in the elementary classes. The performance of the state with respect to the enrolment in elementary classes especially those

who are reaching class VIII is crucial input for the secondary level. The following analysis presents the performance of Uttarakhand in terms of enrolment at elementary level.

Table 5.2 Yearwise Enrollment at elementary level

| S. No. | Year | Class I | Class II | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Total |
|--------|---------|---------|----------|-----------|----------|---------|----------|-----------|------------|----------------|
| 1 | 2006-07 | 235477 | 203267 | 196478 | 183722 | 166632 | 155820 | 140255 | 131417 | 1413068 |
| 2 | 2007-08 | 237979 | 221030 | 214486 | 199090 | 166203 | 171237 | 158615 | 146524 | 1515164 |
| 3 | 2008-09 | 243016 | 218859 | 220915 | 206287 | 193639 | 185173 | 173694 | 164578 | 1606161 |
| 4 | 2009-10 | 239670 | 209556 | 207758 | 205317 | 194398 | 184776 | 177947 | 174267 | 1593689 |

In terms of the number of children enrolled in each class/grade at the elementary level in the State which is given in table 5.2 show an increasing trend in classes V, VII and VIII all over the years. In rest of the classes it has shown an increasing trend i.e. from 2006-07 to 2008-09 and a slight decreasing trend in 2009-10.

It can be observed from table 5.3 that the annual growth rate of enrolment in each class in Uttarakhand shows slight variations. The overall growth pattern from 2006-07 to 2009-10 shows decreasing trend. The growth rate between 2008-09 to 2009-10 in class VIII is very high but it has declined over the year.

Table 5.3 Annual Growth Rate of Enrolment in Elementary Classes

| S. No. | Year | Class I | Class II | Class III | Class IV | Class V | Class VI | Class VII | Class VIII | Total |
|--------|--------------------|---------|----------|-----------|----------|---------|----------|-----------|------------|-------|
| 1 | 2006-07 to 2007-08 | 1.06 | 8.74 | 9.17 | 8.36 | -0.26 | 9.89 | 13.09 | 11.50 | 7.23 |
| 2 | 2007-08 to 2008-09 | 2.12 | -0.98 | 3.00 | 3.61 | 16.51 | 8.14 | 9.51 | 12.32 | 6.01 |
| 3 | 2008-09 to 2009-10 | -1.38 | -4.25 | -5.96 | -0.47 | 0.39 | -0.21 | 2.45 | 5.89 | -0.78 |

The following table shows districtwise transition rate from Class VIII to IX.

Table 5.4 Completion Rate, Primary Graduates & Transition Rate from Primary to Upper Primary Year 2009-2010

| S. N. | District | Completion Rate | No. of Primary Graduates | Transition Rate from Primary to Upper Primary |
|--------------|-------------|-----------------|--------------------------|---|
| 1 | Almora | 97.01 | 12058 | 99.06 |
| 2 | Bageshwar | 93.98 | 4583 | 99.96 |
| 3 | Chamoli | 92.80 | 9029 | 97.54 |
| 4 | Champawat | 95.22 | 6198 | 99.68 |
| 5 | Dehradun | 93.60 | 11718 | 98.76 |
| 6 | Haridwar | 98.50 | 29231 | 85.08 |
| 7 | Nainital | 90.69 | 8679 | 98.77 |
| 8 | Pauri | 90.79 | 12212 | 100.00 |
| 9 | Pithoragarh | 92.79 | 9888 | 99.72 |
| 10 | Rudrapayag | 93.16 | 4090 | 100.00 |
| 11 | Tehri | 90.80 | 11690 | 94.35 |
| 12 | U.S. Nagar | 73.38 | 20018 | 98.90 |
| 13 | Uttarkashi | 93.00 | 6405 | 99.81 |
| Total | | 91.98 | 145799 | 97.82 |

Source: SSA, 2009-10

The transition rate of the system is crucial for the expansion of Education. In Uttarakhand for enrolment in elementary classes and transition from elementary to secondary level is remarkable.

In Uttarakhand it is happening because of the interventions and initiatives under the scheme of Sarva Shiksha Abhiyan (SSA). Under the scheme, initiatives like PAHAL, Muskan, EGS Centers, Residential and non-Residential Bridge Courses (RBCs and NRBCs). These initiatives in fact streamline the dropouts and over-aged children enrolled in lower classes. The dropout children in the previous grade are pursued and get enrolled for a bridge course to streamline their enrolment in a class suitable to their age. Similarly, it is the case of over-aged children studying in lower classes below class suitable to their age. These initiatives also pursue the non-enrolled children, firstly to get them enrolled in RBCs/NRBCs and prepare them in the course period to get them enrolled in classes suitable to their age.

Moreover, it is also to be noted that the drop-outs and non-enrolled increases with the age. Under these initiatives the more number of higher age groups children have to be pursued and got them enrolled in higher classes. May be because these initiatives the enrolment in higher classes is higher than normally expected in comparison with the enrolment in lower classes.

Given the facts, when we consider the remarkable performance of the state of Uttarakhand in terms of enrolment in elementary schooling, the future prospects of secondary education in the state is promising. If the state can make out a strategy to catch the as many as children of class VIII graduates and get them enrolled in secondary classes, the state's GER would be more than the national target in the short-run. It may be illustrated in the following paras.

In Uttarakhand, the enrolment in class VIII has shown an annual rate of growth more than 12 percent during the last two years i.e. from 2006-07 to 2008-09. The annual growth rate of population in general in the state is below 2 per cent since 2001, and it is 1.92 per cent for the school age population. The growth rate of children of age 13 years, who are suitable age group for class VIII, is increase over time since 2001.

The projections of enrolment in class VIII based on its past growth generates a large stock of elementary graduates, a potential reserve for the enrolment in class IX. The Government of Uttarakhand exempted the Board Exam for the class VIII children. As it will be continued further, an easy promotion of class VIII children to class IX enrolment will be facilitated. This kind of policy definitely will have its impact in terms of the decline in the repetition rate and dropout rate in class VIII. The retention rate as per DISE data provided by State Project Office, SSA, Uttarakhand is 96% in 2009-10 and dropout rate at upper primary level 0.17% which is very less.

Given the projections of enrolment in class VIII, we have used the transition rate for the projection of enrolment in class IX. A crude form of

transition rate is used i.e. ratio of enrolment in class IX in the current year (2009-10) to the enrolment in class VIII in the previous year (2008-09).

The current transition rate between class VIII and class IX is 82.33 percent in Uttarakhand. The rate it is expected to grow at the rate 10 percent per annum as per growth of enrolment in Class VIII and the rate of growth of transition rate will increase. The expected increase in the rate of growth of transition rate is because of dynamism infused into the system with the interventions/initiatives under the RMSA. This linear increasing trend in transition rate is expected to have a corresponding linear decline in both the repetition and dropout rate in class VIII.

**Table 5.5 Repeaters & Drop Out % At Secondary Level, 2008-09
State - Uttarakhand**

| SN | Particulars | | | |
|----|---------------------------------------|-------|-------|--------|
| | | Boys | Girls | Total |
| 1 | Total Enrolled In Class IX In 2008-09 | 89517 | 74137 | 163654 |
| 2 | Total Appeared in Class-X in 2009-10 | 73539 | 65818 | 139357 |
| | % Appeared in Class-X in 2009-10 | 82.15 | 88.78 | 85.15 |
| 3 | Repeaters in Class-IX in 2009-10 | 10666 | 6339 | 17005 |
| | % Repeaters in Class-IX in 2009-10 | 11.92 | 8.55 | 10.39 |
| 4 | Total Drop-out in Class-IX in 2008-09 | 5312 | 1980 | 7292 |
| | % Drop-out in Class-IX in 2008-09 | 5.93 | 2.67 | 4.46 |

| | | | | |
|---|---------------------------------------|-------|-------|--------|
| 1 | Total Enrolled In Class X In 2008-09 | 88418 | 74420 | 162838 |
| 2 | Total Pass-outs in Class-X in 2008-09 | 59492 | 53096 | 112588 |
| | % Pass-outs in Class-X in 2008-09 | 67.28 | 71.35 | 69.14 |
| 3 | Repeaters in Class-X in 2009-10 | 17086 | 13232 | 30318 |
| | % Repeaters in Class-X in 2009-10 | 19.32 | 17.78 | 18.62 |
| 4 | Total Drop-out in Class-X in 2008-09 | 11840 | 8092 | 19932 |
| | % Drop-out in Class-X in 2008-09 | 13.39 | 10.87 | 12.24 |

| | | | | |
|---|---|--------------|--------------|--------------|
| 1 | Total Enrolled In Class IX & X In 2008-09 | 177935 | 148557 | 326492 |
| 2 | Total Promoted in Next Class | 133031 | 118914 | 251945 |
| | % Promoted in Next Class | 74.76 | 80.05 | 77.17 |
| 3 | Repeaters in Class-IX & X in 2009-10 | 27752 | 19571 | 47323 |
| | % Repeaters in Class-IX & X in 2009-10 | 15.60 | 13.17 | 14.49 |
| 4 | Total Drop-out in Class-IX & X in 2008-09 | 17152 | 10072 | 27224 |
| | % Drop-out in Class-IX & X in 2008-09 | 9.64 | 6.78 | 8.34 |

Source: Data collected through Data Capture Format of SEMIS 2009-10.

Similarly the promotion rate between secondary classes i.e. between class IX and X is expected to have a linear increasing trend. The current transition rate between class IX and class X i.e ratio of enrolment in class IX to class X is 77.17% in Uttarakhand. Since it is already at a high level

the rate it is expected to grow at the rate 2 per cent per annum during year 2009-10 to 2016-17. And the linear increasing trend in promotion rate is expected to have a corresponding linear decline in both repetition and dropout rate in secondary classes. After RMSA intervention the repeaters in Class IX and X will be decreased expected rate of 2% per annum and dropout rate also decreased to 1.5% per annum.

Projections of Enrolment in Secondary Classes

We have three variants of models for the projections of enrolment in secondary classes where one (Variant I) is based on the past performance and the second (Variant II) is based on the RMSA norms. The third (Variant III) is based on the performance of the state in terms of the enrolment in elementary schooling especially that of enrolment in class VIII, transition from elementary to secondary level. Repeaters and dropout children at secondary level.

Enrolment projection as per past trends

Table 5.6 Projected GER as per past trend secondary level

| Year | Population | | | Enrolment | | | GER | | |
|------|------------|--------|--------|-----------|--------|--------|--------|--------|--------|
| | M | F | T | M | F | T | M | F | T |
| 2006 | 234436 | 219559 | 453995 | 136220 | 109009 | 245229 | 58.11 | 49.65 | 54.02 |
| 2007 | 238938 | 223774 | 462712 | 140314 | 116734 | 257048 | 58.72 | 52.17 | 55.55 |
| 2008 | 243525 | 228071 | 471596 | 177935 | 148557 | 326492 | 73.07 | 65.14 | 69.23 |
| 2009 | 248201 | 232450 | 480651 | 181686 | 154682 | 336368 | 73.20 | 66.54 | 69.98 |
| 2010 | 252966 | 236913 | 489879 | 190852 | 159341 | 350193 | 75.45 | 67.26 | 71.49 |
| 2011 | 257823 | 241462 | 499285 | 204706 | 170908 | 375614 | 79.40 | 70.78 | 75.23 |
| 2012 | 262774 | 246098 | 508871 | 219566 | 183315 | 402881 | 83.56 | 74.49 | 79.17 |
| 2013 | 267819 | 250823 | 518642 | 235505 | 196622 | 432127 | 87.93 | 78.39 | 83.32 |
| 2014 | 272961 | 255639 | 528600 | 252601 | 210895 | 463496 | 92.54 | 82.50 | 87.68 |
| 2015 | 278202 | 260547 | 538749 | 270938 | 226205 | 497143 | 97.39 | 86.82 | 92.28 |
| 2016 | 283543 | 265549 | 549093 | 290606 | 242626 | 533232 | 102.49 | 91.37 | 97.11 |
| 2017 | 288987 | 270648 | 559635 | 311702 | 260238 | 571940 | 107.86 | 96.15 | 102.20 |
| 2018 | 294536 | 275844 | 570380 | 334329 | 279130 | 613459 | 113.51 | 101.19 | 107.55 |
| 2019 | 300191 | 281141 | 581332 | 358599 | 299392 | 657992 | 119.46 | 106.49 | 113.19 |
| 2020 | 305955 | 286538 | 592493 | 384631 | 321126 | 705757 | 125.71 | 112.07 | 119.12 |

The enrolment projection based on three variants past growth (Var I) indicates the enrolment in the secondary classes will increase from the base 2.45 lakhs in 2006-07 to 4.02 lakhs in 2012, 5.33 lakhs in 2016 and further to 7.05 lakhs in 2020. There is a large gap between the projected size of enrolment and the school-age population and the gap is narrowed down by 2015. The State already achieved the GER 79% in 2010 and 102.20% in 2017 as past growth trend. Whereas the projection

based on the RMSA norms indicated the State has no need to increase the enrolment for the targeted point of time 2012 and 2017.

Enrolment projection as per targeted GER

By analyzing yearwise growth in enrolment in elementary classes, transition rate from elementary level to secondary level and repetition and dropout rate at secondary level the expected growth in GER is 5% annually after 2009 which is targeted GER for next year.

| Year | Population | | | GER | | | Enrolment | | |
|------|------------|--------|--------|--------|--------|--------|-----------|--------|--------|
| | M | F | T | M | F | T | M | F | T |
| 2006 | 234436 | 219559 | 453995 | 58.11 | 49.65 | 54.02 | 136220 | 109009 | 245229 |
| 2007 | 238938 | 223774 | 462712 | 58.72 | 52.17 | 55.55 | 140314 | 116734 | 257048 |
| 2008 | 243525 | 228071 | 471596 | 73.07 | 65.14 | 69.23 | 177935 | 148557 | 326492 |
| 2009 | 248201 | 232450 | 480651 | 73.20 | 66.54 | 69.98 | 181686 | 154682 | 336368 |
| 2010 | 252966 | 236913 | 489879 | 75.45 | 71.54 | 74.98 | 190852 | 169498 | 367320 |
| 2011 | 257823 | 241462 | 499285 | 79.40 | 76.54 | 79.98 | 204706 | 184825 | 399337 |
| 2012 | 262774 | 246098 | 508871 | 83.56 | 81.54 | 84.98 | 219566 | 200679 | 432448 |
| 2013 | 267819 | 250823 | 518642 | 87.93 | 86.54 | 89.98 | 235505 | 217073 | 466683 |
| 2014 | 272961 | 255639 | 528600 | 92.54 | 91.54 | 94.98 | 252601 | 234023 | 502074 |
| 2015 | 278202 | 260547 | 538749 | 97.39 | 96.54 | 99.98 | 270938 | 251543 | 538651 |
| 2016 | 283543 | 265549 | 549093 | 100.00 | 100.00 | 100.00 | 283543 | 265549 | 549093 |
| 2017 | 288987 | 270648 | 559635 | 100.00 | 100.00 | 100.00 | 288987 | 270648 | 559635 |
| 2018 | 294536 | 275844 | 570380 | 100.00 | 100.00 | 100.00 | 294536 | 275844 | 570380 |
| 2019 | 300191 | 281141 | 581332 | 100.00 | 100.00 | 100.00 | 300191 | 281141 | 581332 |
| 2020 | 305955 | 286538 | 592493 | 100.00 | 100.00 | 100.00 | 305955 | 286538 | 592493 |

As per targeted GER the projected enrolment in 2010 is 3.67 lakhs and 2012 is 4.32 lakhs and 2017 5.59 lakhs and in 2020 is 5.92 lakhs at secondary level in Uttarakhand. The GER is expected to increase by 5% annually for girls but for boys the GER will increase as per previous trend because there is no significant difference in transition, dropout and repetition of boys in last 3 years at elementary level. When target setting for GER at secondary level it is assumed that by 2016 State will achieved 100% GER and this will be maintained till 2020.

Table 5.8 Yearwise Additional Enrolment at secondary level

| Year | Targeted Add. Enrolment | | |
|------|-------------------------|------|------|
| | M | F | T |
| 2009 | 4676 | 4379 | 9055 |
| 2010 | 4765 | 4463 | 9228 |
| 2011 | 4857 | 4549 | 9406 |
| 2012 | 4951 | 4636 | 9586 |
| 2013 | 5045 | 4725 | 9771 |

| | | | |
|------|------|------|-------|
| 2014 | 5142 | 4816 | 9958 |
| 2015 | 5241 | 4908 | 10149 |
| 2016 | 5341 | 5002 | 10344 |
| 2017 | 5444 | 5099 | 10542 |
| 2018 | 5549 | 5196 | 10745 |
| 2019 | 5655 | 5297 | 10952 |
| 2020 | 5764 | 5397 | 11161 |

All the three variant projection models assume a positive growth in the enrolment of secondary classes in Uttarakhand but the rates of growth vary with the model. The annual rates of growth of enrolment in secondary classes based on previous trend projection model vary from year to year all throughout the projection period. And the growth of projected enrolment based on enrolment in elementary level, dropout and retention at secondary level assumed 5% growth per year.

Projections of Enrolment in Higher Secondary Classes

We have three variants of models for the projections of enrolment in higher secondary classes where one is based on the past performance and the second is based on the RMSA norms. The third is based on the performance of the state in terms of the enrolment in elementary schooling especially that of enrolment in class XI, transition from elementary to secondary level. Repeaters and dropout children at higher secondary level.

Enrolment projection as per previous trends

Table 5.9 Projected GER as per previous trend higher secondary level

| Year | Population | | | Enrolment | | | GER | | |
|------|------------|--------|--------|-----------|--------|--------|--------|--------|--------|
| | M | F | T | M | F | T | M | F | T |
| 2006 | 205302 | 191599 | 396901 | 77667 | 65129 | 142796 | 37.83 | 33.99 | 35.98 |
| 2007 | 209483 | 195387 | 404870 | 76116 | 67671 | 143787 | 36.34 | 34.63 | 35.51 |
| 2008 | 213767 | 199268 | 413034 | 104017 | 93342 | 197359 | 48.66 | 46.84 | 47.78 |
| 2009 | 218156 | 203242 | 421398 | 118753 | 102388 | 221141 | 54.43 | 50.38 | 52.48 |
| 2010 | 222654 | 207314 | 429968 | 130159 | 112222 | 242380 | 58.46 | 54.13 | 56.37 |
| 2011 | 227263 | 211486 | 438749 | 142659 | 123000 | 265660 | 62.77 | 58.16 | 60.55 |
| 2012 | 231987 | 215760 | 447746 | 156361 | 134813 | 291175 | 67.40 | 62.48 | 65.03 |
| 2013 | 236827 | 220138 | 456966 | 171379 | 147761 | 319140 | 72.36 | 67.12 | 69.84 |
| 2014 | 241789 | 224625 | 466413 | 187839 | 161953 | 349792 | 77.69 | 72.10 | 75.00 |
| 2015 | 246874 | 229221 | 476095 | 205879 | 177508 | 383387 | 83.39 | 77.44 | 80.53 |
| 2016 | 252086 | 233932 | 486017 | 225653 | 194556 | 420209 | 89.51 | 83.17 | 86.46 |
| 2017 | 257428 | 238758 | 496186 | 247326 | 213242 | 460568 | 96.08 | 89.31 | 92.82 |
| 2018 | 262370 | 243342 | 505713 | 271080 | 233723 | 504803 | 103.32 | 96.05 | 99.82 |
| 2019 | 267408 | 248014 | 515422 | 297115 | 256171 | 553286 | 111.11 | 103.29 | 107.35 |
| 2020 | 272542 | 252776 | 525318 | 325652 | 280774 | 606426 | 119.49 | 111.08 | 115.44 |

The enrolment projection based on three variants past growth indicates that the enrolment in the higher secondary classes will increase from the base 1.42 lakhs in 2006-07 to 2.91 lakhs in 2012, 4.20 lakhs in 2016 and further to 6.06 lakhs in 2020. There is a large gap between the

projected size of enrolment and the school-age population and the gap is narrowed down by 2015. The State has already achieved the GER 56% in 2010 and 92.82% in 2017 as past growth trend. Whereas the projection based on the RMSA norms indicated the State has no need to increase the enrolment for the targeted point of time 2012 and 2017.

Enrolment projection as per targeted GER

By analyzing yearwise growth in enrolment in elementary classes, transition rate from elementary level to secondary level and repetition and dropout rate at higher secondary level the expected growth in GER is 5% annually after 2009 which is targeted GER for next year.

Table 5.10 Target GER

| Year | Population | | | GER | | |
|------|------------|--------|--------|-------|--------|--------|
| | M | F | T | M | F | T |
| 2006 | 205302 | 191599 | 396901 | 37.83 | 33.99 | 35.98 |
| 2007 | 209483 | 195387 | 404870 | 36.34 | 34.63 | 35.51 |
| 2008 | 213767 | 199268 | 413034 | 48.66 | 46.84 | 47.78 |
| 2009 | 218156 | 203242 | 421398 | 54.43 | 50.38 | 52.48 |
| 2010 | 222654 | 207314 | 429968 | 58.46 | 54.13 | 57.48 |
| 2011 | 227263 | 211486 | 438749 | 62.77 | 59.13 | 62.48 |
| 2012 | 231987 | 215760 | 447746 | 67.40 | 64.13 | 67.48 |
| 2013 | 236827 | 220138 | 456966 | 72.36 | 69.13 | 72.48 |
| 2014 | 241789 | 224625 | 466413 | 77.69 | 74.13 | 77.48 |
| 2015 | 246874 | 229221 | 476095 | 83.39 | 79.13 | 82.48 |
| 2016 | 252086 | 233932 | 486017 | 89.51 | 84.13 | 87.48 |
| 2017 | 257428 | 238758 | 496186 | 96.08 | 89.13 | 92.48 |
| 2018 | 262370 | 243342 | 505713 | | 94.13 | 97.48 |
| 2019 | 267408 | 248014 | 515422 | | 99.13 | 102.48 |
| 2020 | 272542 | 252776 | 525318 | | 104.13 | 107.48 |

Table 5.11 Yearwise Additional Enrolment at higher secondary level

| Year | Targeted Add. Enrolment | | |
|------|-------------------------|------|-------|
| | M | F | T |
| 2009 | 4389 | 3975 | 8364 |
| 2010 | 4498 | 4072 | 8570 |
| 2011 | 4609 | 4172 | 8781 |
| 2012 | 4724 | 4274 | 8997 |
| 2013 | 4841 | 4379 | 9219 |
| 2014 | 4961 | 4486 | 9448 |
| 2015 | 5085 | 4597 | 9682 |
| 2016 | 5212 | 4710 | 9922 |
| 2017 | 5342 | 4827 | 10169 |

| | | | |
|------|------|------|------|
| 2018 | 4943 | 4584 | 9527 |
| 2019 | 5038 | 4672 | 9710 |
| 2020 | 5134 | 4762 | 9896 |

All the three variant projection models assume a positive growth in the enrolment of secondary classes in Uttarakhand but the rates of growth vary with the model. The annual rate of growth of enrolment in higher secondary classes based on previous trend projection model is varying from year to year all throughout the projection period. And the growth of projected enrolment based on enrolment in elementary level, dropout and retention at higher secondary level assumed 5% growth per year.

Distribution of Projected Enrolment by School Management

When we consider the above projections of enrolment in secondary classes for the projections of required resources we have to differentiate between the schools managed or funded by the state government departments and the other agencies. It is important because of the projections with respect to cost of increasing enrolment will apply only to that of enrolment in schools managed or funded by departments of the state government. All the other schools managed by central government agencies or private bodies have nothing to do with state government financing of secondary school education.

Table 5.12 % of categorywise and Management wise Enrolment (Class IX and X) in Uttarakhand 2009-10

| S. No | Category | Government | | | Higher Secondary | |
|-------|----------|------------|------|---------|------------------|---------|
| | | State | LB | Central | Aided | Unaided |
| 1 | SC | 63.25 | 0.88 | 1.11 | 19.28 | 15.46 |
| 2 | ST | 60.57 | 0.24 | 1.49 | 9.04 | 28.66 |
| 3 | OBC | 47.17 | 1.43 | 0.4 | 24.12 | 26.88 |
| 4 | Others | 56.82 | 0.49 | 1.96 | 14.89 | 25.84 |
| | Total | 56.95 | 0.7 | 1.54 | 16.92 | 23.89 |

Table 5.13 Projected Enrolment by School Management at Secondary level

| Year | State | LB | Central | Aided | Unaided | Total |
|------|--------|------|---------|-------|---------|--------|
| 2009 | 191562 | 2355 | 5180 | 56913 | 80358 | 336368 |
| 2010 | 209189 | 2571 | 5657 | 62151 | 87753 | 367320 |
| 2011 | 227422 | 2795 | 6150 | 67568 | 95402 | 399337 |
| 2012 | 246279 | 3027 | 6660 | 73170 | 103312 | 432448 |
| 2013 | 265776 | 3267 | 7187 | 78963 | 111491 | 466683 |
| 2014 | 285931 | 3515 | 7732 | 84951 | 119945 | 502074 |
| 2015 | 306762 | 3771 | 8295 | 91140 | 128684 | 538651 |

| | | | | | | |
|------|--------|------|------|--------|--------|--------|
| 2016 | 312708 | 3844 | 8456 | 92907 | 131178 | 549093 |
| 2017 | 318712 | 3917 | 8618 | 94690 | 133697 | 559635 |
| 2018 | 324831 | 3993 | 8784 | 96508 | 136264 | 570380 |
| 2019 | 331069 | 4069 | 8953 | 98361 | 138880 | 581332 |
| 2020 | 337425 | 4147 | 9124 | 100250 | 141547 | 592493 |

Table 5.14 % of category wise and Management wise Enrolment (Class XI and XII) in Uttarakhand 2009-10

| S. No | Category | Government | | | Higher Secondary | |
|-------|----------|------------|------|---------|------------------|---------|
| | | State | LB | Central | Aided | Unaided |
| 1 | SC | 61.58 | 0.96 | 1.42 | 26.46 | 9.58 |
| 2 | ST | 61.97 | 0.12 | 1.56 | 17.15 | 19.19 |
| 3 | OBC | 46.15 | 0.59 | 0.78 | 32.83 | 19.66 |
| 4 | Others | 58.45 | 0.34 | 2.42 | 19.13 | 19.66 |
| | Total | 57.52 | 0.47 | 2.02 | 21.98 | 18.01 |

Table 5.15 Projected Enrolment by School Management at Higher Secondary level

| Year | State Govt. | LB | Central | Aided | Unaided | Total |
|------|-------------|------|---------|--------|---------|--------|
| 2009 | 125940 | 1548 | 3406 | 37417 | 52831 | 221141 |
| 2010 | 138035 | 1697 | 3733 | 41011 | 57905 | 242380 |
| 2011 | 151293 | 1860 | 4091 | 44950 | 63466 | 265660 |
| 2012 | 165824 | 2038 | 4484 | 49267 | 69562 | 291175 |
| 2013 | 181750 | 2234 | 4915 | 53998 | 76243 | 319140 |
| 2014 | 199207 | 2449 | 5387 | 59185 | 83565 | 349792 |
| 2015 | 218339 | 2684 | 5904 | 64869 | 91591 | 383387 |
| 2016 | 239309 | 2941 | 6471 | 71099 | 100388 | 420209 |
| 2017 | 262293 | 3224 | 7093 | 77928 | 110030 | 460568 |
| 2018 | 287485 | 3534 | 7774 | 85413 | 120597 | 504803 |
| 2019 | 315096 | 3873 | 8521 | 93616 | 132180 | 553286 |
| 2020 | 345360 | 4245 | 9339 | 102607 | 144875 | 606426 |

Projected components wise demand-

The increasing in the size of enrolment definitely requires the additional resources. Herein we have presented the estimated number of up-gradation of upper primary schools and secondary school, additional teachers, classrooms and other infrastructural facilities required to serve the additional enrolment projected.

- a. **Upgradation of upper primary schools in secondary school-** The demand for up-gradation of upper primary school in secondary school is estimated based on the norms of distance and child

enrolment. For this purpose school mapping exercise did at block level and block planning team analyzed the result of school mapping and additional enrolment. The same exercise did for up-gradation of secondary school in higher secondary school and the demand generated. The GIS mapping exercise also proposed for actual demand ratification of school upgradation.

- b. Demand of Teacher-** The teacher demand is estimated based on the norms of pupil teacher ratio 30:1 and also based on subject-wise teacher. Every secondary school should have a minimum 07 subject teachers and 01 head teacher.
- c. Demand for Classroom-** In the case of estimated demand for classrooms is based on the norms pupil classroom ratio 30:1 in existing schools and for upgraded secondary school atleast one classroom for one section.
- d. Other infrastructural facilities-** For up-gradation of new school the following infrastructural facilities are demanded on the based of child enrolment.

| S. No. | Particulars | No of units | Unit size in sq mts. |
|--------|---------------------------------------|-------------|----------------------|
| 1 | Laboratory (integrated) | 1 | 104 |
| 2 | Principal room (attached toilet) | 1 | 66 |
| 3 | Office and staff room | 1 | 66 |
| 4 | Teaching staff room (attached toilet) | 2 | 104 |
| 5 | Computer lab | 1 | 104 |
| 6 | Library | 1 | 104 |
| 7 | Art/craft room | 1 | 66 |
| 8 | Girls activity room | 1 | 66 |
| 9 | Toilet –Boys (Friendly to CWSN) | 1 | 28 |
| 10 | Toilets-Girls (Friendly to CWSN) | 1 | 28 |
| 11 | Drinking water facility | | * |
| 12 | Ramp for physically challenged | | * |

- e. Strengthening of existing school-** Infrastructural facilities development of existing schools is major activities undertaken in RMSA. The following facilities are demanded for strengthening of existing schools.

| S. No. | Particulars | No of units | Norms |
|--------|----------------------------------|-----------------|--|
| 1 | Additional Classroom | 1 | Classroom pupil ratio 1:40 |
| 1 | Laboratory (integrated) | 1 | Every secondary school as per required |
| 2 | Principal room (attached toilet) | 1 | Every secondary school as per required |
| 3 | Lab equipments | As per required | Every secondary school as per required |

| | | | |
|----|----------------------------------|---|--|
| 4 | Office and staff room | 1 | Every secondary school as per required |
| 5 | Computer lab | 1 | Every secondary school as per required |
| 6 | Library | 1 | Every secondary school as per required |
| 7 | Art/craft room | 1 | Every secondary school as per required |
| 8 | Girls activity room | 1 | Every secondary school as per required |
| 9 | Toilet –Boys (Friendly to CWSN) | 1 | Every secondary school as per required |
| 10 | Toilets-Girls (Friendly to CWSN) | 1 | Every secondary school as per required |
| 11 | Drinking water facility | | Every secondary school as per required |
| 12 | Ramp for physically challenged | | Every secondary school as per required |
| 13 | Development of playground | 1 | -- |
| 14 | Repairing and innovation | 1 | Every secondary school as per required |

f. Demand for Academic Resources: The planning team focussed on universalization of secondary education as per required quality. To achieved this major goal of RMSA we had focussed on strengthening of academic resources and capacity building of teachers and other academic persons and institutions. Purchase of books, periodical newspaper, study tours, excursion trips, school annual grant, remedial teaching, teacher training, strengthening of DIETs/SCERT/SIEMAT, capacity building for educational institutional and personnel, learning corners, teachers and others staff etc are demanded for improvement of quality of secondary schools.

g. Demand for bridging social and gender gaps- For bridging the gender gap the demand generated on the base on dropout rate, additional enrolment, out of school girls and special imitative like school dress, books and stationary, transport facilities, remedial teachings and innovative programmes are proposed. Similarly in the case of bridging social gaps the same activities are proposed in perspective plan.

h. Demand for out of school children- The projection of out of school children at secondary level is estimated based on dropout rate of each class and transition rate from upper primary to secondary and secondary to higher secondary level. To streamline these out of school children in school we proposed bridge courses/special coaching, alternative schooling/crash courses, transport facilities and voucher scheme in PPP mode.

i. Demand for CWSN- Identification of CWSN is a typical process at school level. To achieve the goal of universalization of secondary

education it is necessary to consider the all kind of children for this we proposed health checkup camps, parent counselling, distribution of aids and appliances, scot facility and sensitization programmes for children with special needs.

- j. Demand for community participation-** Community participation play major role in enrolment, retention and quality education of children at secondary level. So community training, rallies, kala-jathas, nukkar-nataks, community melas, educational tours and other sensitization programmes are proposed in perspective plan.

The Demand for financial resources-

Given the enrolment projections at secondary level over more than a decade for Uttarakhand, it needs the estimation of financial resources required for the schooling of the projected enrolment for the secondary classes in the state.

Financial resources required are two types: one is of development cost which is non-recurring in nature, and the other is recurring costs. The development costs includes the cost of construction of a new school, construction of additional classrooms, rooms for other purposes (Head Master, Staff, Administration), science laboratory, library, toilet blocks, setting up teaching-learning equipment (TLEs) etc.

In terms of the development cost of secondary school education in Uttarakhand, the financial resources required will be for the strengthening of existing schools with secondary classes as many of the schools found to be without basic facilities. The strengthening is with respect to the construction of additional classrooms, science laboratory, library rooms, toilet blocks and the other rooms required.

For the expansion of secondary education in Uttarakhand, upgradation of upper primary school is one of the pathways. There are a large number of upper primary schools which have a nearest high school at the distance 5 Kms and above. All these schools may have to be upgraded but the viability consideration takes into account those middle schools which are having number of class VIII graduates at least 30 and willing to get enrolled in class IX. For this purpose about 340 upper primary schools are planned to be upgraded during perspective plan. These schools are distributed over years within the respective plan periods.

Besides, the state of Uttarakhand is also planning to open Model Schools and the construction of these schools will be completed within the plan period.

Development or Non-Recurring Costs

The estimated cost of the developmental activities with respect to strengthening of the secondary schools, upgradation of schools and opening of models are presented in the table. These estimations are made

based on the unit costs, physical requirement and financial provisions are presented in the table.

Table 5.16 Unit Cost Physical requirement and financial provisions in total perspective plan period

RMSA, Summary of AWP&B 2011-12 All District Uttarakhand

Rs.in Lakhs

| S.No. | Activities | Area | Proposal for 2011-12 | | | |
|----------|----------------------------------|-------|----------------------|------------|----------------|----------------|
| | | | Fresh Proposal | | | Total |
| | | | Unit Cost | Phy | Financial | |
| 1 | New Schools | Hill | | 121 | 0.00 | 0.00 |
| | | Plain | | 35 | 0.00 | 0.00 |
| 1.01 | 1 section school | Hill | | 120 | 0.00 | 0.00 |
| | | Plain | | 14 | 0.00 | 0.00 |
| 1.02 | 2 section school | Hill | | 1 | 0.00 | 0.00 |
| | | Plain | | 21 | 0.00 | 0.00 |
| 1.03 | Residential Schools | Hill | | 0 | 0.00 | 0.00 |
| | | Plain | | 0 | 0.00 | 0.00 |
| | Sub total | Hill | | 121 | 0.00 | 0.00 |
| | | Plain | | 35 | 0.00 | 0.00 |
| 2 | Civil Works of new school | Hill | | 121 | 0.00 | 9428.91 |
| | | Plain | | 35 | 0.00 | 1385.78 |
| 2.01 | 1 section school | Hill | 62.450 | 120 | 7494.00 | 9518.35 |
| | | Plain | 57.400 | 14 | 803.60 | 986.35 |
| 2.02 | 2 section school | Hill | 77.850 | 1 | 77.85 | 342.30 |
| | | Plain | 74.450 | 21 | 1563.45 | 2095.25 |
| 2.03 | Residential Schools | Hill | | 0 | 0.00 | 0.00 |
| | | Plain | | 0 | 0.00 | 0.00 |
| | Sub total | Hill | | 121 | 7571.85 | 9860.65 |
| | | Plain | | 35 | 2367.05 | 3081.60 |
| 3 | Staff for new school | | | 0 | 0.00 | 0.00 |
| 3.01 | Head Master | Plain | 0.450 | 156 | 421.20 | 421.20 |
| 3.02 | Subject teacher 1 | Plain | 0.350 | 156 | 327.60 | 327.60 |
| 3.03 | Subject teacher 2 | Plain | 0.350 | 156 | 327.60 | 327.60 |
| 3.04 | Subject teacher 3 | Plain | 0.350 | 156 | 327.60 | 327.60 |
| 3.05 | Subject teacher 4 | Plain | 0.350 | 156 | 327.60 | 327.60 |
| 3.06 | Subject teacher 5 | Plain | 0.350 | 156 | 327.60 | 327.60 |
| 3.07 | Subject teacher 6 | Plain | 0.350 | 156 | 327.60 | 327.60 |
| 3.08 | Subject teacher 7 | Plain | 0.350 | 156 | 327.60 | 327.60 |
| 3.09 | Subject teacher 8 | | 0.350 | 0 | 0.00 | 0.00 |
| 3.10 | Lab Attendant | Plain | 0.100 | 156 | 93.60 | 93.60 |
| 3.11 | Librarian/ Office Attn. | Plain | 0.100 | 156 | 93.60 | 93.60 |
| 3.12 | Duftary | Plain | 0.070 | 156 | 65.52 | 65.52 |
| 3.14 | Chaukidar | Plain | 0.070 | 156 | 65.52 | 65.52 |

| | | | | | | |
|----------|--|--------------|--------|----------|-----------------|-----------------|
| | Sub total | | | | 3032.64 | 3032.64 |
| 4 | Staff for residential school | | | 0 | 0.00 | 0.00 |
| 4.01 | Head Master | | 0.350 | 0 | 0.00 | 0.00 |
| 4.02 | Subject teacher 1 | | 0.350 | 0 | 0.00 | 0.00 |
| 4.03 | Subject teacher 2 | | 0.350 | 0 | 0.00 | 0.00 |
| 4.04 | Subject teacher 3 | | 0.350 | 0 | 0.00 | 0.00 |
| 4.05 | Subject teacher 4 | | 0.350 | 0 | 0.00 | 0.00 |
| 4.06 | Subject teacher 5 | | 0.350 | 0 | 0.00 | 0.00 |
| 4.07 | Subject teacher 6 | | 0.350 | 0 | 0.00 | 0.00 |
| 4.08 | Subject teacher 7 | | 0.350 | 0 | 0.00 | 0.00 |
| 4.09 | Subject teacher 8 | | 0.350 | 0 | 0.00 | 0.00 |
| 4.10 | Lab Attendant | | 0.100 | 0 | 0.00 | 0.00 |
| 4.11 | Librarian/ Office Attn. | | 0.100 | 0 | 0.00 | 0.00 |
| 4.12 | Duftary | | 0.700 | 0 | 0.00 | 0.00 |
| 4.13 | Chaukidar | | 0.700 | 0 | 0.00 | 0.00 |
| | Sub total | | | 0 | 0.00 | 0.00 |
| 4 | Strengthening of existing schools | Hill | | 0 | 0.00 | 0.00 |
| | | Plain | | 0 | 0.00 | 0.00 |
| 4.01 | Additional Classroom | Hill | 7.710 | 666 | 5134.86 | 6211.60 |
| | | Plain | 8.540 | 261 | 2228.94 | 2748.59 |
| 4.02 | Integrated Scinece Lab | Hill | 11.570 | 700 | 8099.00 | 8531.19 |
| | | Plain | 9.980 | 116 | 1157.68 | 1315.67 |
| 4.03 | Head Master Room | Hill | 2.640 | 0 | 0.00 | 0.00 |
| | | Plain | 2.280 | 0 | 0.00 | 0.00 |
| 4.04 | Office Room | Hill | 2.640 | 0 | 0.00 | 0.00 |
| | | Plain | 2.280 | 0 | 0.00 | 0.00 |
| 4.05 | Computer Room | Hill | 10.470 | 714 | 7475.58 | 7992.83 |
| | | Plain | 8.880 | 117 | 1038.96 | 1224.46 |
| 4.06 | Library | Hill | 9.950 | 996 | 9910.20 | 10600.40 |
| | | Plain | 8.540 | 153 | 1306.62 | 1583.82 |
| 4.07 | Art and Craft room | Hill | 5.990 | 1028 | 6157.72 | 6643.97 |
| | | Plain | 5.110 | 158 | 807.38 | 984.63 |
| 4.08 | Girls Activity Room | Hill | 5.990 | 0 | 0.00 | 0.00 |
| | | Plain | 5.110 | 0 | 0.00 | 0.00 |
| 4.09 | Toilet block | Hill | 2.750 | 720 | 1980.00 | 2215.20 |
| | | Plain | 2.250 | 115 | 258.75 | 353.03 |
| 4.10 | Water facility | Hill | | 0 | 0.00 | 0.00 |
| | | Plain | | | 0 | 0.00 |
| 4.11 | Others (Lab Equipment) | Hill | | 348 | 252.00 | 754.00 |
| | | Plain | | | 8 | 8.00 |
| | Sub total | Hill | | 0 | 39009.36 | 42949.18 |
| | | Plain | | | 0 | 6826.07 |
| 5 | Other Civil works | | | 0 | 0.00 | 0.00 |
| 5.01 | Teacher quarters | | | 0 | 0.00 | 0.00 |
| 5.02 | Hostels | | | 0 | 0.00 | 0.00 |

| | | | | | | |
|-----------|---|-------|--------------|-------------|----------------|----------------|
| | Sub total | | 0.000 | 0 | 0.00 | 0.00 |
| 6 | Major repair | | 0.000 | 0 | 0.00 | 1.00 |
| 6.01 | Major repair | | | 194 | 433.22 | 433.22 |
| | Subtotal | | 0.000 | 194 | 433.22 | 433.22 |
| 7 | Staff for schools sanctioned in previous years | | | 0 | 0.00 | 0.00 |
| 7.01 | Head Master | Plain | 0.450 | 81 | 437.40 | 437.40 |
| 7.02 | Subject teacher 1 | Plain | 0.350 | 81 | 340.20 | 340.20 |
| 7.03 | Subject teacher 2 | Plain | 0.350 | 81 | 340.20 | 340.20 |
| 7.04 | Subject teacher 3 | Plain | 0.350 | 81 | 340.20 | 340.20 |
| 7.05 | Subject teacher 4 | Plain | 0.350 | 81 | 340.20 | 340.20 |
| 7.06 | Subject teacher 5 | Plain | 0.350 | 81 | 340.20 | 340.20 |
| 7.07 | Subject teacher 6 | Plain | 0.350 | 81 | 340.20 | 340.20 |
| 7.08 | Subject teacher 7 | Plain | 0.350 | 81 | 340.20 | 340.20 |
| 7.09 | Subject teacher 8 | | 0.350 | 0 | 0.00 | 0.00 |
| 7.10 | Lab Attendant | Plain | 0.100 | 81 | 97.20 | 97.20 |
| 7.11 | Librarian/ Office Attn. | Plain | 0.100 | 81 | 96.84 | 96.84 |
| 7.12 | Duftary | Plain | 0.070 | 81 | 64.68 | 64.68 |
| 7.13 | Chaukidar | Plain | 0.070 | 81 | 64.68 | 64.68 |
| | Sub total | | | | 3142.20 | 3142.20 |
| 8 | Additional Teachers for existing schools | | | 0 | 0.00 | 0.00 |
| 8.01 | Head Master | | 0.350 | 0 | 0.00 | 0.00 |
| 8.02 | Subject teacher 1 | | 0.350 | 0 | 0.00 | 0.00 |
| 8.03 | Subject teacher 2 | | 0.350 | 0 | 0.00 | 0.00 |
| 8.04 | Subject teacher 3 | | 0.350 | 0 | 0.00 | 0.00 |
| 8.05 | Subject teacher 4 | | 0.350 | 0 | 0.00 | 0.00 |
| 8.06 | Subject teacher 5 | | 0.350 | 0 | 0.00 | 0.00 |
| 8.07 | Subject teacher 6 | | 0.350 | 0 | 0.00 | 0.00 |
| 8.08 | Subject teacher 7 | | 0.350 | 0 | 0.00 | 0.00 |
| 8.09 | Subject teacher 8 | | 0.350 | 0 | 0.00 | 0.00 |
| 8.10 | Lab Attendant | | 0.100 | 1766 | 2119.20 | 2119.20 |
| 8.11 | Librarian | | 0.100 | 0 | 0.00 | 0.00 |
| 8.12 | Duftary | | 0.700 | 0 | 0.00 | 0.00 |
| 8.13 | Chaukidar | | 0.700 | 0 | 0.00 | 0.00 |
| | Sub total | | | 1766 | 2119.20 | 2119.20 |
| 9 | School Grant | | | 0 | 0.00 | 0.00 |
| 9.01 | School Grant | Plain | 0.500 | 2149 | 1074.50 | 1074.50 |
| | Sub total | | | 2149 | 1074.50 | 1074.50 |
| 10 | Minor Repair | | | 0 | 0.00 | 0.00 |
| 10.01 | Minor Repair | Plain | 0.250 | 1314 | 328.50 | 328.50 |
| | Sub total | | | 1314 | 328.50 | 328.50 |
| 11 | Teacher Training | | | 0 | 0.00 | 0.00 |
| 11.01 | Training for head masters | Plain | 0.010 | 2149 | 21.49 | 21.49 |

| | | | | | | |
|--------------|--|-------|--------------|---------------|----------------|----------------|
| 11.02 | In-service training for existing teachers | Plain | 0.010 | 14260 | 142.60 | 142.60 |
| 11.03 | Training for new teachers | Plain | 0.010 | 567 | 5.67 | 5.67 |
| | Sub total | | | 16976 | 169.76 | 169.76 |
| 12 | Furniture for existing schools | | | 0 | 0.00 | 0.00 |
| 12.01 | Furniture based on students | Plain | 0.015 | 9520 | 142.80 | 142.80 |
| | Sub total | | | 9520 | 142.80 | 142.80 |
| 13 | Quality Interventions | | | 0 | 0.00 | 0.00 |
| 13.01 | Excursion trip for students | | 0.010 | 127482 | 1274.82 | 1274.82 |
| 13.02 | Study tours (Administrators) | | 0.100 | 674 | 67.40 | 67.40 |
| 13.03 | Study tour for teachers | | 0.100 | 1916 | 191.60 | 191.60 |
| 13.04 | Science exhibition at school level | | 0.050 | 1859 | 92.95 | 92.95 |
| 13.05 | Science exhibition at district level | | 0.500 | 13 | 6.50 | 6.50 |
| 13.06 | Book fair | | 0.500 | 13 | 6.50 | 6.50 |
| 13.07 | Special teaching for learning enhancement | | | 0 | 0.00 | 0.00 |
| 13.08 | Hub for edusat | | 7.600 | 120 | 912.00 | 912.00 |
| 13.09 | ROT (Receive Only Terminal) | | 0.500 | 228 | 114.00 | 114.00 |
| 13.10 | English lab and improvement in spoken English | | 2.000 | 13 | 26.00 | 26.00 |
| 13.11 | maths Lab. | | 0.015 | 1860 | 27.90 | 27.90 |
| 13.12 | e-content CDs | | 0.006 | 1860 | 11.16 | 11.16 |
| | Sub total | | | 135998 | 2726.09 | 2726.09 |
| 14 | Equity Interventions | | | 0 | 0.00 | 0.00 |
| 14.01 | Girls oriented activities | | | 0 | 0.00 | 0.00 |
| 14.01.01 | Vocational Training | | 0.010 | 1650 | 16.50 | 16.50 |
| 14.01.02 | Cycle Facility | | 0.030 | 14551 | 436.53 | 436.53 |
| 14.01.03 | Personality Development Prog. | | 0.400 | 57 | 22.80 | 22.80 |
| | Sub total | | | 16258 | 475.83 | 475.83 |
| 14.02 | SC/ ST oriented activities | | | 0 | 0.00 | 0.00 |
| 14.02.01 | Promotion of Art/Craft | | 0.200 | 227 | 45.40 | 45.40 |
| 14.02.02 | Transportation Facility | | 0.070 | 150 | 10.50 | 10.50 |
| 14.02.03 | Vocational Training | | 0.020 | 422 | 8.44 | 8.44 |
| | Sub total | | | 799 | 64.34 | 64.34 |
| 14.03 | Educational Backward Minorities oriented activities | | 0.000 | 0 | 0.00 | 0.00 |
| 14.03.01 | Activity 1 | | 0.000 | 0 | 0.00 | 0.00 |
| 14.03.02 | Activity 2 | | 0.000 | 0 | 0.00 | 0.00 |
| 14.03.03 | Activity 3 | | 0.000 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.000 | 0 | 0.00 | 0.00 |
| 15 | Interventions for Out of school children | | | 0 | 0.00 | 0.00 |
| 15.01 | Open School System | | | 0 | 0.00 | 0.00 |
| 15.01.01 | Registration, Coaching & examination | | 0.018 | 2866 | 51.59 | 51.59 |
| 15.01.02 | Activity 2 | | | 0 | 0.00 | 0.00 |

| | | | | | | |
|--------------|---------------------------------------|--------------|-------------|---------------|-----------------|-----------------|
| 15.01.03 | Activity 3 | | | 0 | 0.00 | 0.00 |
| | Sub total | | | 1026 | 51.59 | 51.59 |
| 15.01 | Any other activity | | | 0 | 0.00 | 0.00 |
| 15.02.01 | Strengthening of training venue | 0.500 | 53 | 26.50 | 26.50 | 26.50 |
| 15.02.02 | Strengthening of SEMIS cell | 8.000 | 13 | 104.00 | 104.00 | 104.00 |
| 15.02.03 | Activity 3 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| | Sub total | | | 66 | 130.50 | 130.50 |
| 17 | Guidance and Counselling | | | 0 | 0.00 | 0.00 |
| 17.01 | Salary for RPs | 0.200 | 13 | 31.20 | 31.20 | 31.20 |
| 17.02 | Tools for Schools | 0.100 | 189 | 18.90 | 18.90 | 18.90 |
| 17.03 | Literature & display material | 0.050 | 13 | 0.65 | 0.65 | 0.65 |
| 17.04 | Other 1 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| 17.05 | Other 2 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| | Sub total | 0.350 | 215 | 50.75 | 50.75 | 50.75 |
| | Total | | | 168718 | 69724.68 | 78125.79 |
| 18 | MMER | | | 0 | 0.00 | 0.00 |
| 18.01 | Examination Reforms | | | 0 | 0.00 | 0.00 |
| 18.01.01 | Workshop on CCE/School Grading | 0.200 | 13 | 2.60 | 2.60 | 2.60 |
| 18.01.02 | Preparation of child academic profile | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| 18.01.03 | Sharing of CCE results | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| 18.01.04 | Activity 4 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| 18.01.05 | Activity 5 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| | Sub total | 0.200 | 13 | 2.60 | 2.60 | 2.60 |
| 18.02 | Curriculum reform | | | 0 | 0.00 | 0.00 |
| 18.02.01 | Meeting of DRG (Academic) | 0.200 | 26 | 5.20 | 5.20 | 5.20 |
| 18.02.02 | Activity 2 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| 18.02.03 | Activity 3 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| 18.02.04 | Activity 4 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| 18.02.05 | Activity 5 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| | Sub total | 0.200 | 26 | 5.20 | 5.20 | 5.20 |
| 18.03 | Community Mobilisation | | | 0 | 0.00 | 0.00 |
| 18.03.01 | Training of SDMC members | 0.030 | 2149 | 64.47 | 64.47 | 64.47 |
| 18.03.02 | Other activities | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| 18.03.03 | Other activities | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| | Sub total | 0.030 | 2149 | 64.47 | 64.47 | 64.47 |
| 18.04 | Monitoring Activities | | | 0 | 0.00 | 0.00 |
| 18.04.01 | Block Level Monitoring | 0.200 | 95 | 19.00 | 19.00 | 19.00 |
| 18.04.02 | District Level Monitoring | 1.000 | 13 | 13.00 | 13.00 | 13.00 |
| 18.04.03 | Activity 3 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| | Sub total | 1.200 | 108 | 32.00 | 32.00 | 32.00 |
| 18.05 | Research and Evaluation | | | 0 | 0.00 | 0.00 |
| 18.05.01 | Learning level Assessment | 0.250 | 13 | 3.25 | 3.25 | 3.25 |
| 18.05.02 | Activity 2 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |
| 18.05.03 | Activity 3 | 0.000 | 0 | 0.00 | 0.00 | 0.00 |

| | | | | | | |
|-------|--|--|--------------|---------------|-----------------|-----------------|
| | Sub total | | 0.250 | 13 | 3.25 | 3.25 |
| 18.06 | Salaries | | 20.000 | 13 | 260.00 | 260.00 |
| 18.07 | Honorarium | | 2.000 | 13 | 26.00 | 26.00 |
| 18.08 | TA/ DA | | 2.500 | 13 | 32.50 | 32.50 |
| 18.09 | Contingency, Meeting, workshop & other office expense. | | 5.000 | 13 | 65.00 | 65.00 |
| 18.10 | Office Equipments | | 2.000 | 13 | 26.00 | 26.00 |
| 18.11 | Hiring of Vehicle | | 3.000 | 13 | 39.00 | 39.00 |
| 18.12 | Computers/ Laptops & other exp. | | 1.500 | 13 | 19.50 | 19.50 |
| | Sub Total | | | 28 | 468.00 | 468.00 |
| | Total MMER | | | 266.88 | 575.58 | 575.58 |
| | Total Proposed AWPB | | | 17341 | 70300.26 | 78701.37 |
| | Total Civil Work | | | 31 | 55522.33 | 63392.45 |
| | State Component | | | 0 | 0.00 | 0.00 |
| | Total MMER | | | 0 | 575.58 | 575.58 |
| | Grand Total | | | 0 | 70300.26 | 78701.37 |
| | MMER % | | | 0 | 11.70 | 10.35 |
| | Civil Work % | | | 0 | 1011.22 | 1036.48 |

Chapter VI

Strategies and Action Programmes

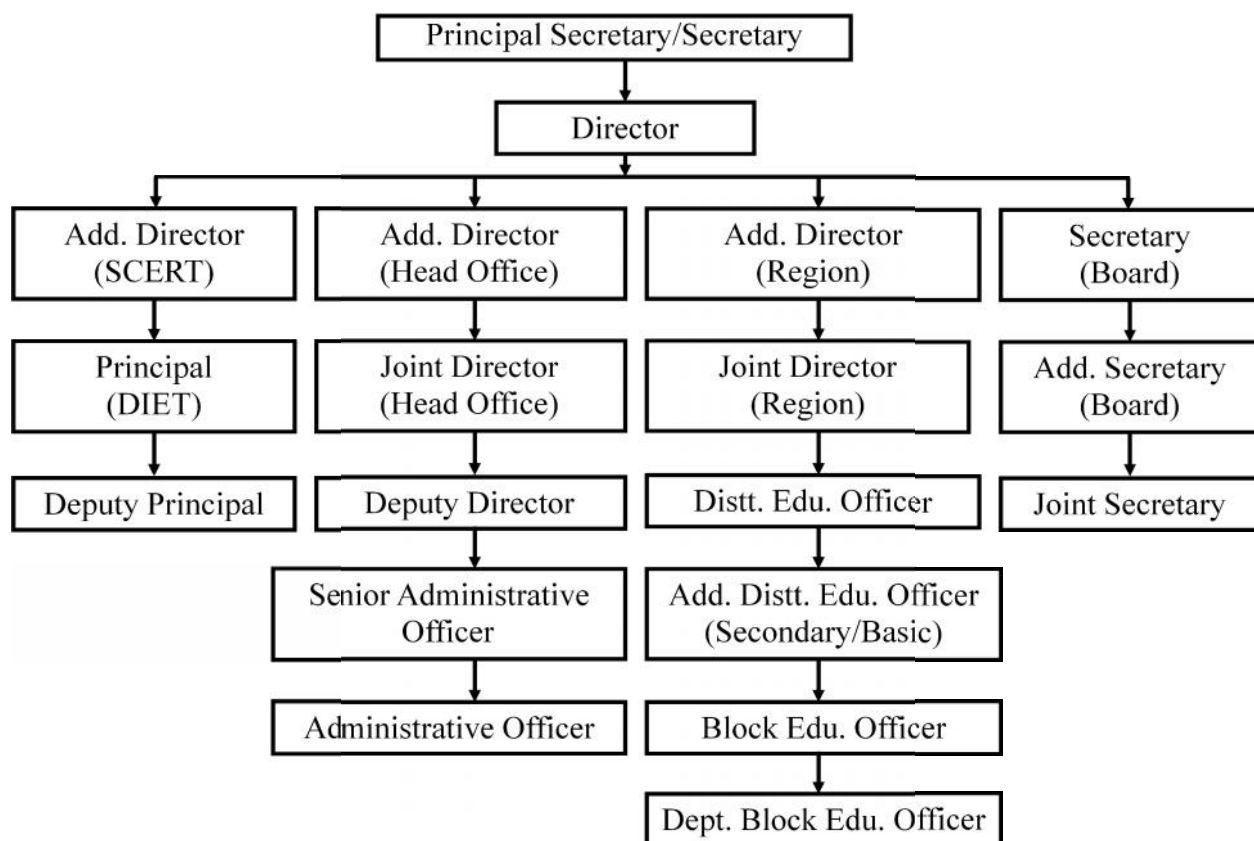
This section summaries the key mechanisms for implementing policy that are identified and interventions listed, along with the formed steps that need to be taken-

Advocacy and stake holder participation-

In Uttarakhand, the Panchayati Raj, Municipal Bodies, Community, Teachers, Parents and other stakeholders have already been involved in all the activities from planning, implementation, monitoring to evaluation process for the qualitative improvement of education. With the emergence of RMSA their role has become prominent. For the effective implementation of RMSA's goals and objectives, various committees have been formed from block, district to state level and each committee has the representatives of Panchayati Raj/Municipal Bodies, community, teachers, parents and other stakeholders. All these representatives were trained through various orientation programmes/workshops for making their greater participation in the process of planning. All these representatives have been included in micro planning exercise and in school improvement plan. All the representatives will also be involved in all the activities related to planning, monitoring, evaluation and implementation of RMSA from time to time. They are being involved in all the activities related to data collection of Data Capture format. Their services will be taken into account for the identification and verification of all the out of school children, girls and children of specific focus group. They will make arrangements of the resources like free of cost land, to the school management. The capacity of all the representatives will be build up from time to time for their greater participation in all the activities of RMSA.

School education Secretariat is taking policy decisions at state Govt. level and Directorate of school education is supreme body to take departmental decisions at school level.

Administrative Structure of School Education Department



There is great people participation in school. Parent teacher Association (PTA) school development and management committees (SDMCS) constituted in each secondary schools SDMC is fully accountable to implementation of RMSA activities of school level.

Qualitative Expansion – Access and Participation

(i) To Improve Access

- ❖ The first and foremost strategy is to improve physical access to secondary classes in terms of material, resources and infrastructure. Physical access will be improved by creating additional classrooms in the existing secondary schools.
- ❖ The expansion and strengthening of existing schools and higher secondary schools will be done according to the need that has been arised from the SEMIS data.
- ❖ The state of Uttarakhand has no further proposal for opening any new schools. For achieve the goal of universal and affordable accessibility the state has proposed upgradation of upper primary schools. State has already achieved a Gross Access Ratio of 83.65 and many of unserved habitation is scattered and sparsely populated.
- ❖ Based on school mapping exercise the state will upgrade upper primary schools in the rest of the habitation. The first priority will

be given to those schools who fulfill all the norms and are at the farthest distance i.e. in the radius of 15 km or more, then to the radius of 10-15 km, then 8-10 km, and at last to 5-8 kms. Even though if some habitation remains unserved then in that condition the provision of NIOS will be there.

- ❖ The state norms for upgradation of upper primary school in secondary school is atleast 5 km radius from secondary school and minimum 30 children will be admission in class IX. State govt. should be relaxed these norms in specific geographical and social reasons.
- ❖ GIS mapping exercise is going on with help of Utrakhand space application centre (USAC) and will be done by in year 2011-12.
- ❖ To improve the access, hostel facilities for SC/ST and girl children will be provided and free of cost textbooks, uniforms etc. will be distributed.
- ❖ According to SEMIS data, the additional sections of class in school pupil teacher ratio exceeds will be extended in the circumstance where the enrolment of the students will be 30:1.
- ❖ The State has will propose the upgradation of secondary and higher secondary schools only after GIS mapping.
- ❖ Presently, these are 19 educationally backward blocks in our state. They need special attention in the form of teacher training, remedial teaching, special coaching and counseling for students to improve their performance.

Progress in Access- The total no. of upper primary school upgraded in 2009-10 and 2010-11 in state are following-

Table 6.1 No. of Upgraded UPS

| S N | District | School upgraded in 2009-10 | School upgraded in 2010-11 | Total | Staff Sanctioned | | | | | |
|--------------|-------------|-------------------------------------|-------------------------------------|-----------|------------------|------------|---------------------|--------------|-----------|-----------|
| | | | | | H.M. | Teachers | Office Attendant | Lab asst. | Peon | Chaukidar |
| 1 | Almora | 04 | 07 | 11 | 11 | 77 | 11 | 11 | 11 | 11 |
| 2 | Bageshwar | 02 | 05 | 7 | 7 | 49 | 7 | 7 | 7 | 7 |
| 3 | Chamlpawat | 0 | 05 | 05 | 05 | 35 | 05 | 05 | 05 | 05 |
| 4 | Chamoli | 02 | 05 | 07 | 07 | 35 | 07 | 07 | 07 | 07 |
| 5 | Dehradun | 03 | 04 | 07 | 07 | 35 | 07 | 07 | 07 | 07 |
| 6 | Haridwar | 02 | 07 | 09 | 09 | 63 | 09 | 09 | 09 | 09 |
| 7 | Nainital | 01 | 05 | 06 | 06 | 42 | 06 | 06 | 06 | 06 |
| 8 | Tehri | 03 | 03 | 06 | 06 | 42 | 06 | 06 | 06 | 06 |
| 9 | Pithoragarh | 02 | 06 | 08 | 08 | 56 | 08 | 08 | 08 | 08 |
| 10 | Pauri | 01 | 03 | 04 | 04 | 28 | 04 | 04 | 04 | 04 |
| 11 | Rudraprayag | 01 | 02 | 03 | 03 | 21 | 03 | 03 | 03 | 03 |
| 12 | U.S.Nagar | 01 | 03 | 04 | 04 | 28 | 04 | 04 | 04 | 04 |
| 13 | Uttarkashi | 01 | 03 | 04 | 04 | 28 | 04 | 04 | 04 | 04 |
| Total | | 23 | 58 | 81 | 81 | 539 | 81 | 81 | 81 | 81 |

Table 6.2 Physical infrastructure given to all upgraded school

| S. No. | Infrastructure | Provided to each school | Sanctioned 2009-10 | | Sanctioned 2010-11 | | Sanctioned total | |
|--------|--------------------|-------------------------|--------------------|-----------------------|--------------------|-----------------------|------------------|----------------|
| | | | No. of school | No. of Infrastructure | No. of school | No. of Infrastructure | No. | Infrastructure |
| 1 | Classroom | 02/04 | 23 | | 58 | | 81 | 81 |
| 2 | Head master | 01 | 23 | 23 | 58 | 58 | 81 | 81 |
| 3 | Office room | 01 | 23 | 23 | 58 | 58 | 81 | 81 |
| 4 | Library room | 01 | 23 | 23 | 58 | 58 | 81 | 81 |
| 5 | Computer room | 01 | 23 | 23 | 58 | 58 | 81 | 81 |
| 6 | Laboratory | 01 | 23 | 23 | 58 | 58 | 81 | 81 |
| 7 | Art and Craft room | 01 | 23 | 23 | 58 | 58 | 81 | 81 |
| 8 | Toilet block | 01 | 23 | 23 | 58 | 58 | 81 | 81 |
| 9 | Lab equipment | 01 | 23 | 23 | 58 | 58 | 81 | 81 |

The unit cost sanctioned for a upgraded secondary school by the GOI in 2009-10 is Rs 46.86 lakhs for 01 sanction school are Rs 58.12 lakhs for 02 section schools including furniture, which is not sufficient. State govt. proposed the separate unit cost for hilly and plain area, according to state PWD norms. State govt. prepared school specific design and estimates to all upgraded schools separately. The approximate unit cost for each construction work is following as state PWD scheduled Rates-

Table 6.3 Unit Cost as per state norms (Hill Area) 2010-11

| S N | Work | State Norm (L X B) | Room Size (Sq. mtr.) | Circulation area (20% + Wall area 15%) (In Sq. mtr.) | Total plinth area (Sq. mtr.) | Construction cost as per PWD Norms (Per Sq. Mtr.) | Unit Cost for Construction | Furniture Cost | Unit Cost for C.W. |
|-----|------------------|--------------------|----------------------|--|------------------------------|---|----------------------------|----------------|--------------------|
| 1 | Classroom | 6m X 6m | 36 | 12.60 | 48.60 | 13813 | 671311.800 | 100000 | 771311.800 |
| 2 | Laboratory | 9m X 6m | 54 | 18.90 | 72.90 | 13813 | 1006967.700 | 150000 | 1156967.700 |
| 3 | Principal Room | 4m X 3m | 12 | 4.20 | 16.20 | 13813 | 223770.600 | 40000 | 263770.600 |
| 4 | Office Room | 4m X 3m | 12 | 4.20 | 16.20 | 13813 | 223770.600 | 40000 | 263770.600 |
| 5 | Computer Lab | 9m X 6m | 54 | 18.90 | 72.90 | 13813 | 1006967.700 | 40000 | 1046967.700 |
| 6 | Library | 8m X 6m | 48 | 16.80 | 64.80 | 13813 | 895082.400 | 100000 | 995082.400 |
| 7 | Art & Craft Room | 6m X 5m | 30 | 10.50 | 40.50 | 13813 | 559426.500 | 40000 | 599426.500 |
| 8 | Toilet Block | | | 0.00 | 0.00 | | 275000.000 | | 275000.000 |
| 9 | Lab. Equipment | | | | | | | | 100000.000 |

Table 6.4 Unit Cost as per state norms (Plain Area) 2010-11

| S N | Work | State Norm (L X B) | Room Size (Sq. mtr.) | Circulation area (20% + Wall area 15%) (In Sq. mtr.) | Total plinth area (Sq. mtr.) | Construction cost as per PWD Norms (Per Sq. Mtr.) | Unit Cost for Construction | Furniture Cost | Unit Cost for C.W. |
|-----|------------------|--------------------|----------------------|--|------------------------------|---|----------------------------|----------------|--------------------|
| 1 | Classroom | 8m X 6m | 48 | 16.80 | 64.80 | 11629 | 753559.20 | 100000 | 853559.200 |
| 2 | Laboratory | 9m X 6m | 54 | 18.90 | 72.90 | 11629 | 847754.10 | 150000 | 997754.100 |
| 3 | Principal Room | 4m X 3m | 12 | 4.20 | 16.20 | 11629 | 188389.80 | 40000 | 228389.800 |
| 4 | Office Room | 4m X 3m | 12 | 4.20 | 16.20 | 11629 | 188389.80 | 40000 | 228389.800 |
| 5 | Computer Lab | 9m X 6m | 54 | 18.90 | 72.90 | 11629 | 847754.10 | 40000 | 887754.100 |
| 6 | Library | 8m X 6m | 48 | 16.80 | 64.80 | 11629 | 753559.20 | 100000 | 853559.200 |
| 7 | Art & Craft Room | 6m X 5m | 30 | 10.50 | 40.50 | 11629 | 470974.50 | 40000 | 510974.500 |
| 8 | Toilet Block | | | 0.00 | 0.00 | | 225000.00 | | 225000.000 |
| 9 | Lab. Equipment | | | | | | | | 100000.000 |

**Table 6.5 Unit Cost for New Upgraded High School with One Section 2010-11
(Hill Area)**

| S. No. | Work | Unit cost (Hilly Area) | Total No. | Budget for Construction | Furniture cost | Total cost for C.W. |
|----------------------------------|-----------------------|------------------------|-----------|-------------------------|----------------|---------------------|
| 1 | Classroom | 671311.80 | 2 | 1342623.60 | 200000.00 | 1542623.60 |
| 2 | Laboratory | 1006967.70 | 1 | 1006967.70 | 150000.00 | 1156967.70 |
| 3 | Principal Room | 223770.60 | 1 | 223770.60 | 40000.00 | 263770.60 |
| 4 | Office and Staff Room | 223770.60 | 1 | 223770.60 | 40000.00 | 263770.60 |
| 5 | Computer Lab | 1006967.70 | 1 | 1006967.70 | 40000.00 | 1046967.70 |
| 6 | Library | 895082.40 | 1 | 895082.40 | 100000.00 | 995082.40 |
| 7 | Art and Craft Room | 559426.50 | 1 | 559426.50 | 40000.00 | 599426.50 |
| 8 | Toilet Block | 275000.00 | 1 | 275000.00 | 0.00 | 275000.00 |
| Total Cost | | | | 5533609.10 | | 6143609.10 |
| Lab Equipment | | | | | | 100000.00 |
| Total cost for one school | | | | | | 6243609.10 |

**Table 6.6 Unit Cost for New Upgraded High School with Two Section 2010-11
(Hill Area)**

| S. No. | Work | Unit cost (Hilly Area) | Total No. | Budget for Construction | Furniture cost | Total cost for C.W. |
|----------------------------------|-----------------------|------------------------|-----------|-------------------------|----------------|---------------------|
| 1 | Classroom | 671311.80 | 4 | 2685247.20 | 400000.00 | 3085247.20 |
| 2 | Laboratory | 1006967.70 | 1 | 1006967.70 | 150000.00 | 1156967.70 |
| 3 | Principal Room | 223770.60 | 1 | 223770.60 | 40000.00 | 263770.60 |
| 4 | Office and Staff Room | 223770.60 | 1 | 223770.60 | 40000.00 | 263770.60 |
| 5 | Computer Lab | 1006967.70 | 1 | 1006967.70 | 40000.00 | 1046967.70 |
| 6 | Library | 895082.40 | 1 | 895082.40 | 100000.00 | 995082.40 |
| 7 | Art and Craft Room | 559426.50 | 1 | 559426.50 | 40000.00 | 599426.50 |
| 8 | Toilet Block | 275000.00 | 1 | 275000.00 | 0.00 | 275000.00 |
| Total Cost | | | | 6876232.70 | | 7686232.70 |
| Lab Equipment | | | | | | 100000.00 |
| Total cost for one school | | | | | | 7786232.70 |

**Table 6.7 Unit Cost for New Upgraded High School with One Section 2010-11
(plain Area)**

| S. No. | Work | Unit cost (Plan Area) | Total No. | Budget for Construction | Furniture cost | Total cost for C.W. |
|----------------------------------|-----------------------|-----------------------|-----------|-------------------------|----------------|---------------------|
| 1 | Classroom | 753559.20 | 2 | 1507118.40 | 200000.00 | 1707118.40 |
| 2 | Laboratory | 847754.10 | 1 | 847754.10 | 150000.00 | 997754.10 |
| 3 | Principal Room | 188389.80 | 1 | 188389.80 | 40000.00 | 228389.80 |
| 4 | Office and Staff Room | 188389.80 | 1 | 188389.80 | 40000.00 | 228389.80 |
| 5 | Computer Lab | 847754.10 | 1 | 847754.10 | 40000.00 | 887754.10 |
| 6 | Library | 753559.20 | 1 | 753559.20 | 100000.00 | 853559.20 |
| 7 | Art and Craft Room | 470974.50 | 1 | 470974.50 | 40000.00 | 510974.50 |
| 8 | Toilet Block | 225000.00 | 1 | 225000.00 | | 225000.00 |
| Total Cost | | | | 5028939.90 | | 5638939.90 |
| Lab Equipment | | | | | | 100000.00 |
| Total cost for one school | | | | | | 5738939.90 |

**Table 6.8 Unit Cost for New Upgraded High School with Two Section 2010-11
(Plain Area)**

| S. No. | Work | Unit cost (Plan Area) | Total No. | Budget for Construction | Furniture cost | Total cost for C.W. |
|----------------------------------|-----------------------|-----------------------|-----------|-------------------------|----------------|---------------------|
| 1 | Classroom | 753559.20 | 4 | 3014236.80 | 400000.00 | 3414236.80 |
| 2 | Laboratory | 847754.10 | 1 | 847754.10 | 150000.00 | 997754.10 |
| 3 | Principal Room | 188389.80 | 1 | 188389.80 | 40000.00 | 228389.80 |
| 4 | Office and Staff Room | 188389.80 | 1 | 188389.80 | 40000.00 | 228389.80 |
| 5 | Computer Lab | 847754.10 | 1 | 847754.10 | 40000.00 | 887754.10 |
| 6 | Library | 753559.20 | 1 | 753559.20 | 100000.00 | 853559.20 |
| 7 | Art and Craft Room | 470974.50 | 1 | 470974.50 | 40000.00 | 510974.50 |
| 8 | Toilet Block | 225000.00 | 1 | 225000.00 | | 225000.00 |
| Total Cost | | | | 6536058.30 | | 7346058.30 |
| Lab Equipment | | | | | | 100000.00 |
| Total cost for one school | | | | | | 7446058.30 |

Proposal for 2011-12:- District Project Officer conducted school mapping exercise manually. According to this exercise district proposed upgradation of upper primary schools as following-

Table 6.9 Proposed for Upgradation of UPS

| S N | District | No. of school for Upgradation | Infrastructure | | | | | | | Man power | | | | | |
|--------------|-------------|-------------------------------|----------------|-----------------|---------------|--------------------|------------|------------------|-----------------------|------------|---------------|------------------------|---------------|------------|------------|
| | | | Class Room | Headmaster Room | Computer Room | Science Laboratory | Library | Art & Craft Room | Separate Toilet Block | Headmaster | Asst. teacher | Clerk/Office Assistant | Lab Attendant | Peon | Chaukidar |
| 1 | Almora | 14 | 28 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 98 | 14 | 14 | 14 | 14 |
| 2 | Bageshwar | 8 | 16 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 56 | 8 | 8 | 8 | 8 |
| 3 | Chamoli | 12 | 24 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 84 | 12 | 12 | 12 | 12 |
| 4 | Champawat | 12 | 24 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 84 | 12 | 12 | 12 | 12 |
| 5 | Dehradun | 8 | 18 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 56 | 8 | 8 | 8 | 8 |
| 6 | Haridwar | 9 | 24 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 63 | 9 | 9 | 9 | 9 |
| 7 | Nainital | 6 | 16 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 42 | 6 | 6 | 6 | 6 |
| 8 | Pauri | 11 | 26 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 77 | 11 | 11 | 11 | 11 |
| 9 | Pithoragarh | 22 | 44 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 154 | 22 | 22 | 22 | 22 |
| 10 | Rudraprayag | 5 | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 35 | 5 | 5 | 5 | 5 |
| 11 | Tehri | 12 | 24 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 84 | 12 | 12 | 12 | 12 |
| 12 | US Nagar | 19 | 66 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 133 | 19 | 19 | 19 | 19 |
| 13 | Uttarkashi | 18 | 36 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 126 | 18 | 18 | 18 | 18 |
| Total | | 156 | 356 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 1092 | 156 | 156 | 156 | 156 |

Strengthening of Existing Schooling Provision

Access is not only availability of school but also availability of basic minimum facilities in the school. Therefore, all the secondary schools in the state will be provided with basic minimum facilities such as minimum required furniture, drinking water, toilet blocks, electricity and a play ground. All the schools will be provided with the facility of ramps,

earthquake resistant buildings, etc. according to the requirement of the school and locality.

State targeted to provided minimum required physical infrastructure in all secondary schools i.e. at least one class room for each section, 01 Integrated Laboratory, 01 Library, 01 Computer Lab, 01 Art and Craft Room, 01 Head Master Room, 01 Office Room and Toilet block. The number of schools provided to strengthening is given below-

Table 6.10 Strengthening of Existing School 2009-10

| SN | Name of District | No. of School | Class Room | Science Lab. | Computer Room | Art/Craft/Culture Room | Library | Separate Toilet Blocks for Boys & Girls and Drinking Water Facilities |
|--------------|------------------|---------------|------------|--------------|---------------|------------------------|-----------|---|
| 1 | ALMORA | 53 | 22 | 11 | 11 | 7 | 11 | 11 |
| 2 | BAGESHWAR | 12 | 6 | 3 | 3 | 1 | 3 | 6 |
| 3 | CHAMOLI | 36 | 0 | 0 | 0 | 0 | 0 | 36 |
| 4 | CHAMPAWAT | 20 | 6 | 4 | 4 | 0 | 0 | 6 |
| 5 | DEHRADUN | 54 | 16 | 12 | 6 | 0 | 6 | 36 |
| 6 | HARIDWAR | 6 | 12 | 6 | 0 | 0 | 6 | 6 |
| 7 | NAINITAL | 46 | 20 | 8 | 6 | 8 | 8 | 8 |
| 8 | PAURI GARHWAL | 44 | 19 | 15 | 15 | 15 | 15 | 30 |
| 9 | PITHORAGARH | 38 | 0 | 0 | 0 | 0 | 4 | 36 |
| 10 | RUDRAPRYAG | 17 | 6 | 3 | 3 | 3 | 3 | 6 |
| 11 | TEHRI GARHWAL | 7 | 14 | 0 | 0 | 0 | 0 | 0 |
| 12 | U.S. NAGAR | 45 | 11 | 7 | 7 | 7 | 7 | 21 |
| 13 | UTTARAKASHI | 15 | 5 | 6 | 0 | 0 | 6 | 0 |
| TOTAL | | 393 | 137 | 75 | 55 | 41 | 69 | 202 |

Table 6.11 Strengthening of Existing School 2010-11

| SN | Name of District | No. of School | Class Room | Science Lab. | Computer Room | Art/Craft/Culture Room | Library | Separate Toilet Blocks for Boys & Girls and Drinking Water Facilities |
|--------------|------------------|---------------|------------|--------------|---------------|------------------------|------------|---|
| 1 | ALMORA | 11 | 16 | 5 | 11 | 10 | 11 | 11 |
| 2 | BAGESHWAR | 7 | 9 | 5 | 7 | 7 | 6 | 7 |
| 3 | CHAMOLI | 19 | 33 | 12 | 19 | 19 | 15 | 19 |
| 4 | CHAMPAWAT | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 5 | DEHRADUN | 10 | 19 | 7 | 9 | 10 | 10 | 10 |
| 6 | HARIDWAR | 11 | 15 | 8 | 11 | 9 | 11 | 11 |
| 7 | NAINITAL | 29 | 51 | 9 | 26 | 27 | 24 | 29 |
| 8 | PAURI GARHWAL | 14 | 21 | 9 | 13 | 13 | 11 | 14 |
| 9 | PITHORAGARH | 4 | 6 | 2 | 4 | 4 | 4 | 4 |
| 10 | RUDRAPRYAG | 6 | 11 | 3 | 6 | 6 | 5 | 6 |
| 11 | TEHRI GARHWAL | 12 | 25 | 9 | 12 | 12 | 12 | 12 |
| 12 | U.S. NAGAR | 8 | 28 | 3 | 7 | 7 | 6 | 8 |
| 13 | UTTARAKASHI | 7 | 18 | 1 | 7 | 7 | 6 | 7 |
| TOTAL | | 139 | 253 | 73 | 133 | 132 | 122 | 139 |

Govt. of Uttarakhand nominated state Irrigation Department and Rural Engineering service department as construction agencies for RMSA. MOu signed with these agencies by Uttarakhand Sabhi ke Liye Madhyamik Shiksha Parishad. Construction agencies visited to all construction sites and prepared site specific design and estimates.

Executives committee of RMSA requested to state govt. for bear the additional cost of civil work under state budget, State Govt. agreed to bear this only for year 2009-10 . State govt. directed to implementing society of RMSA to prepared AWPB as per State PWD scheduled rates approval of same.

All construction works of year2009-10 are started. Site visit and preparation of design estimates of works for 2010-11 are in process and will be started in month of March 2011. Local community provided the land for construction work free of cost. Civil work monitory committee is constituted at school level, which monitored the day to day progress of civil work, SMDC prepared estimates for major repair work at school level with the help of technical person of construction agency. Uttrakhand Sabhi ke Liye Madhyamik Shiksha Parishad nominated Executive Engineer (SSA) as a technical advisor for civil work at state level. A joint Director and an Asst. Director are looking after the civil work at state level .

Teacher recruitment and deployment-

Three teacher recruitment at secondary level is way process in Uttrakhand.

- (i) **Through Departmental selection process-** School education department prepared a seniority list of elementary level teacher across the state on the basis of their academic qualification of ACR. Out of total vacancies of secondary teachers 25% elementary level teachers. In year 2009-10 & 2010-11, 660 teachers are recruited in secondary level.
- (ii) **Through open departmental test-** Department of school education conducted a written test of all eligible elementary teachers to recruit as a secondary level teacher. The eligibility criteria is graduate and B.Ed. with regular teacher in a govt. elementary school. Out of total vacancies of secondary teachers 5% of vacancies filled by their process. In year 2010-11, 290 Teachers are appointed in secondary school through this process.
- (iii) **Direct recruitment-** State govt. conducted open recruitment examination for lower grade teachers, which are at least B.Ed. graduates these recruited qualified candidates as fresh secondary level teacher. In the year 2010-11 open written examination conducted with the help of Uttrakhand board of Technical education for 1832 Vacant post selected candidates will be appointed in school at the month of April, 2011.

Principal head master of secondary school in 100% promotion post from secondary level teacher. In year 2009-10, 174 and in year 2010-11, 163 teachers are promoted as HM of seven schools. State Govt. decided out sourcing recruitment process for post of office assistant, lab

attendant and chaukidar in secondary school. UKSKMSP advertised there post in news papers for outsourcing the agency.

**Table 6.12 Proposal for the year 2011-12
(Strengthening of existing school)**

| SN | District | Class Room | Science Laboratory | Library | Art & Craft Room | Separate Toilet | Computer Room |
|--------------|-------------|------------|--------------------|-------------|------------------|-----------------|---------------|
| 1 | Almora | 84 | 76 | 108 | 115 | 63 | 67 |
| 2 | Bageshwer | 27 | 41 | 56 | 58 | 53 | 55 |
| 3 | Chamoli | 107 | 117 | 135 | 138 | 83 | 126 |
| 4 | Champawat | 46 | 12 | 54 | 54 | 42 | 7 |
| 5 | Dehradun | 58 | 49 | 71 | 75 | 40 | 53 |
| 6 | Haridwar | 34 | 28 | 30 | 33 | 26 | 28 |
| 7 | Nainital | 96 | 99 | 100 | 97 | 99 | 101 |
| 8 | Pauri | 54 | 73 | 110 | 114 | 101 | 81 |
| 9 | Pithoragarh | 33 | 60 | 82 | 83 | 52 | 76 |
| 10 | Rudraprayag | 58 | 30 | 82 | 82 | 81 | 82 |
| 11 | Tehri | 112 | 145 | 196 | 200 | 107 | 116 |
| 12 | US Nagar | 126 | 31 | 49 | 48 | 35 | 25 |
| 13 | Uttarkashi | 92 | 55 | 76 | 89 | 53 | 14 |
| TOTAL | | 927 | 816 | 1149 | 1186 | 835 | 831 |

**Table 6.13 Financial requirement 2011-12
(Strengthening of existing school)**

| SN | Unit Cost | Class Room | Science Laboratory | Library | Art & Craft Room | Separate Toilet | Computer Room | (Rs. In lakhs) |
|--------------|-------------|----------------|--------------------|-----------------|------------------|-----------------|----------------|-----------------|
| | | | | | | | | Total |
| | | | | | | | | |
| | Hill | 7.71 | 11.57 | 9.95 | 5.99 | 2.75 | 10.47 | |
| | Plain | 8.54 | 9.98 | 8.54 | 5.11 | 2.25 | 8.88 | |
| 1 | Almora | 647.64 | 879.32 | 1074.60 | 688.85 | 173.25 | 701.49 | 4165.15 |
| 2 | Bageshwer | 208.17 | 474.37 | 557.20 | 347.42 | 145.75 | 575.85 | 2308.76 |
| 3 | Chamoli | 824.97 | 1353.69 | 1343.25 | 826.62 | 228.25 | 1319.22 | 5896.00 |
| 4 | Champawat | 354.66 | 138.84 | 537.30 | 323.46 | 115.50 | 73.29 | 1543.05 |
| 5 | Dehradun | 475.40 | 530.36 | 652.87 | 412.29 | 100.00 | 510.39 | 2681.31 |
| 6 | Haridwar | 290.36 | 279.44 | 256.20 | 168.63 | 58.50 | 248.64 | 1311.75 |
| 7 | Nainital | 792.45 | 1089.78 | 944.24 | 550.23 | 255.25 | 1000.23 | 4632.18 |
| 8 | Pauri | 416.34 | 844.61 | 1094.50 | 682.86 | 277.75 | 848.07 | 4164.13 |
| 9 | Pithoragarh | 254.43 | 694.20 | 815.90 | 497.17 | 143.00 | 795.72 | 3200.42 |
| 10 | Rudraprayag | 447.18 | 347.10 | 815.90 | 491.18 | 222.75 | 858.54 | 3182.65 |
| 11 | Tehri | 863.52 | 1677.65 | 1950.20 | 1198.00 | 294.25 | 1214.52 | 7198.14 |
| 12 | US Nagar | 1076.04 | 309.38 | 418.46 | 245.28 | 78.75 | 222.00 | 2349.91 |
| 13 | Uttarkashi | 709.32 | 636.35 | 756.20 | 533.11 | 145.75 | 146.58 | 2927.31 |
| TOTAL | | 7360.48 | 9255.09 | 11216.82 | 6965.10 | 2238.75 | 8514.54 | 45505.78 |

Govt. of India Sanctioned Partially civil works under strengthening of existing school component in year 2009-10. Now State proposed all physical infrastructural facilities for these schools in year 2011-12. Districtwise no. of these schools and required facilities are following-

Table 6.12 (A) No. of Proposed School for Strengthening (2009-10)

| SN | Distt. | Class Room | Science Laboratory | Library | Art & Craft Room | Separate Toilet | Computer Room |
|--------------|-------------|------------|--------------------|------------|------------------|-----------------|---------------|
| 1 | Almora | 8 | 5 | 5 | 6 | 4 | 1 |
| 2 | Bageshwer | 7 | 15 | 23 | 25 | 20 | 22 |
| 3 | Chamoli | 83 | 83 | 99 | 102 | 51 | 91 |
| 4 | Champawat | 2 | 5 | 35 | 35 | 30 | 1 |
| 5 | Dehradun | 17 | 20 | 28 | 31 | 11 | 22 |
| 6 | Haridwar | 20 | 15 | 17 | 20 | 13 | 15 |
| 7 | Nainital | 35 | 28 | 28 | 26 | 28 | 30 |
| 8 | Pauri | 11 | 9 | 25 | 26 | 14 | 18 |
| 9 | Pithoragarh | 18 | 7 | 22 | 23 | 1 | 14 |
| 10 | Rudraprayag | 27 | 17 | 47 | 47 | 46 | 47 |
| 11 | Tehri | 47 | 73 | 95 | 96 | 58 | 65 |
| 12 | U S Nagar | 0 | 0 | 0 | 0 | 0 | 0 |
| 13 | Uttarkashi | 5 | 6 | 7 | 12 | 7 | 2 |
| TOTAL | | 280 | 283 | 431 | 449 | 283 | 328 |

Table 6.13(A) Proposed Budget for Strengthening (As per State Norms)

| SN | Unit Cost | Class Room | Science Laboratory | Library | Art & Craft Room | Separate Toilet | Computer Room | Total |
|--------------|-------------|----------------|--------------------|----------------|------------------|-----------------|----------------|-----------------|
| | Hill | | | | | | | |
| | Plain | | | | | | | |
| 1 | Almora | 61.68 | 57.85 | 49.75 | 35.94 | 11.00 | 10.47 | 226.69 |
| 2 | Bageshwer | 53.97 | 173.55 | 228.85 | 149.75 | 55.00 | 230.34 | 891.46 |
| 3 | Chamoli | 639.93 | 960.31 | 985.05 | 610.98 | 140.25 | 952.77 | 4289.29 |
| 4 | Champawat | 15.42 | 57.85 | 348.25 | 209.65 | 82.50 | 10.47 | 724.14 |
| 5 | Dehradun | 143.52 | 210.73 | 250.40 | 165.45 | 25.75 | 204.90 | 1000.75 |
| 6 | Haridwar | 170.80 | 149.70 | 145.18 | 102.20 | 29.25 | 133.20 | 730.33 |
| 7 | Nainital | 291.43 | 314.42 | 270.14 | 150.46 | 74.50 | 302.97 | 1403.92 |
| 8 | Pauri | 84.81 | 104.13 | 248.75 | 155.74 | 38.50 | 188.46 | 820.39 |
| 9 | Pithoragarh | 138.78 | 80.99 | 218.90 | 137.77 | 2.75 | 146.58 | 725.77 |
| 10 | Rudraprayag | 208.17 | 196.69 | 467.65 | 281.53 | 126.50 | 492.09 | 1772.63 |
| 11 | Tehri | 362.37 | 844.61 | 945.25 | 575.04 | 159.50 | 680.55 | 3567.32 |
| 12 | U S Nagar | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 13 | Uttarkashi | 38.55 | 69.42 | 69.65 | 71.88 | 19.25 | 20.94 | 289.69 |
| TOTAL | | 2209.43 | 3220.25 | 4227.82 | 2646.39 | 764.75 | 3373.74 | 16442.38 |

Fresh proposal for strengthening of existing school in year 2011-12 is following-

Table 6.12 (B) No. of Proposed School for Strengthening (2010-11)

| SN | District | Class Room | Science Laboratory | Library | Art & Craft Room | Separate Toilet | Computer Room |
|--------------|-------------|------------|--------------------|------------|------------------|-----------------|---------------|
| 1 | Almora | 76 | 71 | 103 | 109 | 59 | 66 |
| 2 | Bageshwer | 20 | 26 | 33 | 33 | 33 | 33 |
| 3 | Chamoli | 24 | 34 | 36 | 36 | 32 | 35 |
| 4 | Champawat | 44 | 7 | 19 | 19 | 12 | 6 |
| 5 | Dehradun | 41 | 29 | 43 | 44 | 29 | 31 |
| 6 | Haridwar | 14 | 13 | 13 | 13 | 13 | 13 |
| 7 | Nainital | 61 | 71 | 72 | 71 | 71 | 71 |
| 8 | Pauri | 43 | 64 | 85 | 88 | 87 | 63 |
| 9 | Pithoragarh | 15 | 53 | 60 | 60 | 51 | 62 |
| 10 | Rudraprayag | 31 | 13 | 35 | 35 | 35 | 35 |
| 11 | Tehri | 65 | 72 | 101 | 104 | 49 | 51 |
| 12 | U S Nagar | 126 | 31 | 49 | 48 | 35 | 25 |
| 13 | Uttarkashi | 87 | 49 | 69 | 77 | 46 | 12 |
| TOTAL | | 647 | 533 | 718 | 737 | 552 | 503 |

Table 6.13 (B) Proposed Budget for Strengthening (As per State Norms)

| SN | Unit Cost | Class Room | Science Laboratory | Library | Art & Craft Room | Separate Toilet | Computer Room | Total |
|--------------|-------------|----------------|--------------------|----------------|------------------|-----------------|----------------|-----------------|
| | Hill | 7.71 | 11.57 | 9.95 | 5.99 | 2.75 | 10.47 | |
| | Plain | 8.54 | 9.98 | 8.54 | 5.11 | 2.25 | 8.88 | |
| 1 | Almora | 585.96 | 821.47 | 1024.85 | 652.91 | 162.25 | 691.02 | 3938.46 |
| 2 | Bageshwer | 154.20 | 300.82 | 328.35 | 197.67 | 90.75 | 345.51 | 1417.30 |
| 3 | Chamoli | 185.04 | 393.38 | 358.20 | 215.64 | 88.00 | 366.45 | 1606.71 |
| 4 | Champawat | 339.24 | 80.99 | 189.05 | 113.81 | 33.00 | 62.82 | 818.91 |
| 5 | Dehradun | 331.88 | 319.63 | 402.47 | 246.84 | 74.25 | 305.49 | 1680.56 |
| 6 | Haridwar | 119.56 | 129.74 | 111.02 | 66.43 | 29.25 | 115.44 | 571.44 |
| 7 | Nainital | 501.02 | 775.36 | 674.10 | 399.77 | 180.75 | 697.26 | 3228.26 |
| 8 | Pauri | 331.53 | 740.48 | 845.75 | 527.12 | 239.25 | 659.61 | 3343.74 |
| 9 | Pithoragarh | 115.65 | 613.21 | 597.00 | 359.40 | 140.25 | 649.14 | 2474.65 |
| 10 | Rudraprayag | 239.01 | 150.41 | 348.25 | 209.65 | 96.25 | 366.45 | 1410.02 |
| 11 | Tehri | 501.15 | 833.04 | 1004.95 | 622.96 | 134.75 | 533.97 | 3630.82 |
| 12 | U S Nagar | 1076.04 | 309.38 | 418.46 | 245.28 | 78.75 | 222.00 | 2349.91 |
| 13 | Uttarkashi | 670.77 | 566.93 | 686.55 | 461.23 | 126.50 | 125.64 | 2637.62 |
| TOTAL | | 5151.05 | 6034.84 | 6989.00 | 4318.71 | 1474.00 | 5140.80 | 29108.40 |

Strengthening of SEMIS at State and District Level

SEMIS plays a vital role in formulation of Annual Plan at District & State Level. The information regarding education is an indicator of development of a State and Nation.

Different type of information is sought from the schools and the teachers are indulge in collecting information. Under the umbrella of Rashtriya Madhyamik Shiksha Abiyan, Secondary Education Management Information System (SEMIS) is a programme for effective planning of Secondary Education. As it is online programme. Near future every school will have to feed its data online and on the basis of data feeding District, State and National Level authorities will get information in one click, but this is possible only in plain states.

As Uttarakhand is Hilly State with difficult geographical terrain. Today only District Head Quarters are connected with broadband connectivity and most of the Block Head Quarters have even don't have dialup connection facility. So it is hard for the next few years that the school will have its own broadband connectivity. Due to far flunged areas where the schools are located, it is difficult to collect the DCF in time and the district authorities have to outsource the data feeding to the plain 03 district Dehradun, Haridwar and Udham Singh Nagar. The Date Entry done by the outsource agency have so many discrepancies, as they don't have any realistic idea about the schools.

So it is better for the small states like Uttarakhand that we do the Data Entry of SEMIS by our own Computer Operators, in the presence of District Co-ordinators (SEMIS).

So the strengthening of SEMIS at district is very essential. At present due to constraints of MMR only one personal at State Level is looking after SEMIS and at the district planning, construction and SEMIS is looking after by only one person.

Table 6.14 Proposed Manpower at District Level

| S. No. | Item | No. | Unit Rate (@ per Rs.) |
|---------------|-------------------------------------|------------|------------------------------|
| 1 | Manpower (Salary for 12 Months) | | |
| | (a) DRP (District) | 13 | 42000.00 |
| | (b) Date Entry Operator (District) | 13 | 10000.00 |
| 2 | Laptop & Printer (District) | 13 | 100000.00 |
| 3 | Internet/broadband (District) | 13 | 2000.00 |
| 4 | Internet Recurring Cost (12 Months) | 13 | 1000.00 |
| Total | | | |

Table 6.15 Proposed Manpower at State Level

| S. No. | Item | No. | Unit Rate (@ per Rs.) | Total |
|---------------|-------------------------------------|------------|------------------------------|------------------|
| 1 | Printing of DCF | 6000 | 10.00 | 60000.00 |
| 2 | Training of Principal/DPOs/DIETs | 3000 | 200.00 | 600000.00 |
| 3 | Manpower (Salary for 12 Months) | | | |
| | Assistant Programmer (State) | 1 | 15000.00 | 180000.00 |
| 4 | Laptop & Printer (State) | 1 | 100000.00 | 100000.00 |
| 5 | Internet/broadband (State) | 1 | 2000.00 | 2000.00 |
| 6 | Internet Recurring Cost (12 Months) | 1 | 1000.00 | 12000.00 |
| Total | | | | 954000.00 |

Progress:

The State Level SEMIS Unit has captured the SEMIS for the year 2007-08 & 2009-10. The manpower of RMSA were not at position so the SEMIS activity for above mentioned year were organised through the existing manpower of Sarva Shiksha Abiyan (SSA). All District Education Officer & Block Education Officer were trained to fill up the Data Capture Format (DCF). The filled DCF were collected at the District Level and Data Entry was done at a centralised station at State Level by out sourcing.

The State Planning Team participated in the workshop held at National University of Education Planning and Administration (NUEPA) from 2nd February, 2011 to 4th February, 2011 on Institutionalisation of SEMIS at State and District Level. Then the reporting format were discussed and the discrepancies were noticed. So Uttarakhand organised a 03 days workshop for the removed of discrepancies. The data for SEMIS 2009-10 made corrected and the data was freezed on 16th February, 2011 for the SEMIS year 2009-10.

On the basis of corrected data the Annual Plan & Budget for the year 2011-12 for Uttarakhand was prepared.

Table 6.16 Implementation Schedule for the year 2011-12

| S. No. | Activity | Time | Responsibility | Remark |
|---------------|---|-------------|-----------------------|--------------------------------|
| 1 | Printing of DCF | 01.09.2011 | SPO | |
| 2 | Training SEMIS | 05.09.2011 | SPO | DPO & DRP |
| 3 | District Level Training | 08.09.2011 | DPO | Principal & BEOs |
| 4 | Distribution of DCF | 10.09.2011 | DPO | |
| 5 | Filling of DCF | 18.09.2011 | Principal of School | |
| 6 | DCF collected at Block Level | 20.09.2011 | BEO | |
| 7 | Checking of SEMIS and correction at Block Level | 30.09.2011 | BEO | Checking of DCF of all schools |

| | | | | |
|----|--------------------------------------|------------|---------|---------------------------------------|
| 8 | DCF collected at District Level | 03.10.2011 | DPO | |
| 9 | Checking of DCF at District Level | 10.10.2011 | DPO | 25% Checking of DCF at District Level |
| 10 | Checking of DCF at State Level | 15.10.2011 | SPO | 5% Checking of DCF at State Level |
| 11 | Data Entry | 28.10.2011 | DPO | |
| 12 | Date Freeze at District Level | 30.10.2011 | DPO | |
| 13 | Date Freeze at State Level | 05.11.2011 | SPO | |
| 14 | Reports Generation | 10.11.2011 | SPO/DPO | |
| 15 | Date Sharing of SEMIS at State Level | 15.11.2011 | SPO | |

Quality Improvements in Secondary and Higher Secondary Education

In the recent past particularly in last decade or so, concern for quality of education in India has been on increase. An increasing competitive global context, knowledge gaining preeminence in all aspects of life, effects of information communication revolution, increasing role of market in education and massification of education are some of the factors contributing to focus on quality education. If 'QUALITY' is an acronym, each letter may epitomise a step for quality i.e. Quest for excellence; Understanding the concept – strengths and weaknesses; Action orientation; Learner – centred approach; Innovation for change; Training to build competencies and Year – round activity.

Quality is a multi-factored phenomenon. The seven steps to quality improvement can be helpful in the attainment of the objectives of quality education from primary to higher secondary stage. Since universalization of elementary education has become constitutional mandate, it is absolutely essential to push this vision forward to move towards universalization of secondary education which has already has been achieved in a large number of developed countries and several developing countries. In order to meet the challenge of universalization of secondary education, there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are – Universal Access, Equality and social justice, Relevance and Development and curricular & structural aspects.

In Uttarakhand, the Directorate of School Education, SCERT, SIEMAT, DIETs/DRCs, Board of Secondary Education etc. are working for the quality improvement in secondary education. The Directorate of School Education has been established by MHRD in Dehradun with an objective to provide education from pre-primary to higher secondary level. At present, in our state there are 15300 number of primary, 3699 upper primary, 2741 secondary and 1626 higher secondary schools. There are eight Rajeev Gandhi Navodaya Vidyalaya and five Shyama Prasad Mukharji Abhinav residential schools. At the state level, the Directorate

of School Education is the highest apex body that helps in planning, management and administration of school education. It provides academic and administrative support to all agencies like SCERT, SIEMAT, SSA, DIETs/DRCs, etc. and all the schools.

SCERT, Uttarakhand, is established in Narendra Nager, Tehri Garhwal. It provides academic and resource support from primary to higher secondary level and DIETs/DRCs through its twelve departments. Some of its main functions are curriculum and textbook development, research and evaluation, guidance and counseling, develop in-service and pre-service curriculum and training packages. Conduct NTSE, NMMSE, and RGNV entrance examinations, organize Vigyan Mahotsav, publish educational magazines, training modules, and bulletins, supervision and monitoring etc.

The State Educational Institute for Planning, Management and Training (SIEMAT) has been established in Dehradun. Its main objectives are to build up the capacity of the educational, administrators in planning and management, to conduct researches and give feedback for policy making and to strengthen the monitoring and evaluation system. Its main role is educational planning and management, research and evaluation, organize trainings, workshops, seminars and publish training modules, research studies, news bulletins etc.

The Board of Secondary Education has been established in Ramnager. The role of Board of Secondary Education is to conduct various examinations, mainly high school and intermediate board examinations, approve curriculum, give recognition to schools, support in curriculum designing and formulation, paper setting, evaluating answer books, etc.

At the district level, DIETs/DRCs has been established by central government under National Policy on Education – 1986, to provide academic and resource support at the grassroots level for the elementary and adult education. There are 10 DIETs and 3 DRCs that are functioning in our state. Some of its role and functions are to conduct pre-service training programmes, conduct training and orientation programmes for elementary education, organize courses for VECs and SMCs, provide academic and resource support to BRCs and CRCs, develop district specific curriculum and teaching-learning materials, conduct fundamental and action researches in education etc.

Both SCERT and DIETs/DRCs are more oriented towards the elementary education. But, now it is required for paradigm shift from elementary education to secondary education. For this, the strengthening of existing College of Teacher Education and Institute of Advanced Study in Education, for the professional development of secondary and higher secondary teachers is required.

The College of Teacher Education (CTE) are basically upgraded for secondary teachers education. Three CTEs were sanctioned for Uttarakhand by MHRD in 2005-06, but currently only one CTE i.e. CTE

Pithoragarh is functional, rest two- CTE-Dehradun and Almora are non-functional. Its main role and functions are to develop training materials, organize training for secondary teachers, planning, monitoring and evaluation of training, provide extension and resource support to secondary education, conduct experimentation and innovation, organize orientation programme for resource persons, organize seminars/ workshops and symposia on research, innovations etc.

The Institute of Advanced Study in Education (IASE) is also an upgraded secondary teacher education institution. In Uttarakhand, only one IASE was sanctioned by MHRD in 2005-06 in faculty of HNB Garhwal University, Srinagar, Pauri Garhwal. It has not performed any significant function, since inception. Its role and functions are to develop/select training material, organize training of secondary teachers, plan, monitor and evaluate training, provide academic guidance to DIETs and resource support to CTEs, develop instructional material, conduct B.Ed., M.Ed., M.Phil. and Ph.D. programmes in education to prepare teacher educators, and conduct in-service orientation programmes for headmasters, principals of secondary and higher secondary school etc.

On viewing the educational perspective of our state it is felt that there is a need to strengthen SCERT, SIEMAT, DIETs/DRCs, CTEs, and IASE for the quality improvement of secondary education. The different aspects that are required to be highlighted for quality improvement of education are - infrastructure, management information system, quality interventions to meet the complex needs of curriculum development, learning resources, teacher qualification, competency, subject specific deployment in schools, in-service training of teachers and heads of school, academic support at all levels, classroom based support and supervision issues etc. For quality improvement of the secondary and higher secondary stage of education and full-filling all the parameters of quality in the state of Uttarakhand we need to workout/plan in the following areas-:

Curriculum Designing and Formulation

Since its existence (2000), the State of Uttarakhand was following the curriculum of Board of Secondary Education, Uttar Pradesh up till 2004-05. In April 2005, the textbooks of NCERT which were based on CBSE pattern were adapted in class IXth. This pattern has totally been implemented in secondary education from April 2008.

Keeping in view the specific needs of the state, the Board of School Education has made necessary revisions in the Hindi Syllabus of class IXth to XIIth. The revised syllabus comprises of 70% Hindi and 30% compulsory Sanskrit. Similarly, at the higher secondary level (XIth and XIIth) SCERT, has developed the syllabus on the subjects prescribed other than CBSE i.e. Education, Agriculture, Military Science, and Geology in the light of NCF – 2005.

Following activities will be conducted regarding the development of syllabus at the secondary and higher secondary level –

1. Revision of Hindi, English and Social Science subjects as prescribed in CBSE curriculum according to the needs of the state.

2. Inclusion of subjects like Agriculture, Tourism and Military Science etc. in the curriculum of secondary stage according to state specific needs and develop syllabus accordingly.

Textbooks -

The NCERT textbooks have been adopted by our State which are based on the subjects prescribed by CBSE pattern. The subjects like Home Science, Music, Drawing and Painting, Military Science, Agriculture, Geology and Education are not prescribed in CBSE pattern. The textbooks of these subjects have been adapted from UP Board and presently been implemented after the approval of Uttarakhand Board of Secondary Education.

The additional material in Hindi and Social Science will be developed on the basis of revised curriculum according to state specific needs.

The textbooks of the subjects other than CBSE i.e.- Home Science, Music, Drawing and Painting, Agriculture, Military Science, Geology and Education will be developed by SCERT in the light of NCF-2005.

The issues based on equity and inclusive education will be incorporate at the time of textbook development.

Teaching Learning Process

The textbooks developed in the light of NCF – 2005 are based on child centered approach. The NCF – 2005 focuses that we should give the child more and more opportunities to construct knowledge. The guiding principles of NCF 2005 emphasize that the rote method of learning should be replaced by activity based learning.

To make teaching-learning process joyful, the transaction process of the subject matter should be activity based and proactive. Presently, the teachers are following traditional method of teaching that is based on teacher-centered approach. The teacher-centered approach gives the child very less opportunity to explore his/her potentialities, abilities, and apply his/her knowledge & experience for understanding any concept. So, there is an immense need to shift the teacher-centered approach to child-centered approach. Classroom process will be developed on the basis of principles of new curriculum framework. To make teaching-learning process effective, the transaction process will be included with content based in-service teacher's training. The transaction methodology will include activities like group discussions, seminars, projects, observations, paper presentation etc. The Learning Resource Centers need to be used for developing better understanding of different subjects. Use of library for developing good and effective study habits and use of ICT for better transaction of the subject matter.

Lab Attendant-The total number of Government schools run in state are 1769. out of these school non of school have Lab Attendant. under the RMSA guideline the promotion of science many activity are proposed and some of these sanctioned in 2009-10 and 2010-11 such as lab equipment, lab consumable but without lab attendant proper use of these materials not possible. So state proposed 1766 lab attendant in existing school.

Table 6.17 Proposal of Lab Attendant

| S.No. | Name of District | Lab Attendant | Unit cost (in Lakhs) | Total Cost (in Rs.) |
|--------------|-------------------------|----------------------|-----------------------------|----------------------------|
| 1 | Almora | 209 | 0.1 | 20.90 |
| 2 | Bageshwar | 69 | 0.1 | 6.90 |
| 3 | Chamoli | 158 | 0.1 | 15.80 |
| 4 | Champawat | 69 | 0.1 | 6.90 |
| 5 | Dehradun | 135 | 0.1 | 13.50 |
| 6 | Haridwar | 48 | 0.1 | 4.80 |
| 7 | Nainital | 158 | 0.1 | 15.80 |
| 8 | Pauri | 273 | 0.1 | 27.30 |
| 9 | Pithoragarh | 151 | 0.1 | 15.10 |
| 10 | Rudrapryag | 90 | 0.1 | 9.00 |
| 11 | Tehri | 219 | 0.1 | 21.90 |
| 12 | U.S. Nagar | 91 | 0.1 | 9.10 |
| 13 | Uttarkashi | 96 | 0.1 | 9.60 |
| Total | | 1766 | 0.1 | 176.60 |

Lab Equipment- The total number of Government schools run in state are 1769. state government slowly facilitated these school. AWP&B 2009-10 sanctioned 808 school for lab equipment and AWP&B 2010-11 sanctioned 73 school for lab equipment. Remaining equipment less 356 schools proposed for lab equipment.

Table 6.18 Proposal of Lab Equipment

| S.No. | Name of District | Lab Equipment | Unit cost (in Lakhs) | Total Cost (in Rs.) |
|--------------|-------------------------|----------------------|-----------------------------|----------------------------|
| 1 | Almora | 0 | 1.00 | 0.00 |
| 2 | Bageshwar | 0 | 1.00 | 0.00 |
| 3 | Chamoli | 30 | 1.00 | 30.00 |
| 4 | Champawat | 22 | 1.00 | 22.00 |
| 5 | Dehradun | 3 | 1.00 | 3.00 |
| 6 | Haridwar | 8 | 1.00 | 8.00 |
| 7 | Nainital | 37 | 1.00 | 37.00 |
| 8 | Pauri | 0 | 1.00 | 0.00 |
| 9 | Pithoragarh | 86 | 1.00 | 86.00 |
| 10 | Rudrapryag | 18 | 1.00 | 18.00 |
| 11 | Tehri | 108 | 1.00 | 108.00 |
| 12 | U.S. Nagar | 0 | 1.00 | 0.00 |
| 13 | Uttarkashi | 44 | 1.00 | 44.00 |
| Total | | 356 | 1.00 | 356.00 |

School Grant

According to guide line of RMSA school grant was applicable for all government schools. Total 1770 government secondary schools approved for school grant in AWP&B 2010-11. All government schools constituted SMDC

and opened separate bank account. School grant used as per RMSA guideline. All principals have been trained and guide line has been distributed.

Table 6.19 Progress of school Grant

| S.No. | District | No. of Schools | Rate (In lakhs) | Total (In Lakhs) |
|--------------|---------------|----------------|-----------------|------------------|
| 1 | Almora | 210 | 0.50 | 105.00 |
| 2 | Bageshwer | 69 | 0.50 | 34.50 |
| 3 | Chamoli | 158 | 0.50 | 79.00 |
| 4 | Chapawat | 70 | 0.50 | 35.00 |
| 5 | Haridwar | 48 | 0.50 | 24.00 |
| 6 | Deharadun | 135 | 0.50 | 67.50 |
| 7 | Nainiatal | 159 | 0.50 | 79.50 |
| 8 | Pauri Garhwal | 273 | 0.50 | 136.50 |
| 9 | Pithoragarh | 151 | 0.50 | 75.50 |
| 10 | Rudrapryag | 90 | 0.50 | 45.00 |
| 11 | Tehri Garhwal | 219 | 0.50 | 109.50 |
| 12 | U.S. Nager | 91 | 0.50 | 45.50 |
| 13 | Uttarakashi | 97 | 0.50 | 48.50 |
| Total | | 1770 | 0.50 | 885.00 |

All Govt. Aided school follows state norms such as curriculum, text books, free structure, teacher's qualifications and recruitment process in Uttarakhand. Uttarakhand board of school education conduct uniform examination for Govt., Aided and Unaided schools which are affiliated by board state Govt. 100% reimburse salary for aided schools.

Table 6.20 Proposal of school grant for Govt. & aided school

| S.No. | Name of District | No. of Govt. School | | Social and Tribal Welfare | Local Government | No. of Aided School | Total No. of School | Unit cost (In Lakhs) | Total cost (In Lakhs) | |
|--------------|------------------|---------------------|------------------|---------------------------|------------------|---------------------|---------------------|----------------------|-----------------------|---------------|
| | | Existing Schools | Upgraded Schools | | | | | | | |
| | | | 2009 | | | | | | | 2010 |
| 1 | Almora | 209 | 4 | 7 | 0 | 1 | 21 | 242 | 0.5 | 121.00 |
| 2 | Bageshwar | 69 | 2 | 5 | 0 | | 17 | 93 | 0.5 | 46.50 |
| 3 | Chamoli | 158 | 2 | 5 | 1 | | 19 | 185 | 0.5 | 92.50 |
| 4 | Champawat | 69 | 0 | 5 | 0 | | 6 | 80 | 0.5 | 40.00 |
| 5 | Dehradun | 136 | 3 | 4 | 2 | 1 | 56 | 202 | 0.5 | 101.00 |
| 6 | Haridwar | 49 | 2 | 7 | 0 | 5 | 26 | 89 | 0.5 | 44.50 |
| 7 | Nainital | 158 | 1 | 5 | 0 | | 17 | 181 | 0.5 | 90.50 |
| 8 | Pauri | 273 | 1 | 3 | 0 | 1 | 75 | 353 | 0.5 | 176.50 |
| 9 | Pithoragarh | 151 | 2 | 6 | 3 | | 9 | 171 | 0.5 | 85.50 |
| 10 | Rudrapryag | 91 | 1 | 2 | 0 | | 12 | 106 | 0.5 | 53.00 |
| 11 | Tehri | 219 | 3 | 3 | 0 | 1 | 1 | 227 | 0.5 | 113.50 |
| 12 | U.S. Nagar | 91 | 1 | 3 | 4 | | 20 | 119 | 0.5 | 59.50 |
| 13 | Uttarkashi | 96 | 1 | 3 | 0 | | 1 | 101 | 0.5 | 50.50 |
| Total | | 1769 | 23 | 58 | 10 | 9 | 280 | 2149 | 0.5 | 1074.5 |

(Source: Semis 2009-10)

Quality Interventions

TEACHER'S TRAINING

The teacher is the most important component in school education. A teacher functions within the broad framework of the school education system so the teachers' training needs to be in consonance with the curriculum framework for school education and a teacher needs to be prepared in relation to demands arising in the school context. As such, it needs to engage with the question of the learners, the learning process, content and pedagogy of educating teachers. The expectations of the school system from a teacher change from time to time, responding to the broader social, economical and political changes taking place in the society. So, it is necessary to continuously upgrade the quality of teachers' through in-service training programmes.

PRESENT SCENARIO-

Structure, Available Human Resource, Resource Groups-

With the implementation of RMSA the **SPD office** has become functional in the area of training and quality also. The key agency associated with the SPDO for the purpose is **SCERT** Uttarakhand, Narendra nagar, Tehri Garhwal. In addition to this, the State **Board** of Secondary Education, Ramnagar, Nainital and the state **SIEMAT**, Dehradun are also the contributing partners for training and quality issues.

The hither to vacant post of **01 Assistant Director -Training and Quality** at the SPDO is filled now. **A RMSA Cell** has been constituted at the **SCERT** of the state in which **04 persons** are looking after the training issues.

In the districts all the **13 DPOs** are deployed for the implementation of RMSA. In addition to this, out of a total sanctioned post of **13 District Resource Persons** (academic, innovations and evaluation) the **09** posts have been filled and 04 are likely to join by the end of March this year.

The State Resource Group for quality and training has also been constituted with 49 odd members at present. The State Resource Group Meeting on 13-14 December 2010 discussed the components catering to quality issues. SEMIS curriculum designing and formulation, Learning Resources including laboratories and equipments, Learning Resource Centres, Adolescent Education Programme, Student Assessment and Examination reforms, Guidance and Counseling, Teacher and capacity building and the issue of Public Private Partnership were discussed in detail. For these initial years of RMSA the State Resource Group recommended to accord thrust on Teacher Training and capacity building, launch of Guidance and Counseling initiative, Activation of Laboratories and Libraries along with strengthening of SEMIS in the state.

Fifty percent of the districts are also having their **District Resource Groups**, rest will be constituted in coming financial year.

The constituted Resource Groups' configuration is as follows:

State Resource Group-

- Representative of SPO, SCERT, SEIMAT & Board of Education.
- Representative of Universities (Higher Education).
- Representative of NGO (specially which is working in education).
- One Representative of DIET (Subject Specialist).
- Teachers/Librarians of KVS nominated by the Asst. Commissioner KVS.
- Retired Educationist.
- Principal of Jawahar Navodaya Vidyalayas.
- Principals/Teachers of Public School
- Subject Teachers from Uttarakhand
- Retired educationists etc.

District Resource Group-

- DPO
- DRPs
- DIET faculty members – Subject Specialist.
- Representative of Higher Education.
- NGO Representative which is working in Secondary Education.
- Educationist.
- Resource Persons Pedagogy & RMSA.
- Subject Teachers (Each Subject), specialist of Math, Science, English & Social Studies.
- Retired educationists etc.

At present there are 14260 teachers teaching seven core subjects. These subject teachers are distributed in 95 blocks throughout the state as depicted in table no 6.19 below.

Table 6.21 Subjectwise No. of Teachers

| S.No . | District | English | Hindi | Sanskrit/Arts | Physical Science | Social Science | Maths | Science | Total |
|--------------|-------------|-------------|-------------|---------------|------------------|----------------|-------------|-------------|--------------|
| 1 | Almora | 248 | 283 | 37 | 82 | 459 | 282 | 161 | 1552 |
| 2 | Bageshwar | 66 | 87 | 2 | 38 | 110 | 84 | 46 | 433 |
| 3 | Chamoli | 157 | 193 | 2 | 128 | 266 | 250 | 110 | 1106 |
| 4 | Champawat | 109 | 110 | 31 | 41 | 132 | 96 | 81 | 600 |
| 5 | Haridwar | 145 | 149 | 22 | 22 | 81 | 81 | 109 | 609 |
| 6 | Dehradun | 210 | 210 | 34 | 108 | 235 | 254 | 183 | 1234 |
| 7 | Nainital | 207 | 231 | 19 | 164 | 297 | 249 | 171 | 1338 |
| 8 | Pithoragarh | 189 | 188 | 26 | 98 | 339 | 190 | 131 | 1161 |
| 9 | Tehri | 228 | 228 | 228 | 228 | 228 | 228 | 228 | 1596 |
| 10 | Rudrapur | 125 | 155 | 12 | 76 | 168 | 169 | 96 | 801 |
| 11 | U.S.Nagar | 117 | 123 | 0 | 69 | 177 | 146 | 100 | 732 |
| 12 | Uttarkashi | 120 | 111 | 39 | 5 | 177 | 134 | 86 | 672 |
| 13 | Pauri | 386 | 427 | 15 | 295 | 499 | 498 | 306 | 2426 |
| Total | | 2307 | 2495 | 467 | 1354 | 3168 | 2661 | 1808 | 14260 |

Source:-DPO

Trained Human Resource under RMSA-

As the table 6.20 and 6.21 indicates below a total number of **3359** Principals and Teachers have been trained and **sensitized on RMSA** by now. Out of these **1157** are principals, **1172** are teachers and remaining **86** are the teachers who are developed as Master Trainers by the SPDO.

Table 6.22 Persons trained in Training on RMSA Sensitization

| Sr No. | Name of the training | Target Group | Month/Time | No |
|--------------|--|-------------------------|-------------|-------------|
| 1 | MT Development on RMSA Sensitization for Principals and Teachers | Principals and Teachers | Nov 2011 | 86 |
| 2 | RMSA Sensitization | Principals and Teachers | Dec/Jan2011 | 3222 |
| Total | | | | 3308 |

Table 6.23 District wise details of persons trained in RMSA Sensitization Training

| S.No. | State | Participant (Principal) | Participant (Teacher) | Total |
|--------------------|-----------------------|-------------------------|-----------------------|-------------|
| 1 | Almora | 216 | 213 | 429 |
| 2 | Bageshwer | 72 | 70 | 142 |
| 3 | Chamoli | 158 | 157 | 315 |
| 4 | Chapawat | 66 | 66 | 132 |
| 5 | Haridwar | 45 | 45 | 90 |
| 6 | Deharadun | 120 | 136 | 256 |
| 7 | Nainiatal | 156 | 157 | 313 |
| 8 | Pauri Garhwal | 266 | 266 | 532 |
| 9 | Pithoragarh | 143 | 147 | 290 |
| 10 | Rudrapryag | 89 | 89 | 178 |
| 11 | Tehri Garhwal | 110 | 110 | 220 |
| 12 | U.S. Nager | 92 | 92 | 184 |
| 13 | Uttarakashi | 96 | 96 | 192 |
| Sub Total | | 1629 | 1644 | 3273 |
| 14 | Master Trainer | 43 | 43 | 86 |
| Grand Total | | - | - | 3359 |

As the table 6.22 and 6.23 indicates a total number of **257** teachers have been involved in the **TNA** and trained to be developed as **Master Trainers on subject specific trainings on 07 core subjects** viz. Maths, English, Science, Social Science, Hindi, Sanskrit and Physical education.

**Table 6.22
TNA and MT Development on subject specific Teachers Training**

| Sr No. | Name of the training | Target Group | Month/Time | No |
|--------|--|-----------------------|------------|-----|
| 1 | TNA and MT Development on subject specific Teachers Training | Core Subject Teachers | Jan 2011 | 257 |

Table 6.24 Details of TNA an MT Development on Subject Specific Teachers Training

| S.No | Month | Subject | State level MT | District level MT | | Total |
|------|-----------------|------------|----------------|-------------------|----------------|------------|
| | | | | Kumaon Mandal | Garhwal Mandal | |
| 1 | Dec2010/Jan2011 | Maths | 9 | 46 | 51 | 106 |
| 2 | Dec2010/Jan2011 | English | 11 | 47 | 50 | 108 |
| 3 | Dec2010 | Hindi | 4 | - | - | 4 |
| 4 | Dec2010 | Sanskrit | 7 | - | - | 7 |
| 5 | Dec2010 | Science | 11 | - | - | 11 |
| 6 | Dec2010 | Social Sc. | 10 | - | - | 10 |
| 7 | Dec2010 | Phy.Edu. | 11 | - | - | 11 |
| | Total | 7 | 63 | 93 | 101 | 257 |

In addition to this a total number of **74 Principals and Block Education Officers** have been trained to be developed as Master trainer for **RMSA sensitization and leadership** training. It is expected to cover all the **2195** Principals and BEOs in this training by the end of march 2011 by the state SIEMAT.

**Table 6.25
RMSA Sensitization and Leadership Development Training for Principals and Block Education Officers**

| Sr No. | Name of the training | Target Group | Month/Time | No |
|--------|--|---|----------------------|-------------|
| 1 | MT Development for RMSA Sensitization and Leadership Development | Principals and Block Education Officers | Jan/Feb 2011 | 74 |
| 2 | RMSA Sensitization and Leadership Development | Principals and Block Education Officers | Feb/March2011 likely | 2121 likely |

As the table 6.25 reveals RMSA Uttarakhand has also focused on the Capacity Building of the functionaries associated with the project. In fact, the project also got itself enriched by the contributions made by these functionaries in various meetings, workshops and reviews. A total number of 13 occasions were created by the SPO to interact with these functionaries in 2009-10 covering 425 heads in total, thus contributing to the capacity Building of about **50 Project Functionaries**. Similarly as can be seen in table 6.26, 312 heads were covered in 2010-11 in 10 number of occasions consequently building the capacity of these Project functionaries.

Table 6.26 Capacity Building of Project Functionaries (2009-10)

| S No | Dates | Key Agenda | No. of Participants |
|------|------------|----------------------|---------------------|
| 1 | 29/9/2009 | SEMIS | 35 |
| 2 | 25/9/2009 | SEMIS | 29 |
| 3 | 18/11/2009 | Review RMSA | 21 |
| 4 | 25/11/2009 | RMSA Core Group | 22 |
| 5 | 11/12/2009 | State Resource Group | 30 |

| | | | |
|--------------|---------------|----------------------------|------------|
| 6 | 14-16/12/2009 | RMSA Perspective Plan | 42 |
| 7 | 17-19/12/2009 | Perspective Plan | 62 |
| 8 | 15-16/01/2010 | Perspective Plan and AWP&B | 48 |
| 9 | 17/01/2010 | AWP&B | 31 |
| 10 | 18/01/2010 | Perspective Plan & Quality | 34 |
| 11 | 10/03/2010 | Perspective Plan & Quality | 31 |
| 12 | 11/03/2010 | Perspective Plan & Quality | 36 |
| 13 | 15/03/2010 | Perspective Plan & Quality | 04 |
| Total | | | 425 |

Table 6.27 Capacity Building of Project Functionaries (2010-11)

| S.No. | Dates | Key Agenda | No. of Participants |
|--------------|---------------|---|---------------------|
| 1 | 14/05/2010 | Girls Hostel & Model School | 43 |
| 2 | 22/05/2010 | Perspective Plan RMSA | 35 |
| 3 | 11/06/2010 | Girls Hostel & Model School | 18 |
| 4 | 22-23/6/2010 | Girls Hostel & Model School | 48 |
| 5 | 17-18/09/2010 | AWP& B 2010-11 | 23 |
| 6 | 10/12/2010 | Review Meeting : RMSA | 34 |
| 7 | 13-14/12/2010 | SRG Meeting : Focus on Training & Quality | 37 |
| 8 | 23-24/12/2010 | Project Functionaries | 03 |
| 9 | 03-04/11/2011 | SEMIS | 30 |
| 10 | 08-11/02/2011 | SEMIS & AWP&B | 41 |
| Total | | | 312 |

Training Venues Developed under RMSA-

These training were imparted at various places viz. SPDO, SIEMAT, SCERT, DIETs and on 53 block level **venues** as depicted in table no-5.

Table 6.28 Training Venues

| District | Training Venue | | No. |
|-------------|----------------|---------------------------------------|-----|
| Almora | 1 | D.I.E.T. Almora | 6 |
| | 2 | B.R.C. Dwarhaat | |
| | 3 | G.I.C. Chowkhutia | |
| | 4 | B.R.C. Genel Bhikiyasand | |
| | 5 | G.I.C Danya/ Gandhi, I.C. Panwa Naula | |
| | 6 | B.R.C. Tadikhet | |
| Bageshwar | 1 | G.I.C. Garud | 3 |
| | 2 | G.I.C. Bageshwar | |
| | 3 | V.M. Hichowdi | |
| Champawat | 1 | G.G.I.C. Lohaghat | 3 |
| | 2 | G.I.C. Pati | |
| | 3 | G.I.C. Champawat | |
| U.S.Nagar | 1 | G.G.I.C. Kashipur | 3 |
| | 2 | A.N. Jha, G.I.C., Rudrapur | |
| | 3 | G.G.I.C. Sitaraganj | |
| Pithoragarh | 1 | G.I.C. Dharchula | 5 |
| | 2 | G.I.C. Munsiyari | |

| | | | |
|-------------|---|--------------------------------------|-----------|
| | 3 | G.I.C. Berinag | |
| | 4 | G.I.C. Pithoragarh | |
| | 5 | D.I.E.T. Pithoragarh | |
| Nainital | 1 | D.I.E.T. Bhimtaal/ G.G.I.C. Bhimtaal | 5 |
| | 2 | D.I.E.T. Bhimtaal | |
| | 3 | Mathura Prasad I.C. Ramnagar | |
| | 4 | C.R.C. Haldwani | |
| | 5 | G.I.C. Kaladungi | |
| Uttarkashi | 1 | G.I.C. Maneri | 3 |
| | 2 | G.I.C. Dunda | |
| | 3 | G.I.C. Purola | |
| Rudraprayag | 1 | G.I.C. Agastyamuni | 2 |
| | 2 | G.I.C. Ukhimath | |
| Dehradun | 1 | B.R.C. Kalsi | 4 |
| | 2 | D.I.E.T. Dehradun | |
| | 3 | G.I.C. Dakpathar | |
| | 4 | G.I.C. Sahaspur | |
| Haridwar | 1 | D.I.E.T. Roorkee | 1 |
| Chamoli | 1 | G.I.C. Gopeshwar | 4 |
| | 2 | G.I.C. Joshimath | |
| | 3 | G.I.C. Tharali | |
| | 4 | G.I.C. Karanprayag | |
| Pauri | 1 | B.R.C. Kotdwar | 7 |
| | 2 | Bharat Mandir, I.C., Rishikesh | |
| | 3 | G.I.C. Jayaharikhal | |
| | 4 | G.I.C., Ekeshwar | |
| | 5 | G.I.C. Thelisand | |
| | 6 | G.G.I.C. Shrinagar | |
| | 7 | G.G.I.C. Pauri | |
| Tehri | 1 | G.I.C. Chamiyala | 7 |
| | 2 | G.I.C. Chamba | |
| | 3 | G.I.C. Jakhadidhar | |
| | 4 | G.I.C. kirtinagar | |
| | 5 | G.I.C. Nainbagh | |
| | 6 | G.I.C. Lambhgauv | |
| | 7 | G.I.C. Narendranagar | |
| | | | 53 |

In other words RMSA Uttarakhand is trying to bring trainings closer to the schools so that the absence cost of the teachers is minimized.

NEED-

Our state Uttarakhand, has adopted the CBSE pattern and textbooks of NCERT at the secondary level. To cope up with the demands of the new pattern, in-service teachers training becomes essential. A new perspective of education requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge. Such role demand that teachers should be equipped with a better understanding of curriculum, subject content and pedagogy on the one hand and community and school structure and management on the other.

The areas that are required to be in-corporated in in-service teacher's training, according to new pattern are – curriculum, syllabus, transaction process and evaluation. Even out of these the transaction process plays an important role. **The Capacity building of the teachers in subject areas and transaction process is needed for the qualitative development of children.**

We have **already sensitized 3639** principals and teachers of the state on the components of RMSA. **74** principals and BEOs have also been trained on the academic leadership issues. RMSA Uttarakhand has also developed **257 Master Trainers** along with the **training modules for 07 core subjects.**

So, now we are prepared to move ahead in the direction and **CAN TAKE UP THE SUBJECT SPECIFIC TEACHER TRAININGS** to the district and block levels covering **14260** (257 already trained as MT) teachers as depicted in table number no-1 at more than **50 venues** shown in table-5.

TRAINING CONTENTS

The key training contents that would be incorporated in these trainings are:

- NCF 2005 expectations
- CBSE pattern in the state
- Constructing knowledge
- Aims , Nature of the Subjects
- Pedagogic processes
- Facilitation processes
- Identification of learning areas that demand special attention in the subject
- Subject specific interventions
- Issues related to evaluation in the concerned subjects etc.

TRAINING METHODOLOGY-

The training methods visualized to be adopted in the teacher trainings would be based on adult learning principles (andragogy) suitable to the adult trainees. It would focus on the use of those methods which involve participants and seek their contributions. Discussions, individual and group presentations will be used to make the sessions participatory.

TIME INDICATIONS FOR THE TRAININGS-

The duration of each training batch will be of **05 days** which is in consonance with the RMSA norms.

A tentative timetable for these trainings would be as follows:

Table 6.29
Suggested time table for the subject specific teacher training

| DAY/ TIME | 10:00am-11.30am | 11:30am- 1:00pm | 1:30pm- 3:00pm | 3:00pm-4:00pm | 4:00pm- 5:00pm |
|----------------------|--|--|---------------------------|--|--|
| ONE | Introduction, Expectations Apprehensions | NCF 2005 expectations | L U N C H | CBSE pattern in the state | Aims , Nature of the Subject |
| TWO | Constructing knowledge | Pedagogic processes | | Discussion on the Subject specific book | Identification of learning areas that demand special attention in the subject |
| THREE | Classroom treatment of learning areas that demand special attention in the subject/ Subject specific interventions | Classroom treatment of learning areas that demand special attention in the subject/ Subject specific interventions | | Classroom treatment of learning areas that demand special attention in the subject/ Subject specific interventions | Classroom treatment of learning areas that demand special attention in the subject/ Subject specific interventions |
| FOUR | Classroom treatment of learning areas that demand special attention in the subject/ Subject specific interventions | Classroom treatment of learning areas that demand special attention in the subject/ Subject specific interventions | | Issues of evaluation in the concerned subjects | Issues of evaluation in the concerned subjects |
| FIVE | Subject teaching improvement plan | Subject teaching improvement plan | | Summarizing, Report Reading | Feedback, Valediction |

VENUES-

The trainings would be given simultaneously at the 53 venues as shown in table no-6 for each subject. Each subject may require a maximum of three training cycles in succession.

Capacity Building of Head Masters and newly recruited teachers-

The Plan also visualizes training programmes for the **Capacity Building of Head Masters and newly recruited teachers** as shown in the table below:

Table 6.30
Capacity Building of Head Masters and newly recruited teachers

| Name of the District | No. of Head Masters | No. of Teachers | Total |
|-----------------------------|----------------------------|------------------------|--------------|
| Almora | 242 | 77 | 319 |
| Bageshwar | 93 | 49 | 142 |
| Chamoli | 185 | 49 | 234 |
| Champawat | 80 | 35 | 115 |
| Dehradun | 202 | 49 | 251 |
| Haridwar | 89 | 63 | 152 |
| Nainital | 181 | 42 | 223 |
| Pauri | 353 | 28 | 381 |
| Pithoragarh | 171 | 56 | 227 |
| Rudrapryag | 106 | 21 | 127 |
| Tehri | 227 | 42 | 269 |
| Udhamsingh Nagar | 119 | 28 | 147 |
| Uttarkashi | 101 | 28 | 129 |
| Total | 2149 | 567 | 2716 |

In all **2149** Head Master and **567** newly recruited teachers will be trained. The combined number becomes **2716**.

The Capacity Building of the Head Masters will be carried out in the areas of implementing components of RMSA, School administration, leadership and pedagogic practices.

The Training of the newly recruited teachers will be carried out the areas of the RMSA sensitization, NCF expectations, pedagogic practices, CCE etc.

KEY ACTIVITIES-

The key activities in this year in the area of teacher training are proposed as following:

- Conduct of State Resource Group meetings
- Meetings with SCERT Uttarakhand on training implementation
- Meetings of SPDO, SCERT Uttarakhand, SIEMAT, DEOs, DPOs, Master Trainers on training implementation
- Rereading of Modules and Moderation
- Completion of District Resource Groups in remaining districts
- Conduct of District Resource Group meetings
- Conduct of Subject Specific Training at the block level in Mathematics
- Conduct of Subject Specific Training at the block level in English.
- Conduct of Subject Specific District Level MT Training in Science.
- Conduct of Subject Specific Training at the block level in Science.
- Conduct of Subject Specific District Level MT Training in Social Science.

- Conduct of Subject Specific Training at the block level in Social Science.
- Conduct of Subject Specific District Level MT Training in Hindi.
- Conduct of Subject Specific Training at the block level in Hindi.
- Conduct of Subject Specific District Level MT Training in Sanskrit.
- Conduct of Subject Specific Training at the block level in Sanskrit.
- Conduct of Subject Specific District Level MT Training in Physical Education.
- Conduct of Subject Specific Training at the block level in Physical Education.
- Conduct of Capacity Building of Head Masters and newly recruited teachers.
- Monitoring of trainings by SPDO.
- Monitoring of trainings by SCERT.
- Monitoring of trainings by DPOs/RPs.
- Quarterly Reports by DPOs to SCERT and SPDO.
- Quarterly Reports by SCERT to SPDO.
- Review Meetings of SPDO, SCERT, DPOs.
- Exposure visits to premier /important national/other training institutes by SPDO functionaries, SCER personnel, DPOs to get insight into the functioning of these institutions of repute.
- Preparation of AWP&B for the next year by DPOs.
- Preparation of AWP&B for the next year by SCERT.
- Preparation of AWP&B for the next year by SPDO.

ACTIVITY SCHEDULE-

Table 6.31 Activity Schedule

| S.No. | Activity | Month/Time |
|--------------|---|-------------------|
| 1 | Conduct of State Resource Group meetings | April 2011 |
| 2 | Meetings with SCERT Uttarakhand on training implementation | April 2011 |
| 3 | Meetings of SPDO, SCERT Uttarakhand, SIEMAT, DEOs, DPOs, Master Trainers on training implementation | April 2011 |
| 4 | Completion of District Resource Groups in remaining districts | By July 2011 |
| 5 | Conduct of District Resource Group meetings | July 2011 |
| 6 | Conduct of Subject Specific MT Development/Teacher Training at the block level in Mathematics. | July 2011 |
| 7 | Conduct of Subject Specific MT Development/Teacher Training at the block level in English. | August 2011 |
| 8 | Conduct of Subject Specific Training at the block level in Science. | September 2011 |
| 9 | Conduct of Subject Specific MT Development/Teacher Training at the block level in Social Science. | October 2011 |

| | | |
|----|---|---------------------------------|
| 10 | Conduct of Subject Specific MT Development/Teacher Training at the block level in Hindi. | November2011 |
| 11 | Conduct of Subject Specific MT Development/Teacher Training at the block level in Sanskrit. | December2011 |
| 12 | Conduct of Subject Specific MT Development/Teacher Training at the block level in Physical Education. | January2011 |
| 13 | Conduct of Head Masters and newly recruited teachers trainings | Nov. 2011 to Feb. 2012 |
| 14 | Monitoring of trainings by SPDO. | During the training periods |
| 15 | Monitoring of trainings by SCERT. | During the training periods |
| 16 | Monitoring of trainings by DPOs/RPs. | During the training periods |
| 17 | Quarterly Reports by DPOs to SCERT and SPDO. | June, Sepember and December2011 |
| 18 | Quarterly Reports by SCERT to SPDO. | June, Sepember and December2011 |
| 19 | Review Meetings of SPDO,SCERT, DPOs | June, Sepember and December2011 |
| 20 | Exposure visits to premier /important national/other training institutes by SPDO functionaries, SCER personnel, DPOs to get insight into the functioning of these institutions of repute. | November/December 2011 |
| 21 | Preparation of AWP&B for the next year by DPOs. | From November2011 onwards |
| 22 | Preparation of AWP&B for the next year by SCERT. | From November2011 onwards |
| 23 | Preparation of AWP&B for the next year by SPDO. | From November2011 onwards |

**FINANCIAL IMPLICATIONS-
RECURRING:**

Table 6.32 Financial Implication (Recurring)

| S.No. | Activity | Unit Cost in lakhs | No | Total in Lakhs |
|-------|---|--------------------|------|----------------|
| 1 | Conduct of State Resource Group meetings 02 in a year | Lump sum 00.40 | 02 | 00.80 |
| 2 | Meetings with SCERT Uttarakhand on training implementation 02 in a year | Lump sum 00.05 | 02 | 00.10 |
| 3 | Meetings of SPDO, SCERT Uttarakhand, SIEMAT, DEOs, DPOs, Master Trainers on training implementation | Lump sum 00.40 | 01 | 00.40 |
| 4 | Conduct of District Resource Group meetings | 00.05 | 13 | 00.70 |
| 5 | Conduct of Subject Specific Training at the block level in Mathematics. | 00.01 | 2661 | 26.61 |
| 6 | Conduct of Subject Specific Training at the block level in English. | 00.01 | 2307 | 23.07 |
| 7 | Conduct of Subject Specific MT Development/Teacher Training at the block level in Science. | 00.01 | 1808 | 18.08 |

| | | | | |
|----|--|-------------------|------|---------------|
| 8 | Conduct of Subject Specific MT Development/Teacher Training at the block level in Social Science. | 00.01 | 3168 | 31.68 |
| 9 | Conduct of Subject Specific MT Development/Teacher Training at the block level in Hindi. | 00.01 | 2495 | 24.95 |
| 10 | Conduct of Subject Specific MT Development/Teacher Training at the block level in Sanskrit/Arts. | 00.01 | 467 | 4.67 |
| 11 | Conduct of Subject Specific MT Development/Teacher Training at the block level in Physical Education. | 00.01 | 1354 | 13.54 |
| 12 | Conduct of Head Masters and newly recruited teachers trainings | 00.01 | 2716 | 27.16 |
| 13 | Monitoring of trainings by SPDO. | Lump sum 00.50 | - | 00.50 |
| 14 | Monitoring of trainings by SCERT. | Lump sum 00.50 | - | 00.50 |
| 15 | Monitoring of trainings by DPOs/RPs. | 00.50 | 13 | 07.00 |
| 16 | Review Meetings of SPDO, SCERT, DPOs 02 per annum | 00.20 | 02 | 00.40 |
| 17 | Exposure visits to premier /important national/other training institutes by SPDO functionaries, SCERT personnel, DPOs to get insight into the functioning of these institutions of repute. | Lump sum 00.50 | - | 00.50 |
| 18 | Contingency for SPDO | Lump sum 00.50 | - | 00.50 |
| 19 | Contingency for SCERT | Lump sum 00.50 | - | 00.50 |
| 20 | Contingency for DPO | Lump sum 00.50 | - | 00.50 |
| | GRANT TOTAL | - | - | 182.16 |

The total implications for the training activities are to the tune of **Rs.182.16 Lakhs** (One Hundred Eighty two Lakh and sixteen only).

ISSUES-

While implementing RMSA in the previous and the present year the SPO Uttarakhand has felt certain impediments and issues which we seem appropriate to discuss in this AWP&B Proposal:

1-(a)-The late release of grants by the Central Government (1st installment was released in Feb. 2011) at times made SPO helpless to timely fund training and quality interventions resulting delay in implementing training schedules by the SCERT and even leading to cancellations.

(b)-On many occasions the SPO was forced to take loans from other heads to facilitate the training programmes. So, a timely release of funds by the Central Government may improve the situation.

2-(a)-The unit cost of Rs. 0.01 lakhs approved by the PAB for the teachers training is very low. In fact the hilly state of Uttarakhand deserves a contextual treatment by the Central Government. The difficult hilly terrain poses a challenge to conduct non residential trainings in most part of the state. The trainings generally bound to become residential as it becomes difficult for the participants to daily commute to and fro from the venues to their respective homes. So, the unit cost of **Rs. 00.01 lakh per person seems to be meager and need to be appropriately increased by the PAB.**

3-(a)-With great effort RMSA Uttarakhand could locate and develop at least **53 training venues** across the state. This has not only reduced the absence cost of the teachers but also brought the training function closer to the block level. Now, it becomes imperative to strengthen these training venues which at present are not in a satisfactory state as far as physical and other resources are concerned especially in the hilly areas. **A grant of at least Rs. 0.35 Lakh per training venue may be considered for the strengthening of the training venues.** The implications for this would be to the tune of **Rs 18.55** Lakhs as indicated in table No. 7.

(b)-Moreover, it is very difficult to provide fooding and lodging facility in these remote areas especially in the nights. So, a grant of Rs.56/-per person per day for Dinner and Breakfast may be considered by the PAB. The implications for this would be to the tune of **Rs 7.98** Lakh as indicated in table No. 7. The overall implications as indicated in table no. 7 would be to the tune of almost 26.50 lakh.

4-The engagement of the principals and especially the teachers in census and the election duty (which is mandatory) has also caused some of the trainings to be cancelled by the SCERT and SIEMAT.

5-Similarly the engagement of the teachers in pre-board examinations, home-examinations and the board-examinations, board evaluations deprived the SPO from the opportunity to conduct the subject specific trainings to be conducted at the district and block levels. However the module preparation and the training of the MT in Seven Core Subjects have been completed. **So, we are proposing the conduct of subject specific trainings in seven core subjects at the district/block level venues for 14260 teachers in the year 2011-12.**

6-Also, the unavailability of the teachers in the winter and summer vacations further squeezed the number of days available for the training function to be implemented in the state.

Strengthening of Venues

Refresher courses are necessary to update the teachers in the form of teachers training. In the similar way due to geographical situation of state, there is a need to strengthening of venues for training and to solve other purposes also. In the state the terms and condition are not favorable for day training, teachers have to stay for night also. So for residential training to strengthen the venues is necessary.

Financial Provision-

For strengthening of venues the financial requirement is needed as following-

Table 6.33 Strengthening of venues the financial requirement

| S.No. | Name of District | Strengthening of Training Venues | Unit cost (In Lakhs) | Total cost (In Lakhs) |
|--------------|------------------|----------------------------------|----------------------|-----------------------|
| 1 | Almora | 6 | 0.5 | 3.0 |
| 2 | Bageshwar | 3 | 0.5 | 1.5 |
| 3 | Chamoli | 4 | 0.5 | 2.0 |
| 4 | Champawat | 3 | 0.5 | 1.5 |
| 5 | Haridwar | 1 | 0.5 | 0.5 |
| 6 | Dehradun | 4 | 0.5 | 2.0 |
| 7 | Nainital | 5 | 0.5 | 2.5 |
| 8 | Pithoragarh | 5 | 0.5 | 2.5 |
| 9 | Pauri | 7 | 0.5 | 3.5 |
| 10 | Tehri | 7 | 0.5 | 3.5 |
| 11 | Rudrapryag | 2 | 0.5 | 1.0 |
| 12 | U.S. Nagar | 3 | 0.5 | 1.5 |
| 13 | Uttarkashi | 3 | 0.5 | 1.5 |
| Total | | 53 | 0.5 | 26.5 |

Table 6.33(A) Strengthening of venues summary

| S.No. | Activity | No. of Venues | No. of Participants | Unit cost Rs in Lakhs | Total Rs in Lakhs |
|--------------|----------------------------------|---------------|---------------------|-----------------------|-------------------|
| 1 | Strengthening of training venues | 53 | - | 0.35 | 18.55 |
| 2 | Dinner and Breakfast | - | 14260 | 0.00056 | 7.98 |
| Total | | | | | 26.53 |

Excursion Trip for Students-

According to RMSA guideline excursion trip for student admissible. AWB&B 2010-11 approved students who were studying in class X at the rate of Rs 1000/-. The budget release by GOI in 2011 in the meanwhile board practical examination & remedial class started so excursion trip not done. Excursion trip of all govt. & aided school is proposed as follows-

Table 6.34 Excursion trip of all govt. & aided school is proposed

| S No | District | Govt. schools | | Aided Schools | | Total | Unit cost | Total cost |
|--------------------|-------------|---------------|--------------|---------------|--------------|---------------|-------------|----------------|
| | | Boys | Girls | Boys | Girls | | | |
| 1 | Bageshwar | 2254 | 1996 | 550 | 422 | 5222 | 0.01 | 52.22 |
| 2 | Nainital | 5165 | 5347 | 1401 | 1202 | 13115 | 0.01 | 131.15 |
| 3 | Pithoragarh | 3803 | 3855 | 298 | 387 | 8343 | 0.01 | 83.43 |
| 4 | Champawat | 1936 | 1794 | 28 | 6 | 3764 | 0.01 | 37.64 |
| 5 | Almora | 5446 | 5072 | 1502 | 1254 | 13274 | 0.01 | 132.74 |
| 6 | U.S.Nagar | 4752 | 5753 | 2829 | 1246 | 14580 | 0.01 | 145.80 |
| 7 | Pauri | 2585 | 2450 | 0 | 0 | 5035 | 0.01 | 50.35 |
| 8 | Rudraprayag | 0 | 4511 | 0 | 415 | 4926 | 0.01 | 49.26 |
| 9 | Chamoli | 3714 | 3340 | 205 | 128 | 7387 | 0.01 | 73.87 |
| 10 | Dehradun | 3803 | 4385 | 2521 | 2442 | 13151 | 0.01 | 131.51 |
| 11 | Haridwar | 1202 | 1630 | 11186 | 7961 | 21979 | 0.01 | 219.79 |
| 12 | Tehri | 5396 | 5051 | 400 | 354 | 11201 | 0.01 | 112.01 |
| 13 | Uttarkashi | 2565 | 2940 | 0 | 0 | 5505 | 0.01 | 55.05 |
| Grand total | | 42621 | 48124 | 20920 | 15817 | 127482 | 0.01 | 1274.82 |

Excursion Trip for Teachers and Administrators-State proposed excursion trip for teachers and administrators. Teachers learn through experiential visit/educational trip/museum and other activity which are not available in the state. So the excursion/experiential visit is proposed out of state. Professional Development Activities for Mathematics Teachers at school level is proposed is I.I.T. Bombay. State government are keenly interested for this activity. I.I.T. Bombay has proposed course fees for these activity is Rs. 6000/- per participant. The total cost per participant is proposed is Rs 10000/- including course fees and other expenses such as TA/DA etc.

Table 6.34 (A) Excursion trip of Administrators and Teachers

| S.No. | Name of District | Administrator | Teachers | Total | Unit cost (in Lakhs) | Total Cost (in Rs.) |
|-------|------------------|---------------|----------|-------|----------------------|---------------------|
| 1 | Almora | 0 | 220 | 220 | 0.10 | 22.00 |
| 2 | Bageshwar | 90 | 76 | 166 | 0.10 | 16.60 |
| 3 | Chamoli | 178 | 166 | 344 | 0.10 | 34.40 |
| 4 | Champawat | 30 | 74 | 104 | 0.10 | 10.40 |
| 5 | Dehradun | 43 | 146 | 189 | 0.10 | 18.90 |
| 6 | Haridwar | 66 | 114 | 180 | 0.10 | 18.00 |
| 7 | Nainital | 51 | 165 | 216 | 0.10 | 21.60 |
| 8 | Pauri | 78 | 277 | 355 | 0.10 | 35.50 |
| 9 | Pithoragarh | 30 | 162 | 192 | 0.10 | 19.20 |
| 10 | Rudrapryag | 0 | 94 | 94 | 0.10 | 9.40 |

| | | | | | | |
|--------------|------------|------------|-------------|-------------|-------------|---------------|
| 11 | Tehri | 25 | 223 | 248 | 0.10 | 24.80 |
| 12 | U.S. Nagar | 43 | 99 | 142 | 0.10 | 14.20 |
| 13 | Uttarkashi | 40 | 102 | 142 | 0.10 | 14.20 |
| Total | | 674 | 1918 | 2592 | 0.10 | 259.20 |

Promotion of Science-

We conduct 5 activities at state level which are related to science and sponsored by Government of India. But these activities are not institutionalized at state level. The aim of promotion of science yet to be achieved. There are many reasons such as awareness of these activity proper guidance, physical and finance resource. Public schools are mostly participate in these activity and percentage of participation of Government and Aided Schools are less.

Activity-

Different activity will be conducted at school level in such a manner that every student will participate, so that will be a part of school activity. There will be a competition on the last day of the month in selected school. Suggestive activity schedule is follows-

Table 6.35 Science Activity

| S.No. | Activity | Time | Responsible of activity |
|-------|--------------------|----------------------------|----------------------------|
| 1 | Science quiz | Last working day of August | Academic Committee of SMDC |
| 2 | Science drama | September | Academic Committee of SMDC |
| 3 | Science Seminar | October/November | Academic Committee of SMDC |
| 4 | Science Exhibition | 23 December | Academic Committee of SMDC |
| 5 | Science Mala | 31 January/ 2 February | Academic Committee of SMDC |

Documentation of these activity done by academic committee. The first three participants will be awarded by SMDC. Beside of these activities local/ prominent Scientist will be invited in school and exposers conducted in scientific institution. The project model will be prepared by student simultaneously. Following schools proposed in first phase.

Financial Provision-

Conducting above activity following financial assistance is required-

Table 6.36 Science exhibition at School level

| S.No. | Name of District | No. of Govt. School | Unit cost (In Lakhs) | Total cost (In Lakhs) |
|-------|------------------|---------------------|----------------------|-----------------------|
| 1 | Almora | 220 | 0.05 | 11.00 |
| 2 | Bageshwar | 76 | 0.05 | 3.80 |
| 3 | Chamoli | 166 | 0.05 | 8.30 |

| | | | | |
|--------------|-------------|-------------|-------------|--------------|
| 4 | Champawat | 74 | 0.05 | 3.70 |
| 5 | Dehradun | 145 | 0.05 | 7.25 |
| 6 | Haridwar | 58 | 0.05 | 2.90 |
| 7 | Nainital | 164 | 0.05 | 8.20 |
| 8 | Pauri | 277 | 0.05 | 13.85 |
| 9 | Pithoragarh | 162 | 0.05 | 8.10 |
| 10 | Rudrapryag | 94 | 0.05 | 4.70 |
| 11 | Tehri | 225 | 0.05 | 11.25 |
| 12 | U.S. Nagar | 99 | 0.05 | 4.95 |
| 13 | Uttarkashi | 100 | 0.05 | 5.00 |
| Total | | 1860 | 0.05 | 93.00 |

Table 6.37 Science exhibition at District level

| S.No. | Name of District | Number of School | Unit cost (in Lakhs) | Total Cost (in Lakhs.) |
|--------------|------------------|------------------|----------------------|------------------------|
| 1 | Almora | 1 | 0.5 | 0.5 |
| 2 | Bageshwar | 1 | 0.5 | 0.5 |
| 3 | Chamoli | 1 | 0.5 | 0.5 |
| 4 | Champawat | 1 | 0.5 | 0.5 |
| 5 | Haridwar | 1 | 0.5 | 0.5 |
| 6 | Dehradun | 1 | 0.5 | 0.5 |
| 7 | Nainital | 1 | 0.5 | 0.5 |
| 8 | Pithoragarh | 1 | 0.5 | 0.5 |
| 9 | Pauri | 1 | 0.5 | 0.5 |
| 10 | Tehri | 1 | 0.5 | 0.5 |
| 11 | Rudrapryag | 1 | 0.5 | 0.5 |
| 12 | U.S. Nagar | 1 | 0.5 | 0.5 |
| 13 | Uttarkashi | 1 | 0.5 | 0.5 |
| Total | | 13 | 0.5 | 6.5 |

Above amount will meet out the expenses of award, purchase of material, books, etc.

Selected student from different activity will participate at block level competition. Block level competition will be done at the rate of Rs 1000/- per school which is meet out from school level financial provision.

Monitoring responsible and monitoring these activity by SMDC. Following will be monitoring system-

Table 6.38 Supervision in different levels.

| S.No. | Level | Supervising Authority |
|-------|----------------|-------------------------|
| 1 | School level | Academic Committee |
| 2 | Block level | Block education officer |
| 3 | District level | DEO |
| 4 | State | SPO/SCERT |

Assessment of these activities will be on record basis which is conducted by DPO/DIET block, District and State level. Competition will be conducted by next year which is basis of the success of this year.

Book Fair

In our life books are our friend and torch bearer in need, so definitely books are true friend indeed. If we are books friendly then we need not to go away to invest time in leisure. Taking this concept book fair is inevitable part for the life of students to make them update with time.

Initially book fair will be organized in district headquarters to acquaint the children with various type of books related to study subjects as well as general studies, auto biography, science fiction etc.

Financial Provision-

To organize the book fair in district level the budgetary allocation is needed as follow-

Table 6.39 Financial table for book fair

| S.No. | Name of District | Physical | Unit cost (In Lakhs) | Total cost (In Lakhs) |
|--------------|------------------|-----------|----------------------|-----------------------|
| 1 | Almora | 1 | 0.5 | 0.5 |
| 2 | Bageshwar | 1 | 0.5 | 0.5 |
| 3 | Chamoli | 1 | 0.5 | 0.5 |
| 4 | Champawat | 1 | 0.5 | 0.5 |
| 5 | Haridwar | 1 | 0.5 | 0.5 |
| 6 | Dehradun | 1 | 0.5 | 0.5 |
| 7 | Nainital | 1 | 0.5 | 0.5 |
| 8 | Pithoragarh | 1 | 0.5 | 0.5 |
| 9 | Pauri | 1 | 0.5 | 0.5 |
| 10 | Tehri | 1 | 0.5 | 0.5 |
| 11 | Rudrapryag | 1 | 0.5 | 0.5 |
| 12 | U.S. Nagar | 1 | 0.5 | 0.5 |
| 13 | Uttarkashi | 1 | 0.5 | 0.5 |
| Total | | 13 | 0.5 | 6.5 |

In next phase our aim to organize the book fair in block level even in school level also.

Edusat

Introduction-

Information and Communication technology has become the essential part of life. To enhance the use of technology in our secondary schools is the need of today. In our state the Geographical situations are different in different places, so it is a uphill task to access the places with one go.

ISRO has launched communication satellite called GSAT-3 for exclusive use of the education system in India', so the network constructed regarding GSAT-3 called EDUSAT with the aim of providing sustainable, accurate and distance education in all over India.

In account of Uttarakhand, inclusion of EDUSAT right be boon for students of secondary schools that will take educational material to remote and inaccessible areas.

Aims to Objective-

EDUSAT Network system aims-

- a. Provide access to quality education particularly for remote location.
- b. Enhance the distance education due to the geographical condition of state.
- c. Improve the level on Science, Mathematics and English.
- d. Ensure that teacher absenteeism does not disturb the study of children.
- e. Update the working teacher.
- f. Utilize the ICT.
- g. Train children for General and Competitive examination.
- h. Deliver the e-class learning material CD at a glance in different schools simultaneously.
- i. Check the migration of students because lack of quality education and quest for excellence.

Project Phasing-

In the first phase 95 schools of block headquarter, 13 District Project officers, 13 DIETs, 01 State Project Office/IT Academy, 01 SCERT and 01 Uttarakhand School Education Board total 124 satellite interactive terminals will be made functional in state.

After the completion of first phase in the next financial year all the rest of schools, gram panchayat, farmers and disaster management will be connected through EDUSAT.

Convergence-

Uttarakhand satellite application centre (USAC) with Collaboration of India space Research organization will set up SITs in state. Satellite Trans-receivers hub is already functional in Doon University Dehradun. So we have to install 125 Sits in first phase.

Curriculum and Resource Person for Expert Centre-

After the installation of 124 SIT's in different parts of state. The SIT established in IT Academy Dehradun will be upgraded as expert centre and all the activities will be aired from this centre to different location of state.

The 95 SITs in those identified schools will be installed where a room with capacity to accommodate a 25-50 students at a time and have one attached small room also 13 SITs each will be established in DPOs and DIETs, of Districts but in those venues where DIETS and DPO are in same premises than there will only one SIT be installed and the additional SIT will be shifted to the school of remote area. One SIT each will be installed in IT Academy, SPO, UVSP and SCERT of the state.

Table 6.40 SIT to be established

| S.No. | School | DPO District | DIET District | SPO/ IT Academy | UVSP | SCERT | Total |
|------------|--------|--------------|---------------|-----------------|------|-------|-------|
| No. of SIT | 95 | 12 | 13 | 1 | 1 | 1 | 123 |

ISRO provides 2 types terminals in Edusat network-

- Satellite interactive terminals (SIT)
- Receive only terminals (ROT)

As Satellite Interactive Terminals provides two ways audio and video interactivity, so 124 SITs will be included in network for first phase.

The Salient features of this network-

- Convenient two way interactivity.
- Access of content and transmission of queries to expert centre.
- No Lag behind video conferencing.
- Access to the remotest part of state.
- Live class room Lecture.
- CD: recorded content.

Expert Centre-

IT Academy will be developed as a expert centre because of Satellite transreceiver hub is already functional in Doon University Campus Dehradun.

All the activities will be conducted from expert centre. To make expert centre operational resource person from working school innovative teachers will be selected with the help of principal, Block education officer and District Education officer in different subject and given appropriate training to face the camera and other things. Other experts from higher education counselor, NGO's etc will be hired. The resource person will be selected in different subject. i.e. Physics, Chemistry, Math's, English, Science and social Science ten resource persons will be developed in each subject. To run the expert centre initially, we have e-content CD of math, physics, chemistry and biology which developed earlier with the help of expert teacher. These previously indentified expert teachers would be our asset to deliver the content.

Content Development-

In merit basis the resource persons will be selected in different subject and subject wise hard content which need to be included on content development to be broad cast through Edusat will be finalized by the Department of school education and the resource persons of different subjects.

The resource person will be in charge of expert room for stipulated time and they will be deployed by adopted roster system.

Feedback from School-

After the successful run of programme form expert centre and feedback will be taken from the schools and received by empowered

committee of RMSA headed by State Project Director and prompt action will be taken to improve the quality of the programme.

Uttarakhand Edusat Network

Satellite : INSAT 4 CR : 74° EAST

Channel : 2 KU-BAND COVERAGE

- Central Station (main Hub)
All traffic is routed through the main Hub
- 3.8 M Antenna for Hub
- 1.2 m. antenna & ODU for SIT
- Studio / Teaching end room

Network Sizing

Ku-band Regional Beam :

- *Minimum 1 Hub / each state.*
- Each HUB is capable of handling maximum 8 Nos. of networks.
- Each network can have 500 SITs (max.).
- The forward data rate will be 1.2 MBPS.
- The return channel will have 512 Kbps data rate.

Ku-band Regional Beam:

- Hub with 3.8 M antenna. (with 4W SSPA).
- SITs with 1.2 M (with 2 W SSPA).

1. EDUSAT programme

To enhance the quality of the education, knowledge empowerment and training in different sectors in the state, a proposal for education, training and empowerment is being submitted.

Benefits-

- Virtual classroom
- Video on demand
- Database access
- On-line admission
- On-line examination
- Radio Networking

The other benefits of this network include-

- Low cost two way interactivity and IP based connectivity
- Receive classroom content and transmit queries of the studio
- Point to point video conferencing and multimedia and multi-centric system.
- Reaches the remote parts of the state and links various institutions concerning higher education, medical education, technical education and school education.
- Enhanced teachers training, quality teachers for quality education
- Improve the teachers – taught efficiency, effectiveness and productivity
- Facilitate better understanding of difficult concepts and topics

- Create opportunities for interactive self learning
- Question/ answer session for enriched quality education
- Live lecture
- C.D. recorded content
- Educational content with archival service
- Discussion boards and asynchronous consultations with experts to answer their queries will help teachers in participatory learning and content development.
- Students need counseling, career orientation, enhancing motivation through studies of real-world situation and solutions. They will profit a great deal by motivational online seminars by subject experts.
- Coaching for different competitive examinations.
- Uttarakhand is situated in Earth quake zone 4&5 so the disaster management will be make operational through Edusat.

Requirement of Peripherals-

Following peripherals at teaching-end, SIT's & ROT's are needed-

Table 6.41 Peripherals at teaching-end, SIT's & ROT's

| Peripherals for Teaching End | Peripherals for Satellite Interactive Classroom (SIT) | Peripheral for ROT* |
|-------------------------------------|--|----------------------------|
| PC (2 NOS) with Multi Media | PC with Multi Media | PC with Multi Media |
| Video Capture card for VLC | UPS | UPS |
| UPS | Projector | Projector |
| PTZ Cameras | Handy-Cam | Speakers |
| Handy-Cam | Video Capture card for VLC | |
| Video mixer, audio mixer | | - |
| Speakers, lapel microphone | Speakers, cordless microphone | - |

*Presently Uttarakhand Edusat Hub has connectivity with SIT's Only

Manpower Requirement-

Requirements of Technical Person-

- 1- Engineer (B.E. Electronics & Communication) with 2 years experience in SATCOM / VSAT related field.
- 1- Technical Asst. Operator (Diploma in Computer Engineering / BCA) with 2 years Experience.
- 1- Producer Educationist (Degree/Diploma in drama/mass communication with first class and three years experience in video/TV production.)
- 1- Cameramen (Degree in cinematography from FTII (PUNE) or diploma in videography from any state or recognized institute and preferably having field & studio experience of at least three years as cameraman.)
- Requirements of Personnel (At Remote Sites) – to deploy operator in each School.

Table 6.42 Financial Proposal for Edusat

| Financial Proposal | | | | | |
|---------------------------|--|--|---------------------------------|-----------------|------------------------------|
| S.No. | Activity | Details of Activity | Costing per unit in Lakh | Physical | Total Cost (In Lakhs) |
| 1 | Class Room End (SIT) | KU Band Satellite interactive Terminal | 4 | 120 | 480 |
| 2 | Opserator | To run the class room End | 0.20 per month for 10 months | 120 | 240 |
| 3 | Class Room Site preparation | Sites need to be prepared whenever required for SIT centre | 1 | 120 | 120 |
| 4 | Class Room End Maintenance | Maintenance and operation by USAC | 15 % of Total cost of S.No.1 | | 72 |
| Sub Total | | | | | 912 |
| State Hub | | | | | |
| 5 | Teaching end expert centre and State institution | SIT in UVSP Ramnagar | 4 | 1 | 4 |
| | | SIT in SCERT Narendra Nagar | 4 | 1 | 4 |
| | | SIT in IT academy Dehradun | 4 | 1 | 4 |
| | | Cost of Studio | 40 | 1 | 40 |
| | | Studio equipment and peripheral | 10 | 1 | 10 |
| 6 | Recurring Charges | Annual Band with charges for teaching end expert centre | 6 | 1 | 6 |
| 7 | Teaching end Maintenance | Maintenance and operation by USAC | 15 % of total cost of S.N.-5 | 1 | 9.3 |
| 8 | Site preparation at SCERT and UVSP | Sites need to be prepared whenever required for SIT centre | 1 | 2 | 2 |
| 9 | Manpower Charges | Engineer | 0.25 per month for 12 months | 1 | 3 |
| | | Camera person | 0.2 per month for 11 months | 1 | 2.2 |
| | | Educationist/Producer | 0.25 per month for 12 months | 1 | 3 |
| | | Operator | 0.2 per month for 10 months | 3 | 6 |
| 10 | Content development | Training of teacher and development of | | | 15 |

| | | | |
|--------------------|-----------------|--|---------------|
| | subject content | | |
| Sub Total | | | 108.5 |
| Grand Total | | | 1020.5 |

Table 6.43 EDUSAT to be installed in Schools & State institution

| S.No. | Name of District | Number of School | Unit cost (in Lakhs) | Total Cost (in Rs.) |
|------------------|-------------------------|------------------|----------------------|---------------------|
| 1 | Almora | 13 | 7.6 | 98.8 |
| 2 | Bageshwar | 4 | 7.6 | 30.4 |
| 3 | Chamoli | 11 | 7.6 | 83.6 |
| 4 | Champawat | 6 | 7.6 | 45.6 |
| 5 | Haridwar | 8 | 7.6 | 60.8 |
| 6 | Dehradun | 8 | 7.6 | 60.8 |
| 7 | Nainital | 10 | 7.6 | 76 |
| 8 | Pithoragarh | 10 | 7.6 | 76 |
| 9 | Pauri | 17 | 7.6 | 129.2 |
| 10 | Tehri | 11 | 7.6 | 83.6 |
| 11 | Rudrapryag | 5 | 7.6 | 38 |
| 12 | U.S. Nagar | 9 | 7.6 | 68.4 |
| 13 | Uttarkashi | 8 | 7.6 | 60.8 |
| | Total | 120 | 7.6 | 912 |
| State Hub | | | | |
| 14 | SCERT Narendra Nagar | 1 | 7.6 | 7.6 |
| 15 | UVSP Ramnagar | 1 | 7.6 | 7.6 |
| 16 | IT Academy/SPO Dehradun | 1 | 93.3 | 93.3 |
| | Sub Total | 3 | | 108.5 |
| | Grand Total | 123 | | 1020.5 |

Monitoring- After the installation of S.I.T in different school, the first and foremost priority of the smooth running of the network. After the successful functioning of Edusat network in state, the whole programme will be monitored in state with the help of Uttarakhand space application centre. Different committee will be constituted in separate levels. At block level Block Education officer will be encharge of monitoring in block level, at district level District Project Offices, and District Resource Person will to monitor the SITs. The feedback will be taken from BEOs and DPOs and after receiving the feedback reports state project office team will visit the state to assess the real situation.

Table 6.44 Supervision at different levels.

| S.NO. | Level | Supervising authority |
|-------|----------|------------------------------------|
| 1 | School | SMDC |
| 2 | Block | BEO |
| 3 | District | DEO |
| 4 | State | SPO/SCERT with convergence of USAC |

These supervising authority will submit their report to State Project Office and also direct feedback be taken from the students after reviewing these report further expansion of EDUSAT Network in rest of school be taken.

Receive Only Terminal (R.O.T.)

In the first phase those schools will be selected which are in remotest part of the block and not having infrastructure to install SIT.

These R.O.T. will receive the feed from expert centre which will also provide feed to S.I.T. The Children which are using R.O.T. will pass their query to expert centre through nearest S.I.T. school.

Financial Provision-Financial provisions for R.O.T. as follows-

Table 6.45 Financial provisions for R.O.T.

| S.No. | Peripheral for R.O.T. | Qty | Unit cost | Total's |
|--------------|-----------------------|-----|-------------|-------------|
| 1 | Projector | 1 | 0.30 | 0.30 |
| 2 | U.P.S. | 1 | 0.05 | 0.05 |
| 3 | Speaker | 1 | 0.05 | 0.05 |
| 4 | Site development | - | 0.10 | |
| Total | | | 0.50 | 0.40 |

So the unit cost for R.O.T. in Rs. 50000.00

Table 6.46 Districtwise Financial Table for R.O.T.

| S.No. | Name of District | Number of School | Unit cost (in Lakhs) | Total Cost (in Lakhs) |
|--------------|------------------|------------------|----------------------|-----------------------|
| 1 | Almora | 44 | 0.50 | 22.00 |
| 2 | Bageshwar | 12 | 0.50 | 6.00 |
| 3 | Chamoli | 9 | 0.50 | 4.50 |
| 4 | Champawat | 20 | 0.50 | 10.00 |
| 5 | Haridwar | 11 | 0.50 | 5.50 |
| 6 | Dehradun | 13 | 0.50 | 6.50 |
| 7 | Nainital | 16 | 0.50 | 8.00 |
| 8 | Pithoragarh | 32 | 0.50 | 16.00 |
| 9 | Pauri | 30 | 0.50 | 15.00 |
| 10 | Tehri | 9 | 0.50 | 4.50 |
| 11 | Rudrapryag | 6 | 0.50 | 3.00 |
| 12 | U.S. Nagar | 14 | 0.50 | 7.00 |
| 13 | Uttarkashi | 12 | 0.50 | 6.00 |
| Total | | 228 | 0.50 | 114.00 |

Monitoring-The same supervising authorities will also monitor the functioning of ROT in state.

English lab and Improvement in Spoken English

Introduction-

State situated in northern part of India, Hindi and local dialects Garhwali and Kumaoni are mostly mother tongues of state. Under these types of situation and environment the brought up child is totally not aware of with English. Our present working teachers are also came through the some process so it might be possible that their grammatical portion be strong but pronunciation and English skills are yet to be in need of improvisation.

It we take the stock of board result in various subjects like Math, Science and English, the situation in English even being a language is not satisfactory.

So to flourish the English language like mother language of state special emphasis is needed to attain the height like Hindi Garhwali and Kumaoni. Most of our students speak and think in their own dialect. They feel free and strong in this environment, to create a same environment for English a concept of English language Lab come out on the horizon, where the children feel friendly atmosphere with curiosity towards English and also teachers will be updated.

Installation of English Lab- In first phase the language lab will be set up in each district of state, with the help of software providing institution.

Activity-English class room teaching will be held through English Lab in school. To run the English Lab daily and regularly software of English will be purchased from the renowned institution with certain modification according to the atmosphere and situation of the state, we will also develop software with the help of our working teacher after gone through the purchased software.

Documentation of these activity will be done by specific subject teacher and assessment of overall activities will be done by group of teachers.

Table 6.47-Comparative board examination results in percentage

| Subject | 2008 | | | 2009 | | | 2010 | | |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | M | F | Total | M | F | Total | M | F | Total |
| Maths | 57.59 | 84.91 | 60.43 | 64.67 | 92.22 | 67.46 | 64.66 | 89.23 | 67.30 |
| Science | 76.85 | 73.28 | 75.25 | 57.72 | 56.02 | 56.96 | 81.76 | 84.05 | 82.81 |
| English | 64.42 | 69.84 | 66.39 | 68.92 | 73.24 | 70.53 | 72.33 | 76.31 | 73.87 |

English, Maths and Science are main subject which need special emphasis to improvise the skill of students. The result of previous years shows that there is a place to scale up the result parameter. Regarding to present situation the concept of English Lab will definitely favour the students.

The occasions will be created to get interaction with the public school teachers in areas of spoken English in the lab. This will also help in improving Phonetics, functional grammar and vocabulary enhancement of the students.

Financial Provision-

To run a English Language Lab properly in selected school the following financial requirements needed-

Table 6.48 Districtwise Financial Requirement

| S.No. | District | No. of Schools | Unit cost (In Lakhs) | Total cost (In Lakhs) |
|-------|-----------|----------------|----------------------|-----------------------|
| 1 | Almora | 1 | 2.0 | 2.0 |
| 2 | Bageshwar | 1 | 2.0 | 2.0 |

| | | | | |
|--------------|-------------|-----------|-----|-------------|
| 3 | Chamoli | 1 | 2.0 | 2.0 |
| 4 | Champawat | 1 | 2.0 | 2.0 |
| 5 | Haridwar | 1 | 2.0 | 2.0 |
| 6 | Dehradun | 1 | 2.0 | 2.0 |
| 7 | Nainital | 1 | 2.0 | 2.0 |
| 8 | Pithoragarh | 1 | 2.0 | 2.0 |
| 9 | Pauri | 1 | 2.0 | 2.0 |
| 10 | Tehri | 1 | 2.0 | 2.0 |
| 11 | Rudrapryag | 1 | 2.0 | 2.0 |
| 12 | U.S Nagar | 1 | 2.0 | 2.0 |
| 13 | Uttarkashi | 1 | 2.0 | 2.0 |
| Total | | 13 | 2.0 | 26.0 |

Monitoring- Monitoring of the English Lab will be held under the supervision of SMDC of particular school, and the committee give below.

Table 6.49 Supervision at different levels.

| S.No. | Level | Supervision Authority |
|-------|----------------|----------------------------|
| 1 | School | SMDC |
| 2 | Block level | Block Education Officer |
| 3 | District level | District Education officer |
| 4 | State | SPO/SCERT |

Report and feedback received from school and different level committees will be reviewed in state level and next year continuation of English Lab will depend on the review report of SPO.

Maths Lab

To make the mathematics easier to students, it is essential to teach mathematics with the help of models to attract them. So the concept of Mathematics lab arises to install and develop the every school of state.

Selection of apparatus:

The SMDC with the help of mathematics teachers will select and develop the apparatus as per requirement. The apparatus will be established in the mathematics lab as follows.

1. Development of mathematical apparatus under the guide line of mathematics teachers.
2. Collection of essential material by students and teachers to develop the apparatus.
3. To develop the apparatus some essential material should purchase from market.
4. Use of Inter Net.
5. Biography of famous mathematician.

Use of mathematics Lab-

1. The apparatus must be used in class room teaching.
2. Use of apparatus and model by students.

3. Instigate students to develop apparatus.
4. Use of mathematics in daily life.
5. Solution of mathematical puzzle.

Financial Requirements:

The financial requirement to established maths lab in schools of state is needed as follows-

Table 6.50 Financial provision for Maths Lab

| S.No. | Name of District | No. of Govt. School | Unit cost (In Lakhs) | Total cost (In Lakhs) |
|--------------|------------------|---------------------|----------------------|-----------------------|
| 1 | Almora | 220 | 0.015 | 3.300 |
| 2 | Bageshwar | 76 | 0.015 | 1.140 |
| 3 | Chamoli | 166 | 0.015 | 2.490 |
| 4 | Champawat | 74 | 0.015 | 1.110 |
| 5 | Dehradun | 145 | 0.015 | 2.175 |
| 6 | Haridwar | 58 | 0.015 | 0.870 |
| 7 | Nainital | 164 | 0.015 | 2.460 |
| 8 | Pauri | 277 | 0.015 | 4.155 |
| 9 | Pithoragarh | 162 | 0.015 | 2.430 |
| 10 | Rudrapryag | 94 | 0.015 | 1.410 |
| 11 | Tehri | 225 | 0.015 | 3.375 |
| 12 | U.S. Nagar | 99 | 0.015 | 1.485 |
| 13 | Uttarkashi | 100 | 0.015 | 1.500 |
| Total | | 1860 | 0.015 | 27.900 |

Monitoring-

The Monitoring of the activity will be held in several level as follow-

Table 6.51 Supervision at different levels of Math Lab.

| S.No. | Level | Supervision Authority |
|-------|----------------|----------------------------|
| 1 | School | SMDC |
| 2 | Block level | Block Education Officer |
| 3 | District level | District Education officer |
| 4 | State | SPO/SCERT |

e-Class Learning-The state school education department has already developed e-learning CDs for the classes IX and X in four subjects viz. Maths, Chemistry, Physics and Biology respectively. These secondary schools of the state are already equipped with 05-10 computers in each of them. so the e-class learning will be initiated in the year 2011-12 in these classes for these subjects. Later the CDs will be developed for the other subjects too. This e-learning will be introduced in all of the secondary classes of **1860 Govt. schools** of the state. The financial implications for

this initiative would be Rs. 600 per school (30 CDs per school @ Rs. 20 per CD). The total implication is to the tune of Rs. 11.16 lakhs only.

Table 6.52 Financial Activity

| S.No. | Name of District | Physcal | Unit cost (in Lakhs) | Total Cost (in Rs.) |
|--------------|------------------|-------------|----------------------|---------------------|
| 1 | Almora | 220 | 0.006 | 1.32 |
| 2 | Bageshwar | 76 | 0.006 | 0.46 |
| 3 | Chamoli | 166 | 0.006 | 1.00 |
| 4 | Champawat | 74 | 0.006 | 0.44 |
| 5 | Dehradun | 145 | 0.006 | 0.87 |
| 6 | Haridwar | 58 | 0.006 | 0.35 |
| 7 | Nainital | 164 | 0.006 | 0.98 |
| 8 | Pauri | 277 | 0.006 | 1.66 |
| 9 | Pithoragarh | 162 | 0.006 | 0.97 |
| 10 | Rudrapryag | 94 | 0.006 | 0.56 |
| 11 | Tehri | 225 | 0.006 | 1.35 |
| 12 | U.S. Nagar | 99 | 0.006 | 0.59 |
| 13 | Uttarkashi | 100 | 0.006 | 0.60 |
| Total | | 1860 | 0.006 | 11.16 |

Equity Interventions

Vocational Educational Courses for SC/ST Girls

We all are heading forwards in 21st century, so with the call of time it is necessary to develop the girls in versatile way mean with study some tentacles of vocational training should be developed.

Objective-The objective of vocational educational courses to the girls studying in 9th class of different district which have NIOS centre with in reach to-

- Self reliable.
- Build up self Confidence.
- Development of self respect.
- Develop the self employment.

Activity:-

The activity will be conducted with the convergence with NIOS. In the first phase we have chosen those block which are in the vicinity of NIOS vocational educational centres. Still the girls are not achieving the level which they have to achieve due socio economic back ground.

Duration-Course duration of activities approved by NIOS for six months.

Venues:-The activity will be conducted in different venues of state here in:-

| S.No. | District | Block Name | Training Venues | Activity |
|-------|-----------|------------|---|----------------|
| 1 | Almora | Hawalbag | Extension Training Centre Hawalbag | Beauty Culture |
| 2 | Bageshwar | Bageshwar | UNECSS Research & Development Society Billona | Dress Making |
| 3 | Chamoli | Dasholi | Extension Training Centre (Rural | Dress Making |

| | | | | |
|---|-------------|----------|-----------------------------------|---------------------------------|
| | | | Development) Gopeshwar | |
| 4 | Nainital | Bheemtal | Jan Shikshan Sansthan Bhimtal | Beauty Culture, Food Processing |
| 5 | Pithoragarh | Bin | Extension Training Centre Tharkot | Bee Keeping |
| 6 | Tehri | Jaunpur | Nirmala High School Mussoorie | Dress Making |

Table 6.53- Financial Table for Vocational Courses for Girls

| S.No. | District | Block Name | No. of Girls | Unit Cost (In Lakhs) | Total cost (In Lakhs) |
|-------|-------------|------------|--------------|----------------------|-----------------------|
| 1 | Almora | Hawalbag | 250 | 0.01 | 2.50 |
| 2 | Bageshwar | Bageshwar | 200 | 0.01 | 2.00 |
| 3 | Chamoli | Dasholi | 200 | 0.01 | 2.00 |
| 4 | Nainital | Bheemtal | 300 | 0.01 | 3.00 |
| 5 | Pithoragarh | Bin | 400 | 0.01 | 4.00 |
| 6 | Tehri | Jaunpur | 300 | 0.01 | 3.00 |
| Total | | | 1650 | 0.01 | 16.50 |

Monitoring-

The block and district level authority will be exercise the monitoring part with convergence of NIOS.

Table 6.54 Supervision at different levels.

| S.No. | Level | Monitoring Authority |
|-------|----------|------------------------|
| 1 | Block | Block Education Office |
| 2 | District | District level |
| 3 | State | SPO/SCERT |

Cycle facility for Girls

The girls are doing maximum work of household activities also. Due to lack of awareness, parents prefer work over study, still the education is not in the first priority.

So it is very difficult for girls to steal out some time for study. They also have to travel up to 8 km. daily to attend the school which is time consuming. If the transport facility provided them in the form of cycle, it will save their valuable time which they could utilize in study.

Objective-The aims and objective for the implementation of cycle facility to

- Reduce the dropout rate of girls.
- Groom their talent.
- Bridge the distance and time to the school.
- Encourage the self confidence.
- Regular and punctual.
- Sense of competitiveness.

Financial Provision-

To provide the cycle facility to girls studying in 9th class budgetary allocation required as follow-

Table 6.55 Cycle Facility of Girls in Plain Area of State

| District | Area | SC | ST | OBC | Others | Total | Unit Cost (In Lakhs) | Total Cost (In Lakhs) |
|--------------------|-------|-------------|------------|-------------|-------------|--------------|----------------------|-----------------------|
| | | Girls | Girls | Girls | Girls | Girls | | |
| Champawat | Plain | 88 | 0 | 62 | 215 | 365 | 0.03 | 10.95 |
| Haridwar | Plain | 582 | 12 | 692 | 489 | 1775 | 0.03 | 53.25 |
| Dehradun | Plain | 534 | 150 | 783 | 1648 | 3115 | 0.03 | 93.45 |
| Nainital | Plain | 613 | 13 | 271 | 1615 | 2512 | 0.03 | 75.36 |
| Pauri | Plain | 92 | 12 | 43 | 394 | 541 | 0.03 | 16.23 |
| Tehri | Plain | 15 | 0 | 0 | 44 | 59 | 0.03 | 1.77 |
| U.S. Nagar | Plain | 1523 | 809 | 1916 | 1936 | 6184 | 0.03 | 185.52 |
| Grand Total | | 3447 | 996 | 3767 | 6341 | 14551 | 0.03 | 436.53 |

Personality Development and Memory Enhancement Programme For Girls

In the field of girls education special need required to give emphasis on all round development. After the analysis of indicators dropout rate, GER, NER, Board examination result etc of girls in different district of state. The gap identified by the districts in respective indicators.

In most part of the state, the geographical condition are not conducive. Still the parents do not prefer to avail the hostel facility being provided by Government to promote the girls education. So there is need to drive sensitization campaign for the personality development for girls and awareness of parents towards girls education also.

Mnemonics: Mnemonics is a device to aid memory, it works like a catalyst. After the improvisation of the Mnemonics device of students it can improvise their memory to overcome many aspects in life.

Objective- The main aims and objective to conduct personality development programme for girls to-

- Increase concentration.
- Over come fear.
- Calm the nerves.
- Remove public speaking anxiety.
- Avoid argument.
- Achieve goal.
- Self respect and self confidence.

Activity- Many schemes to promote for girls education are running in state and national level to established an enabling environment to reduce dropout rate and increase enrolment but due to lack of awareness in parents and community, the girls could not attain the place which they had to achieve.

To improve the Mnemonics device of students they have to acquaint with certain books. These books will also be displayed in book fair and purchased through school grant fund also.

A one day personality development programme camp will be organized in block level with the convergence of health department district employment office and NGO's working in related fields girls their parents and community could take any type of assistance at a spot immediately.

Table 6.56 Assistance from different source.

| S.No. | Activity | Source |
|-------|------------------------------------|----------------------------|
| 1. | Schemes of promote girls education | Block Education Office |
| 2. | Employment opportunity | District Employment Office |
| 3. | Guidance and Counseling | Related NGO's |
| 4. | Heath checkup | Health department |
| 5. | Memory Enhancement (Mnemonics) | Psychologist |

The one day personality development programme camp will be organized in all 57 blocks in first phase-

Financial Provision-

Budgetary allocation required to run the above activity as follows-

Table 6.57 Financial Activity

| S.No. | District | No. Block | Unit cost (In Lakhs) | Total cost (In Lakhs) |
|--------------|-------------|-----------|----------------------|-----------------------|
| 1 | Almora | 1 | 0.4 | 0.40 |
| 2 | Bageshwar | 3 | 0.4 | 1.2 |
| 3 | Chamoli | 5 | 0.4 | 2.0 |
| 4 | Champawat | 4 | 0.4 | 1.6 |
| 5 | Haridwar | 6 | 0.4 | 2.4 |
| 6 | Dehradun | 6 | 0.4 | 2.4 |
| 7 | Nainital | 4 | 0.4 | 1.6 |
| 8 | Pithoragarh | 8 | 0.4 | 3.2 |
| 9 | Pauri | 2 | 0.4 | 0.8 |
| 10 | Tehri | 6 | 0.4 | 2.4 |
| 11 | Rudrapryag | 3 | 0.4 | 1.2 |
| 12 | U.S. Nagar | 7 | 0.4 | 2.8 |
| 13 | Uttarkashi | 2 | 0.4 | 0.8 |
| Total | | 57 | 0.4 | 22.8 |

The above expenses are required to meet out the construction of pandal, Stalls, pamphlets and to provide experts help from different departments.

Monitoring-

The block and district level authority will be exercise the monitoring part.

Table 6.58- Supervision in different levels.

| S.No. | Level | Monitoring Authority |
|-------|----------|------------------------|
| 1 | Block | Block Education Office |
| 2 | District | District level |
| 3 | State | SPO/SCERT |

For the expansion of activity in cluster level in next phase the feedback and report of Monitoring Authorities will be reviewed at state level.

SC/ST oriented activities

Local Craft Fair

Introduction of Craft Scenario in Uttarakhand- The State of Uttarakhand has rich heritage and tradition of various art and crafts like painting wood carving jewelry making, candle making, earthen pottery, decorative temples, Gharat (flour machine) bamboo craft, Bheemal tree and Ritha Sampoo.

The most prominent craft of Uttarakhand is wood carving. Almost every traditional temple, place, home has an intricately carved wooden entrance door. The next phase including the miniature paintings and, Aipan and Peeth. Aipan and Peeth however are folk forms art made generally in home and practiced usually by woman. Both use a lot of geometric patterns. Aipan is one of conventional form of Rangolia traditional Indian art displayed in front of the house mainly practised in Kumaon region of Uttarakhand.

One will find almost every home and place of worship decorated with some kind of 'Mural' done either as a proper wall painting or in the form of Aipan and Peeth.

The people of Uttarakhand are very creative in nature and the fact testifies itself in the beautiful temples that dot the entire land. The wood carvings of Garhwal and Kumaon are renowned for their simple yet delicate and attractive designs.

Many of craft legacy have been eliminated with time due to lack of quality bearer. Time has come to take the stock of situation and some appropriate and essential task should be done to save the local craft otherwise many other of our legacy will come on the verge of elimination-

Objective-

1. Spread the importance of local craft.
2. Advance the legacy of local Craft.
3. Issues the Entity of local Craft.
4. Build the environment in favours of craft products and use.
5. Enhance the use of craft product.
6. Connect the Craft with employment.
7. Students will be trained with the help of identified local Craft man.
8. Insure the entity of local Craft's men.

Activities:-

Many of Crafts are spread over GER in Uttarakhand, but in first phase seven prominent and potential craft selected for the study are:-
Aipan- The folk art of Uttarakhand.

Ringaal- A species of bamboo used to make various products.

Rambans- A traditional fiber used to produce various items.

Medicinal Plants - Use of medicinal plant in various diseases.

Wooden Craft-

Woolen Based Crafts-

Wax Work-

- **Aipan-**

Aipan is the main component of the Kumaoni folk art. Aipan are drawn on the floor of the room where rituals are performed in courtyard, on the steps of the main door on the wooden seats, on pots, containing the tube plant, on winnowing scoops and in the village temple, it is considered the carpets of the common man, spread to welcome the God and Goddesses.

Location - Nainital and Almora.

Raw Material- Geru or red clay, rice powder, the four main colors used are – red, yellow, green and pink. A paste is made of these colours.-

Products-

1. Chowki- Seat of various Gods and Goddess.
2. Pithas – The Pithas are drawn to worship Mahadev or Shiva.
3. Winnowing Basket-
4. Patla/Thapa – These are the wall paintings.

- **Ringaal**

Ringaal is a species of bamboo which is found all over the Himalayas. The flexible longer, smoother and shinier than the usual variety. It is found in Didihat Mosair, Dharchull and Moonakot.

Raw Material – Besides Ringaal other raw material required are-

Bhang -A local wild plant found in abundance which is dried beaten in to pulp and shredded in to fibers. Locally it is used for making rope.

Rambans-It is very hard and tough tupe of cactus.

Kunj-Species of wild rose, stem is supple and be bent into any term mainly used for making handles.

Guruju-Aclimber easily grown in bulbs.

Grasses-Exotic grasses ferns, mosses and other flower for making decorative basketry.

Jhula-It is an exotic type of moss.

Product – Ringaal is being used to make a number of products in the state.

Location – This craft is being practiced in Almora, Bageshwar, Pithoragarh and Nainital.

Tools and Equipments-Soaking pan, Towel, Jack-knife, needle nosed wire, clippers to cut various sizes freed, needle nosed pliers – to pinch fatten the reed, measuring tape, glycerin are the materials required for the processing of Ringaal.

- **Rambans**

Basically the craft is like traditional fiber craft work of jute/hemp etc, but treated as new craft work as the raw fibers being used are the yield of a plant called Rambans. The plant is found in abundance all over the hills.

Raw Material- The crop of Rambans takes around four years to grow and be ready for cutting. The best time for cutting the leaves is in the month of October to May.

Product – The fibers extracted from the plants or Rambans are shiny white and quite strong and do not get spoiled even if they are soaked in water for longer period. These can be used in the production of number of handicrafts like langes, ropes, carpets, room mats, bags, durries etc. Besides for making brushes, fishing net for stuffing in cushions, mattresses etc. it can also be used for knitting.

- **Wooden Crafts**

Wood work has been an integral part of the lives of the people of Uttarakhand, because of various reasons like the availability of timber, the advantages of the insulation power of the wood in the low temperatures zone, availability of local skilled labour, family tradition etc. **Centres-** Although wood carving is found all over the state, it has areas of concentration based on the availability of timber.

Location- Almora (Wood carving), Chamoli (Papri wood craft), Bageshwar (Pine bask jewelry), Uttarakashi (Papri wood, walking sticks), Nainital (Drift wood, Wood carving), Pauri Garhwal (Papri wood craft), Udham Singh nagar (Driftwood) and Tehri Garhwal (Papri wood).

Raw Material- The Craftsmen use locally available wood for their work. The wood used are from trees of Walnut, Amaltas, Gaura, Mango, Utteeskepar, Kirmole, Kukrkaat, Kumbhi, Khair, Godar, Gossam, Cheer, Tilonj, Tun, Devdar, Deodaru, Babool, Bamboo, Sheesham, Sal, Surai, Semal and Haldu.

Tools- The older Craftsmen, especially those from the villages use tools they make themselves or get them from local black smiths who make them on their own or even get the tools made under their supervision.

Products- The best surviving examples of intricate wood carving are the temples. The Mehasu Devta temple in Hanol is an excellent example. Some main market street in the older cities like Almora are lined with houses made with traditional wood carvings.

- **Woolen Crafts**

In Uttarakhand woolen crafts have been an age old tradition. In rural sectors and the border area wool is extracted from animals like

sheep and products like kaaleen, pankhi, thumla, chutka etc are constructed. The climatic conditions of the hills and mountains have always been considered quite appropriate for the animals like sheep, angora rabbits and pashmina goats and hence the development of products from the wool of these animals is quite easily possible.

The woolen crafts of this region have been acting like a spiral cord in the Indo – Tibetan business relationship. Carpet making emerged in this area only about two decades back and one can witness the influence of tibetan technique and motifs in these carpets.

Location-

Johar - Munsiyari in Pithoragarh district, Almora (Woolen Carpets, artistic woollen shawls), Bageshwar (Woolen Carpet shawls), Nainital (Woolen shawls), Dehradun (Woolen Carpets), Chamoli (Woolen Carpets), Rudrapur (Woolen Carpets), Uttarkashi (Namda).

Raw Material-

Wool - Before mechanization the wool brought from Tibet was used in the production of garments and production like dan, chatka, Kambal, Thulma and Panki. People residing in the hilly terrain of Kumaon Garhwal also used to be regular buyers.

In Gwaldum of Chamoli district a centre has been opened for rearing of Angora goats, with the soft and lustrous wool of this goat tweed, shawl and other fabrics and garment are fabricated but due to the lack of technical know – how these has not been much success. It like the Rembula and Koredil, Sheep breeding of these goats can be done with some better species, better quality wool can be produced.

Products-

Pankhi -Woolen sheets is known-- as pankhi, it is generally used as bed sheet or wrap during winters.

Pattu-It is a hard woven woolen fabric generally used for coats.

Pashmina-Like the world famous Pashmina shawls, the artisans of Munsiyari district weaves sheets of around 800 gm and shawls of around 600 gm.

Thulma-Chutka-Chutka is a pile knotted blanket knitted by needles. In the colder region a chutka is used for around 30-40 years. Thumla is also quite like chutka.

Carpet-In Jaunsar, Munsiyari region carpet is usually used as a bed.

Wax Work-Although ordinary candles have always existed as a collage industry, actual decorative candles from Nainital started showing up in the market one of the resource for the success of the crafts is the climate of Nainital.

- **Technique**

Candle making is an easy process and doesn't require tools or complex processes but in decorative candles there are some processes which require experience and practice. In brief, the process involves the melting of wax in a container. Then the melted wax is poured into the mould, the mould is then placed in a water tub for cooling. After cooling, the mould is taken out.

Material-

Wax- A solid or semi solid material consisting of a mixture of Hydro carbons and / or hydrocarben derivatives. Both Natural and artificial wax are used.

Products-

Taper-A slender Candle, Typically 6-18 inches in height.

Pillar or Column-A rigid, self- standing candle that in thick in diameter.

Containers or filled – A candle that is poured into or special or decorative glass, tin or pottery containers designed to with stand the heat.

Spiral – A candle shape like spiral.

Gel-A transparent-Type candle.

(Source Directorate of Industry Uttarakhand)

Jadi Booti (Medicinal Plants)

Medicinal Plant- Uttarakhand Himalaya adobe of many medicinal plants which may used as life saving drugs. Hilly part of Uttarakhand Nourished by these plants. 'Vaidh' the person which gives these medicinal plant as medicine are limited in our society, if in time appropriate action could not taken than our heritage will vanish in forth coming time. Our state has already declared and 'Ayush Pradesh' so it is now our moral responsibility to promote and enhance the use and production of Jadi Booti in State.

Training Camp:- Training Camps will be organized in selected school of each block for the duration of 45 days with the help of trainers/local artists provided by district industry department.

Documentation:- All the prototype models which will be made in these training camps will be put in art and craft room of the school for demonstration and to make aware of the students with the arts which are on the verge of elimination.

Time Schedule:-The camps will be conducted after half yearly examination and day time will be fixed by the principal of school in such a way that the activity not affect the study of the participant.

Promotion of CCRT kit- In every year many teachers of states are taking training from recognized CCRT centers. With the help of these trained teachers the CCRT kit will be make operational in all the schools of the state.

Financial Provision-The budgetary requirement for above activities needed as follows-

Trainer will be paid Rs. 10000/- for 45 days, Rs. 3000 required for unexpected expenses and Rs. 7000/- for row material and tools required. Hence Rs. 20000 is unit cost for school level.

Table 6.59 Financial provision for Local Art Craft Activity

| S.No. | Name of District | No. of School | Unit cost (In Lakhs) | Total cost (In Lakhs) |
|--------------|------------------|---------------|----------------------|-----------------------|
| 1 | Almora | 23 | 0.20 | 4.6 |
| 2 | Bageshwar | 6 | 0.20 | 1.2 |
| 3 | Chamoli | 15 | 0.20 | 3 |
| 4 | Champawat | 8 | 0.20 | 1.6 |
| 5 | Haridwar | 57 | 0.20 | 11.40 |
| 6 | Dehradun | 23 | 0.20 | 4.6 |
| 7 | Nainital | 16 | 0.20 | 3.2 |
| 8 | Pithoragarh | 16 | 0.20 | 3.2 |
| 9 | Pauri | 15 | 0.20 | 3 |
| 10 | Tehri | 9 | 0.20 | 1.8 |
| 11 | Rudrapryag | 6 | 0.20 | 1.2 |
| 12 | U.S. Nagar | 21 | 0.20 | 4.2 |
| 13 | Uttarkashi | 12 | 0.20 | 2.4 |
| Total | | 227 | 0.20 | 45.40 |

Monitoring-The activities in various school will be monitored by the different committee.

Table 6.60 - Supervision at different levels.

| S.No. | Level | Supervision |
|-------|----------|-------------|
| 1 | School | SMDC |
| 2 | Block | BEO |
| 3 | District | DPO |
| 4 | State | SPO/SCERT |

Transport Facility

Transportation in some part of state basically remotest hilly area is still a part of consideration. State govt. provides hostel facility for those girls who pass out from K.G.B.V. and studying in secondary classes. So to provide transport facility to those girls which comes from Kasturba Gandhi Avasiya Balika Vidhyala and have to travel 8 Km to and fro to attend the school daily is necessary to give the education without exertion.

Financial Provision-

The financial provision to avail the transportation facility will be as follows-

The to and fro fare will be claimed @ Rs. 30/- per day for 25 days in a month for 10 month in the year.

Table 6.61 Unit Cost for Transport Facility

| S.No. | To and Fro Fare (In Rs) | Day in months 25 (In Rs) | For 10 month in the year (In Rs) |
|-------|-------------------------|--------------------------|----------------------------------|
| 1 | 30 | 750 | 7500 |

So the unit cost for the activity is Rs. 0.075 lakhs.

Table 6.62 Financial provision for Transport Activity

| S.No. | Name of district | No. girls to avail the facility | Unit cost (In Lakhs) | Total cost (In Lakhs) |
|--------------|------------------|---------------------------------|----------------------|-----------------------|
| 1 | Tehri | 100 | 0.070 | 7.00 |
| 2 | Uttarkashi | 50 | 0.070 | 3.00 |
| Total | | 150 | 0.070 | 10.50 |

After reviewing the situation the transport facility will be enhanced in different district also.

Vocational Educational Courses for SC/ST Boys

Time have come that you have to develop your other skills instead of study. In developed countries the student which are working part time have great respect.

Objective-The objective of vocational educational courses to the boys studying in 9th class of different district which have NIOS centre with in accessible distance to-

- Self reliable.
- Build up self Confidence.
- Development of self respect.
- Develop the self employment.

Activity:-

The activity will be conducted with the convergence with NIOS. In the first phase we have chosen those block which are in the vicinity of NIOS vocational educational centres. After completion of courses the students will be in position to earn as per their need.

Duration-Course duration of activities approved by NIOS for six months.

Venues:-The activity will be conducted in different venues of state here in:-

| S.No. | District | Block Name | Training Venues | Activity |
|-------|------------|------------|--|--------------------------------|
| 1 | Dehradun | Raipur | Bajaj Institute of Learning, Rajpur Road | Electrical Technician |
| 2 | Haridwar | Bahadabad | Extension Training Centre Gurukul Kangari Haridwar | Plumbing |
| 3 | Pauri | Pauri | Extension Training Centre Pauri | Electrical appliance repairing |
| 4 | U.S. Nagar | Rudrapur | Extension Training Centre Rudrapur | Plumbing, Security service |

Table 6.63- Financial Table for Vocational Courses for SC/ST Boys

| S.No. | District | Block Name | No. of Boys | Unit Cost (In Lakhs) | Total cost (In Lakhs) |
|-------|------------|------------|-------------|----------------------|-----------------------|
| 1 | Dehradun | Raipur | 83 | 0.02 | 1.66 |
| 2 | Haridwar | Bahadrabad | 157 | 0.02 | 3.14 |
| 3 | Pauri | Pauri | 75 | 0.02 | 1.50 |
| 4 | U.S. Nagar | Rudrapur | 264 | 0.02 | 5.28 |
| Total | | | 579 | | 11.58 |

Monitoring-

The block and district level authority will be exercise the monitoring part with convergence of NIOS.

Table 6.64 Supervision at different levels.

| S.No. | Level | Monitoring Authority |
|-------|----------|------------------------|
| 1 | Block | Block Education Office |
| 2 | District | District level |
| 3 | State | SPO/SCERT |

Open Schooling System

Our secondary educational system day by day expending in all over state, but the opportunity for the children who are unfortunately not the part of formal schooling due to their family and financial condition become bread earner, for their formal schooling no extra attention has been given.

Alternative school educational system might be need of toady for those children who are not the part of regular educational system. National Institute of Open Schooling (NIOS) is providing facility for those children.

Activity

For universalisation of secondary education special attention is needed to provide the opportunity to complete the secondary education to those children who could not be the part of regular education due to some indispensable circumstance. We give them financial assistance in term of for form filling and examination charges of NIOs and crash course for preparation of examination run with the help of NIOS. 30 PCP classes of which 15 are compulsory will be organised per subject for theory and 5 additional for practicals.

Identification-

The Children who are not the part of general education will be identified from the schools and with the help of 80 study centres of NIOS functioning in state. Those all identified children be given all type of assistance to shift them in main stream.

Financial Provision-

In this activity the financial assistance required as follows-

Table 6.65 Unit Cost for Open School System

| S.No. | Name of Activity | Unit Cost |
|--------------|--|-------------|
| 1 | Registration Fees | 1100 |
| 2 | Personal Contact Programme/Remedial teaching | 400 |
| 3 | Stationery | 300 |
| Total | | 1800 |

Table 6.66 Financial provision for Open School System

| S.No. | Name of District | No. of Sudents | Unit cost (In Lakhs) | Total cost (In Lakhs) |
|--------------|------------------|----------------|----------------------|-----------------------|
| 1 | Almora | 0 | 0.018 | 0 |
| 2 | Bageshwar | 0 | 0.018 | 0 |
| 3 | Chamoli | 0 | 0.018 | 0 |
| 4 | Champawat | 99 | 0.018 | 1.78 |
| 5 | Haridwar | 620 | 0.018 | 11.16 |
| 6 | Dehradun | 1840 | 0.018 | 33.12 |
| 7 | Nainital | 0 | 0.018 | 0 |
| 8 | Pithoragarh | 56 | 0.018 | 1.00 |
| 9 | Pauri | 151 | 0.018 | 2.71 |
| 10 | Tehri | 100 | 0.018 | 1.8 |
| 11 | Rudrapryag | 0 | 0.018 | 0 |
| 12 | U.S. Nagar | 0 | 0.018 | 0 |
| 13 | Uttarkashi | 0 | 0.018 | 0 |
| Total | | 2866 | 0.018 | 51.58 |

Monitoring-

The monitoring of activity will be conducted in different levels-

Table 6.66 (A)- Supervision at different levels.

| S.No. | Level | Supervision Authority |
|-------|----------------|----------------------------|
| 1 | School | |
| 2 | Block level | Block Education Officer |
| 3 | District level | District Education officer |
| 4 | State | SPO/SCERT |

Guidance and Counseling

Guidance is the process of helping people make important choices that affect their lives. The decision-making aspect of guidance has played an important role in the counseling process. Guidance focuses on helping individuals choose what they value and Counseling focuses on helping them make the changes.

Counseling is a process that may be developmental or intervening. It is conducted with students who are functioning well as well as with those who are having more serious problems like difficulty coping with parental troubling interpersonal relationships, school attendance or performance issues etc. Students who manifest more serious problems of depression, eating disorders, substance abuse, or severe anxiety, for example, are generally referred to outside agencies who collaborate with school counsellors and the school team. The practice of professional counselling is the application of mental health, psychological or human development principles that address wellness, personal growth, or career development, as well as more serious problems.

Over the years, counselling has evolved from a reactive service that emphasized scheduling and informational services in an unstructured, unsystematic way, to a proactive program that includes a preventative focus, a guidance curriculum based on standards, and planned daily activities. Comprehensive programs deemphasize non-counselling functions such as clerical tasks that take time away from the important work of a counsellor. Comprehensive counselling and guidance programs are based on the assumption that counselling is for all students and is an integral part of the total educational process. The counsellors should be leaders who are integrally involved in raising student achievement by helping to change inequitable principles and practices and work within the system to promote more student-centered environments to assure student success. A well thought-out program where counsellors work with teachers, administrators, and others in the educational environment to promote student success which is defined as academic (educational) development, career(vocational) development, and personal/social development.

The counsellor is not only counselling the program, but is the proactive leader for change. Counsellors might do individual or small group counselling with students who are struggling with decision making. Comprehensive programs are also based on what is developmentally appropriate and necessary for students to acquire at each grade level. Programs are sequential: for example, first graders might learn how to share in a lesson about interpersonal relationships, whereas juniors might learn about healthy dating relationships in an interpersonal relationship lesson geared to their developmental level. Sequential programs are based on grade level competencies in the areas of personal/social, academic, and career development.

NEED FOR GUIDANCE AND COUNSELLING INITIATIVE IN UTTARAKHAND

Present Scenario

At present there is no State Bureau in existence in the state which is directly responsible to cater to the needs of Guidance and Counselling for secondary schools. However, the Department of Psychology, Guidance and Counselling at the SCERT with 01 Head of the Department and 01 Psychology lecturer, is the available wing looking after this issue. In addition to this, there are about 4 to 5 teachers available in the state who are trained by the NCERT/RIEs in Guidance and Counselling and have acquired 6-12 months International Diploma. Also a few lecturers are available in the department with M.Ed in Guidance and Counselling and many with MA in Psychology.

Need- Secondary and higher secondary stage of education is the most crucial stage in the educational hierarchy as it prepares student for higher education and also for the world of work. The secondary stage of education coincides with adolescence, a period in an individual's life that is marked by personal, social, emotional, educational and vocational (career) crises created due to the demands of adjustment required in family, peer group and school situations. Besides this, at this stage a number of student concerns such as academic stress, board examination, cut throat competition, new and varied career opportunities resulting confusion in making career choice, drop-out etc. haunt them. Guidance and Counseling services can help in promoting student's retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others. All these concerns require immediate attention in the state of Uttarakhand by the professionals trained in theory and practice of guidance and counseling who can guide the students and help them develop the right attitudes and competencies to cope with educational, personal, social and career related problems and issues. The guidance and counseling services in schools particularly at this stage would help create the support system required to cope with increasing academic and social pressures.

In the present situation it becomes imperative to accord priority to organize and revitalize Guidance and Counseling in Uttarakhand. Thus Guidance and Counseling in Uttarakhand needs to be introduced at secondary and higher secondary level to meet the varied needs of the students and the education system. The AWP&B of the State proposes following **School** and the **District Level Cells**:

Table 6.67 No. of School Level Cells Proposed

| S.No. | Name of the districts | No. of schools for G&C | Unit cost(in lakhs) | Total cost |
|--------------|-----------------------|------------------------|---------------------|-------------|
| 1 | Almora | 22 | 0.1 | 2.2 |
| 2 | Bageshwar | 6 | 0.1 | 0.6 |
| 3 | Chamoli | 19 | 0.1 | 1.9 |
| 4 | Champawat | 6 | 0.1 | 0.6 |
| 5 | Dehradun | 12 | 0.1 | 1.2 |
| 6 | Hardwar | 12 | 0.1 | 1.2 |
| 7 | Nainital | 16 | 0.1 | 1.6 |
| 8 | Pauri | 30 | 0.1 | 3.0 |
| 9 | Pithoragarh | 16 | 0.1 | 1.6 |
| 10 | Tehri | 18 | 0.1 | 1.9 |
| 11 | Rudraprayag | 6 | 0.1 | 0.6 |
| 12 | U.S.nagar | 14 | 0.1 | 1.2 |
| 13 | Uttarkashi | 12 | 0.1 | 1.2 |
| Total | | 189 | 0.1 | 18.9 |

Table 6.68 No. of District Level Cells Proposed

| S.No. | Name of the districts | No. of districts level cells | salary of RP | Literature & Display material | Total |
|--------------|-----------------------|------------------------------|--------------|-------------------------------|--------------|
| 1 | Almora | 1 | 2.4 | 0.05 | 2.45 |
| 2 | Bageshwar | 1 | 2.4 | 0.05 | 2.45 |
| 3 | Chamoli | 1 | 2.4 | 0.05 | 2.45 |
| 4 | Champawat | 1 | 2.4 | 0.05 | 2.45 |
| 5 | Dehradun | 1 | 2.4 | 0.05 | 2.45 |
| 6 | Hardwar | 1 | 2.4 | 0.05 | 2.45 |
| 7 | Nainital | 1 | 2.4 | 0.05 | 2.45 |
| 8 | Pauri | 1 | 2.4 | 0.05 | 2.45 |
| 9 | Pithoragarh | 1 | 2.4 | 0.05 | 2.45 |
| 10 | Tehri | 1 | 2.4 | 0.05 | 2.45 |
| 11 | Rudraprayag | 1 | 2.4 | 0.05 | 2.45 |
| 12 | U.S.nagar | 1 | 2.4 | 0.05 | 2.45 |
| 13 | Uttarkashi | 1 | 2.4 | 0.05 | 2.45 |
| Total | | 13 | 31.2 | 0.65 | 31.85 |

AIM AND VISION: GUIDANCE AND COUNSELING INITIATIVE FOR SECONDARY AND SENIOR SECONDARY STAGES IN UTTARAKHAND

As mentioned in 5.10 of the Framework for Implementation of RMSA, Uttarakhand also proposes Guidance and Counseling, both as an approach and as a service. It will be an important strategy for promoting universalisation of Secondary Education in terms of its proactive as well as remedial role. Guidance and Counseling services will help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and

others. Counselors, especially trained in theory and practice of counseling, can guide the students and help them develop the right attitudes and competencies to cope with educational, personal, social and career related problems and issues. The provision of these services for the schools in Uttarakhand particularly at this stage would help students cope with increasing academic and social pressures. Keeping this in view a vision for the Guidance and Counseling initiative for secondary and senior secondary stages is enshrined for Uttarakhand. This initiative is based on the following vision of Counseling and Guidance for secondary stage:

- ❖ Counselors are educators as well as professional counselors.
- ❖ Counseling is based on a foundation of educational/developmental research and best practice.
- ❖ Counselors are committed to continuous professional improvement and renewal.
- ❖ Counselors seek to help all students succeed in work, family, and school situations.
- ❖ Counselors promote success for all students.
- ❖ Effective counseling programs focus on the development of skills which lead students to make healthy lifestyle choices.
- ❖ Comprehensive counseling and guidance programs are integral to the schooling system.
- ❖ A comprehensive counseling and guidance program is achieved through a collaborative partnership of counselors, administrators, teachers, school psychologists and social workers, students, families, and community members.

GUIDANCE AND COUNSELING: THE KEY DOMAINS IN UTTARAKHAND

With an aim to assist the students in securing the knowledge and skills in making adequate choices, plans and interpretation essential to satisfactory adjustments in all areas of the guidance and counseling services at secondary level needs to take care of the four foundational components -- Guidance Curriculum, Individual Planning, Responsive Services, and Systems Support, and focuses on the **three key domains**:

- **Educational** (Academic Planning)
- **Vocational** (Career Planning)
- **Personal** / Social Skills Development

Educational Domain:-

- To help the students to make proper choice of the subjects and help in adjustment in relation to subjects of study and co-scholastic activities.

- To help the student with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits improper methods of learning and poor self-confidence and motivation.
- To help the student to relate the course chosen to prospected jobs. Every occupation requires a characteristic pattern of abilities, interests and personality traits, and people enter and succeed in occupation for which they have appropriate patterns or traits.
- To help the student to make educational plans consistent with her/his interest, abilities, and goals.
- To help the student succeed in her/his educational program.
- To enable the teacher to understand the students and to know the modifications required in the curriculum and in the administrative arrangements of the school to meet the needs of the students.
- To enable the teacher to understand needs and problems of disabled and socially disadvantaged children.

Vocational Domain:-

- To enable the students to discover information about himself/herself, his/her abilities, interest, needs, ambitions, limitations and their causes.
- Providing the student with information about her/his environment, the advantages and disadvantages of different occupations and educational courses, the qualification necessary for entry into them and the total range of opportunities available to him/her in theory and practice.
- To enable the students in making decisions and choices involved in planning a future and building a career.
- Provide counseling in order to promote self understanding and to develop educational and occupational plans.
- The key areas which are to be included in this regard would be Tourism-Eco-Tourism and Religious Tourism, Hotel and Hospitality Management and Adventutre Games.

Personal Domain:-

- To help students to improve physical and mental health and inculcate right social values.
- To enable the students to overcome stress and problems of adjustment with parents, family, friends and teachers.
- To help the students in building up positive self concept.
- To build a spirit of teamwork in students.
- To help the students in the development of life skills.
- To provide opportunities for participation in co-curricular activities.
- Assist students in developing hobbies and interests.

THE PROPOSED STRUCTURE-

Under the overall supervision of SPDO-RMSA the following structure is proposed:

State Level-

- i. Setting up of **State Guidance Bureau** - at SCERT (Deptt. Of Psychology, Guidance and Counseling)- **04**posts of Psychologist/Experts, **01 post** of Resource Person/Research Assistant- **On Contract/Out Sourcing**
- ii. Setting up of Guidance Resource Center - at SCERT (Deptt. Of Psychology, Guidance and Counseling)
- iii. Board of School Education Guidance Cell- at Board Office Ramnagar-**01 post** of Counselor- **On Contract/Out Sourcing**

District Level-

Setting up of **13 District Level Guidance Centers** - At **13 DIETs/DRCs-01, 01Resource Person** at each of the centers on Outsourcing basis.(total of **13 RPs at the District.**)

School Level-

Setting up of **189 School Level Guidance Cells** – about 02 at each of the 95 blocks (01 for girls schools and 01 for co-educational schools).

FUNCTIONS AND THE RESOURCES REQUIRED AT DIFFERENT LEVELS

1-At the State level

At the state level the guidance and counseling service centre will be established at SCERT, Uttarakhand. As a part of systematic reform, NCF-2005 emphasizes that "SCERT's take steps to strengthen guidance bureaus/units already existing with them by setting them up as resource centers at the state level for in-service teacher training in this area, production of psychological tools/tests, career literature etc. and make counseling services available at district/block and school levels by positioning professionally trained guidance personnel."

The state guidance agency is expected to perform the following functions-

- Plan and organize guidance programmes at different levels - district, block and school.
- Organize guidance and counseling training programs for the teachers, master trainers, head masters, principals and administrators.
- Provide consultancy and field services.
- Start state level helpline throughout the year for overcoming the problems of students, teachers and parents.
- Collect, produce and disseminate career information and guidance material.

- Conducting research and action research.
- Psychological testing.
- Organize workshops, seminars, conferences etc.
- Orientation/Reorientation of teachers through training programmes.
- To collaborate with the state level agencies, government and non-government organizations.
- Co-ordinate and monitor guidance activities in the state.
- Develop resource groups.
- Recommend interested teacher and resource persons for professional development.

In order to carry out the above mentioned functions there is a need to strength infrastructure and academic aspect of the institution.

Space, Equipments and Material Required

➤ **Space**

SCERT need a Guidance and Counseling resource centre housed in a separate room of at least 25' x 20' sq feet. There may be three rows with tables, chairs, stools or may be arranged as per the requirement.

➤ **Furniture /Equipments**

Following items are required in the Resource centre-
Almirah, Bookshelf, Chairs, Stools, Tables, Computer with internet connections and Printer, LCD Projector and Video Camera.

➤ **Psychological Apparatus, Charts, Models and Test**

Mirror drawing apparatus, Human maze, Muller lyre illusion, Set of physiological charts, Brain, Eye and Ear models etc. Apart from the above apparatus and models, self reporting and assessment questionnaires and other psychological tests (Intelligence, Personality, Self-esteem, Aptitude, Creativity, Interest and Career etc.) are required.

➤ **Others**

Books, journals, employment news papers, educational and career CDs, films etc.

➤ **Human Resource**

At present there are a few trained persons in SCERT in the department of Psychology, Guidance and Counselling. To make the guidance and counselling center functional and fulfil its objectives, the guidance and counselling at SCERT requires a State Bureau with more manpower with following qualifications and specializations –

| | | |
|---|------------|---|
| 1 | One person | Masters in Psychology with specialization in clinical psychology or M.Phil in clinical psychology. |
| 2 | One person | Masters in Psychology with specialization in Educational and Vocational Guidance and Counseling at the secondary level. |

| | | |
|---|--|--|
| 3 | One person | Masters in Psychology/Education, and B.Ed./M.Ed. in Special Education. |
| 4 | One person | Masters in Education/Sociology/Psychology/ M.Phil. & Ph.D. with specialization in conducting researches and action research. |
| 5 | Resource Person/ Research Assistant | Masters in Psychology/B.Ed |
| 6 | One person (For Board Office) | Masters in Psychology with specialization in Educational and Vocational guidance and with experience to deal with the problems of children at secondary level. |

The recruitment procedure will be according to the guidelines of Rashtriya Madhyamik Shiksha Abhiyan.

➤ **Support services from other institutions/agencies-**

- i. **SIEMAT:**—It will co-ordinate with the state level agency and will impart training to the administrators, principal and headmasters in the area of G&C.
- ii. **Board Of School Education, Ramnager:-** There will be a full time counselor at the State Board Office. He/she will also co-ordinate with the state level agency i.c. SCERT, in planning and organizing Guidance and Counseling activities at different levels. Help lines (toll free telephone line) will function especially before board examination, to help the students in overcoming the stress during examination, It will also conduct researches and action researches. It will be also have a resource centre which will have psychological tests/tools and equipments.
- iii. **Department of Guidance and Counseling/Psychology at the University or College level** – Its role will be in the planning and organization of G&C services at different levels. It will also help in the development of modules for master trainers and preparing master trainers.
- iv. **Out sourcing for Girls Career Counseling-** For Girls Career Counseling NGOs or any other organization working in the area of career counseling will be engaged on out sourcing basis. This will also help to explore the opportunities in the area for public private partnership.

2- At the District level

At the district level guidance and counselling services will be carried out by DIETs/DRCs. The Guidance and Counselling center will be established in every DIET/DRC. The district level guidance agency i.e. DIET/DRC is expected to perform the following functions:-

- Organize Guidance and Counseling training for teachers.
- Help the state level guidance agency in the development of resource material, career literature etc.
- Form resource group at district level.
- Plan and organize activities at the school level.

- Conduct researches and action researches.
- Provide consultancies and field services.
- Start district level help line throughout the year for overcoming the educational, vocational and personal problems of students, teachers and parents.
- Provide resource material to the teachers.
- Identify teachers who are interested in carrying out these services at the school level.
- Plan and organize career talks, conferences, seminars etc.
- Develop Guidance and Counseling corners in every school of the district.
- Counsel the students, teachers and parents, with specific problems referred by the block resource cell and schools or to recommend it further at the state level or to the specialist.
- Help students in making career choice.

In order to carry out the above mentioned functions there is a need to strengthen infrastructure and academic aspect of the institution at the district level.

➤ **Infrastructural Development**

Likewise State level a similar infrastructure needs to be developed at the district level in every DIET/DRC. The infrastructural requirement of the district level Guidance and Counselling resource centre is same as mentioned in the state level resource centre.

➤ **Human Resource**

At present there are 10 DIETs and 3 DRCs in the state of Uttarakhand. These can be visualised as district level Guidance and Counselling Counsellor Cell. There are persons in DIET and DRCs, who are from Psychology background and can act as Counsellors after an orientation. The plan proposes to engage at least one lecturer of the DIET/DRCs to act as Guidance and Counselling Counsellor in the Cell. An honorarium of Rs.500/-pm is proposed for these Counsellors.

3- At the School level

At the schools selected a guidance and counseling corner will be established. The main functions of this corner will be-

- Help the students in the choices of courses, and co-curricular activities.
- Provide individual and group counseling to parents, teachers and students or refer special cases to block/district/state level.
- Help the students in identifying their interests and potentials.
- Help students in making career choice.
- Help teachers and parents in dealing with scholastic and behavioral problems of children.
- Organize career talks and class talks.
- Co-ordinate with block level resource cell.

For the proper implementation of the above mentioned functions there is a need to strengthen the infrastructure and academic aspects of the school.

➤ **Infrastructure**

A guidance and counseling corner will be established in every school

which will be a small room consisting of

- Almirah, Chair, Table, Computer with internet connection.
- Career related books, C.Ds, pamphlets, films.
- Employment news papers.
- Psychological tests and equipments according to the availability of trained person in educational and vocational guidance or psychology background.

IN-SERVICE TRAINING

The initiative accords importance to the training of personnel associated with the implementation of the proposal. The training function is to be treated as a process and not the activity. It will lead to the Continuous Professional Development of the teachers and the functionaries associated with the initiative.

Initially the training on the components of Guidance and Counseling will be imparted to 13 DIET/DRC Consellers, 95 principals and 187 teachers representing each block of the state. This will also involve development of training module, creation of State Resource Group and the District Resource Groups ultimately contributing to the training function in this regard. The State Bureau will impart training to the above mentioned 95 principals and 187 teachers in this financial year.

Later the programme may be widened to cover all the teachers of the state serving at Secondary and Senior Secondary stages. It may also include parents in future. The component of guidance and counselling will be infused in the pre-service teachers training curriculum gradually.

It is also visualized that the component of guidance and counseling will be included in all the in-service teacher training programmes and in the capacity building programmes for the principals and the administrators as an input to sensitize them.

EXPECTED IMPACT OF TRAINING

The visualized trainings in the field of guidance and counseling initiative will build the capacity of the administrators, principals and the teacher of the State with regard to the importance and key issues of guidance and counseling necessary for the students thus ultimately assisting the students in securing the knowledge and skills in making adequate

choices, plans and interpretations essential to satisfactory adjustments in all areas of the guidance and counseling services at secondary level.

THE KEY ACTIVITIES

The key activities under the initiative would be:

- Setting up of State Guidance Bureau and making it functional - at SCERT(Deptt. Of Psychology ,Guidance and Counseling).
- Setting up of Guidance Resource Center and making it functional - at SCERT(Deptt. Of Psychology ,Guidance and Counseling).
- Setting up of Board of School Education Guidance Cell and making it functional - at Board Office Ramnagar.
- Setting up of 13 Distt. Level Guidance Centers and making it functional - at 13 DIETs/DRCs
- Setting up of 187 School Level Guidance Cells and making it functional (Ultimately all the 1769 Schools will be covered gradually)
- Module preparation for Sensitization/Training programmes for Principals/Teachers by the State Bureau
- Sensitization programmes of 02 days for 13 DIET/DRC personnel, 95 Principals(1 in each block) by State Bureau
- Training programme on Guidance and Counseling of 05 days for 95 Teachers(1 in each block) by State Bureau
- Monitoring of State Bureau Activities by SPDO
- Monitoring of Activities at Distt. and School Level by SPDO and State Bureau

Literature for DIET

District institute of education and training in state are the back bone for sustained supply of text material and teachers resource to schools. So to fulfill their need and maintain the DIETs, Guidance and Counseling Literature for the DIETs is needed as shown below:-

Financial Provision-

The budgetary allocation to provide literature to DIET as follows-

Table 6.69 Financial provision for G&C

| S.No. | Name of District | No. of DIET | Unit cost (In Lakhs) | Total cost (In Lakhs) |
|--------------|-------------------------|--------------------|-----------------------------|------------------------------|
| 1 | Almora | 1 | 0.05 | 0.05 |
| 2 | Bageshwar | 1 | 0.05 | 0.05 |
| 3 | Chamoli | 1 | 0.05 | 0.05 |
| 4 | Champawat | 1 | 0.05 | 0.05 |
| 5 | Haridwar | 1 | 0.05 | 0.05 |

| | | | | |
|--------------|-------------|-----------|-------------|-------------|
| 6 | Dehradun | 1 | 0.05 | 0.05 |
| 7 | Nainital | 1 | 0.05 | 0.05 |
| 8 | Pithoragarh | 1 | 0.05 | 0.05 |
| 9 | Pauri | 1 | 0.05 | 0.05 |
| 10 | Tehri | 1 | 0.05 | 0.05 |
| 11 | Rudrapryag | 1 | 0.05 | 0.05 |
| 12 | U.S. Nagar | 1 | 0.05 | 0.05 |
| 13 | Uttarkashi | 1 | 0.05 | 0.05 |
| Total | | 13 | 0.05 | 0.65 |

MONITORING-

The Monitoring of the Guidance and Counseling activities including training will be carried out by the SPD office and the State Beauru at the SCERT primarily. DPOs, BEOs, and DIET Principals will also be involved for the monitoring purposes. This monitoring will take place at least twice in a year.

ACTIVITY SCHEDULE

An indicative schedule of activities to implement the initiative is proposed as below:

Table 6.70 Activity Schedule for G&C

| Sr.No. | Activity | Month/Time |
|---------------|--|--------------------|
| 1 | Setting up of State Guidance Bureau and making it functional - at SCERT (Deptt. Of Psychology, Guidance and Counseling). | April 2011 |
| 2 | Setting up of Guidance Resource Center and making it functional - at SCERT(Deptt. Of Psychology, Guidance and Counseling). | May2011 |
| 3 | Setting up of Board of School Education Guidance Cell -at Board Office Ramnagar. | June2011 |
| 4 | Setting up of 13 Distt. Level Guidance Centers | July2011 |
| 5 | Setting up of 187 School Level Guidance Cells girls schools -95 and 95 co-educational schools will taken in 2011-12 | August 2011 |
| 6 | Module preparation for Sensitization/Training programmes for Principals/Teachers by the State Bureau | Sept.2011 |
| 7 | Sensitization programmes of 02 days for 95 Principals(1 in each block) and 13 DIET/ DRC personnel by State Bureau | Oct2011 |
| 8 | Training programme on Guidance and Counseling of 05 days for 187 Teachers(02 in each block) by State Bureau | Nov,Dec,Jan2011 |
| 9 | Monitoring of State Bureau Activities by SPDO | Once in Two Months |
| 10 | Monitoring of Activities at Distt. and School Level by SPDO and State Bureau, DPOs, BEOs and DIET Principals. | Once in Two Months |

FINANCIAL IMPLICATIONS

The financial implications to implement the proposal is indicated below

STATE COMPONENT-

NON RECURRING

Table 6.71 State Component (Non Recurring)

| Equipments and Materials for State Bureau including Board | | | | |
|--|---------------------------------------|---------------------------|------------|-----------------------|
| Sr. No. | Activities | Unit Cost in Lakhs | No. | Total In Lakhs |
| 1 | Almirah | 00.10 | 2 | 00.20 |
| 2 | Book shelf | 00.04 | 4 | 00.20 |
| 3 | Chairs | 00.02 | 10 | 00.20 |
| 4 | Table | 00.03 | 10 | 00.30 |
| 5 | Computer with internet connection | 00.25 | 1 | 00.25 |
| 6 | Printer | 00.15 | 1 | 00.15 |
| 7 | Video Camera | 00.10 | 1 | 00.10 |
| 8 | Phone and Fax for toll free helpline. | 00.30 | 1 | 00.30 |
| 9 | Contingency | 00.30 | - | 00.30 |
| | Sub Total | | | 2.00 |

RECURRING

Table 6.72 State Component (Recurring)

| Sr. No. | Activities | Unit Cost in Lakhs | No. | Total In Lakhs |
|----------------|--|---------------------------|------------|-----------------------|
| 1 | Salary for Human Resource at State Bureau | 2.4 per annum | 05 | 12.20 |
| 2 | Salary for RP/Research Assistant at State Bureau | 1.00 per annum | 01 | 01.00 |
| 3 | Funds for Psychological tests/tools/career literature books, journals, employment newspapers, educational and career CDS films for etc. for State Bureau for Guidance Resource Centre. | 00.50 | - | 00.50 |
| 4 | Development of training material for teachers and principals by state bureau | Lump sum 1.00 lakh | - | 01.00 |
| 5 | Workshops for preparing master trainers. | Lump sum 00.50 | - | 00.50 |
| 6 | Sensitization Programme for 95 Principals and 13 DIET/DRC personnel of 02 days | 00.40 per programme | 3 batches | 01.20 |
| 7 | Training programme on Guidance and Counseling of 05 days for 187 Teachers(1 in each block) by State Bureau | 00.015 | 187 | 2.81 |
| 8 | Monitoring of State Bureau Activities by SPDO-06 visits | 00.05 | 06 | 00.03 |

| | | | | |
|----|--|--------------------|----|--------------|
| 9 | Monitoring of Activities at Distt. and School Level by SPDO and State Bureau-06 visits each by SPDO and SB | 00.10 | 06 | 00.60 |
| 10 | Psychological tests/tools/career literature books, journals, employment newspapers, educational and career CDS films for etc. for DIET/DRC Cells | 00.10 Per annum | 13 | 01.30 |
| 11 | Salary for District Resource Person | 2.4 | 13 | 31.2 |
| 12 | Contingency for State Bureau | 00.30 Per annum | - | 00.30 |
| | Total | | | 52.64 |
| | Grand Total | | | 54.64 |

Thus the overall financial implications for the proposal are indicated to the tune of 54.64 Lakhs only.

Quality Intervention under MMER-Under MMER following activity are proposed:-

1- Workshop of CCE-State have CBSE curriculum and text book and own board. State board adopt CBSE guideline of examination reform and child evaluation. CCE in secondary level is in primary stage in the state. The orientation and a chain of workshop on CCE is necessary for implementing the CCE at school level. So a workshop at state level and district level proposed:-

Talbe 7.3-Workshop at state level and district level proposed:-

| S.No. | Name of District | State level | District level | Total | Unit cost (in Lakhs) | Total Cost (in Rs.) |
|-------|------------------|-------------|----------------|-----------|----------------------|---------------------|
| 1 | Almora | 1 | 2 | 3 | 0.20 | 0.60 |
| 2 | Bageshwar | 1 | 2 | 3 | 0.20 | 0.60 |
| 3 | Chamoli | 1 | 2 | 3 | 0.20 | 0.60 |
| 4 | Champawat | 1 | 2 | 3 | 0.20 | 0.60 |
| 5 | Dehradun | 1 | 2 | 3 | 0.20 | 0.60 |
| 6 | Haridwar | 1 | 2 | 3 | 0.20 | 0.60 |
| 7 | Nainital | 1 | 2 | 3 | 0.20 | 0.60 |
| 8 | Pauri | 1 | 2 | 3 | 0.20 | 0.60 |
| 9 | Pithoragarh | 1 | 2 | 3 | 0.20 | 0.60 |
| 10 | Rudrapryag | 1 | 2 | 3 | 0.20 | 0.60 |
| 11 | Tehri | 1 | 2 | 3 | 0.20 | 0.60 |
| 12 | Udhamsingh Nagar | 1 | 2 | 3 | 0.20 | 0.60 |
| 13 | Uttarkashi | 1 | 2 | 3 | 0.20 | 0.60 |
| | Total | 13 | 26 | 39 | 0.05 | 7.80 |

Community Mobilization-

Orientation of SMDC Members- SMDCs are constituted in each school for implementation of RMSA in Uttarakhand. Most of member are from community in SMDC. One day orientation programme will be organized in each school for SMDC members to develop the annual development plan, participation of community in RMSA and class room process, procurement of school level, teaching learning equipments monitoring of civil works and sharing of achievement

levels. The total of 2149 SMDCs training estimate cost is Rs. 64.47 lakhs.

The SMDCs members will also sensitized about girls education, education for CWSN and education for Special focus groups children. This kind of orientation programme/meeting will be organized in every month at school level.

2- Learning Level Assessment – Learning Level Assessment of the students of 9th class will be carried out in each district by the DIETs to find out the learning gaps and devise strategies to improve the learning level of the secondary students. It will have the financial implications @ Rs. 0.25 lakh per DIET i.e. **Rs. 3.25 lakh.**

Inclusive Education (IED)

The scheme of inclusive Education for disabled at secondary state (IEDSS) launched by ministry of Human Resource Development with effect from 01.04.2009 and in under process in Uttarakhand.

The Plans for IEDSS is developed keeping in mind the available resource and what possibly could be achieved as far as implementation is concerned in given time period. Plan incorporates both the generic & specific interventions. The thrust of RMSA- Uttarakhand is to provide inclusive education for disabled at secondary stage to as many children with special needs in general schools.

Table 6.74 Districtwise Identified Children with special need

| S N | District | Low vision | | | Hearing impairment | | | Speech impairment and learning | | | Loco motor Disability | | | Mental retardation | | | Mental illness | | | Cerebral Palsy | | | Others | | | Total | | |
|--------|--------------|------------|------------|------------|--------------------|-----------|------------|--------------------------------|-----------|------------|-----------------------|------------|------------|--------------------|----------|----------|----------------|-----------|-----------|----------------|----------|----------|-----------|-----------|-----------|-------------|------------|-------------|
| | | B | G | T | B | G | T | B | G | T | B | G | T | B | G | T | B | G | T | B | G | T | B | G | T | | | |
| 1 | Rudraprayag | 14 | 5 | 19 | 11 | 4 | 15 | 10 | 1 | 11 | 29 | 16 | 45 | | | 0 | 1 | 4 | 5 | | | 0 | | | 0 | 65 | 30 | 95 |
| 2 | Dehradun | 26 | 19 | 45 | 20 | 18 | 38 | 14 | 17 | 31 | 42 | 36 | 78 | | | 0 | | | 0 | | | 0 | | | 0 | 102 | 90 | 192 |
| 3 | Tehri | 3 | 19 | 22 | 11 | 8 | 19 | 9 | 7 | 16 | 24 | 17 | 41 | | | 0 | 1 | 0 | 1 | | | 0 | | | 0 | 48 | 51 | 99 |
| 4 | Haridwar | 7 | 15 | 22 | 3 | 1 | 4 | 4 | 3 | 7 | 35 | 43 | 78 | | | 0 | | | 0 | | | 0 | | | 0 | 49 | 62 | 111 |
| 5 | Bageshwar | 16 | 9 | 25 | 12 | 4 | 16 | 20 | 4 | 24 | 26 | 14 | 40 | | | 0 | | | 0 | | | 0 | | | 0 | 74 | 31 | 105 |
| 6 | U.S. Nagar | 14 | 50 | 64 | 9 | 4 | 13 | 9 | 3 | 12 | 140 | 118 | 258 | | | 0 | 1 | 2 | 3 | | | 0 | 3 | 4 | 7 | 176 | 181 | 357 |
| 7 | Nainital | 36 | 66 | 102 | 14 | 9 | 23 | 22 | 17 | 39 | 48 | 47 | 95 | | | 0 | | | 0 | | | 0 | | | 0 | 120 | 139 | 259 |
| 8 | Almora | 14 | 14 | 28 | 8 | 9 | 17 | 16 | 11 | 27 | 20 | 14 | 34 | 1 | 0 | 1 | | | 0 | | | 0 | | | 0 | 59 | 48 | 107 |
| 9 | Champawat | 14 | 3 | 17 | 4 | 2 | 6 | 6 | 2 | 8 | 21 | 11 | 32 | | | 0 | | | 0 | | | 0 | | | 0 | 45 | 18 | 63 |
| 10 | Pithoragarh | 21 | 22 | 43 | 7 | 2 | 9 | 23 | 6 | 29 | 37 | 26 | 63 | | | 0 | | | 0 | | | 0 | 1 | 0 | 1 | 89 | 56 | 145 |
| 11 | Uttarkashi | 5 | 3 | 8 | 4 | 3 | 7 | 3 | 1 | 4 | 6 | 5 | 11 | 0 | 1 | 1 | 1 | 0 | 1 | | | 0 | 1 | 1 | 2 | 20 | 14 | 34 |
| 12 | Pauri | 72 | 52 | 124 | 23 | 14 | 29 | 45 | 12 | 57 | 53 | 31 | 84 | | | 0 | 8 | 4 | 12 | | | 0 | 12 | 6 | 18 | 213 | 119 | 332 |
| 13 | Chamoli | 26 | 12 | 38 | 15 | 9 | 24 | 17 | 2 | 19 | 32 | 35 | 67 | | | 0 | 5 | 1 | 6 | 1 | 1 | 2 | 7 | 2 | 9 | 103 | 62 | 165 |
| | Total | 268 | 289 | 557 | 141 | 87 | 220 | 198 | 86 | 284 | 513 | 413 | 926 | 1 | 1 | 2 | 17 | 11 | 28 | 1 | 1 | 2 | 24 | 13 | 37 | 1163 | 901 | 2064 |

Source:DPOs

Institutes, Schools and NGOs Working in Uttarakhand

Currently the State is involving the following institutes, schools, and NGOs mainly for training, assessment of CWSN, Parent Counseling and as a member of SRG.

Table 6.75 Institutes, Schools and NGOs Working in Uttarakhand

| SNO | Name of NGOs | Area of work |
|-----|---|--|
| 1 | National Institute for the Visually Handicapped | Education & Vocational Training for people with visual impairment. |

| | | |
|----|---|---|
| 2 | Sharp Memorial School for Blind | Education Adult and Children with visual impairment. Foundation Course study centre M P Bhuj |
| 3 | Bajaj Institute of Hearing impairment | Education Children with Hearing impairment. State Resource Centre |
| 4 | Cheshire Home | Providing residential & other facilities to people with mental & physical disabilities, Early Intervention Centre |
| 5 | Raphael Home | Hostel day centre for people with mental disability, Dyslexia unit |
| 6 | Latika Roy Foundation | Early Intervention through therapy and education for children with multiple disabilities |
| 7 | Gokul Society for Handicaped | Education Vocational Training & plastic Surgery Children with physical disability |
| 8 | Happy Family Health care & research | Mental & physical disabilities, Early Intervention Centre. |
| 9 | Karuna Vihar | Special school for Kids with mild to moderate learning difficulties 5-14 years |
| 10 | Nanhi Duniya | Special school for Deaf & Dumb. |
| 11 | Jyoti Mansic Viklang Vidyalaya | Special school for mental disability |
| 12 | Laxman Ram Dahiya Memorial Punarvash Sanstha | Special school for mental disability & L D. |
| 13 | Omkeshav Swechhik Sansthan | Special school for mental disability & L D. |
| 14 | Indira Gandhi Rastriya Chetna Kendra | Special school for physical disabilities. Foundation Course study centre M P Bhuj |
| 15 | Ajaranand Anndh Vidyalaya | Providing residential & other facilities Education Adult and Children with visual impairment |
| 16 | Magal Deep Vidya Mandir Khatyari Almora | Special school for mental disability & children with multiple disabilities |
| 17 | Sharp Samiti Chamoli | Parents Counsling. Home base training |
| 18 | UNECS reaserch & devolepment sociaty Bilona Bageshwar | Parents Counsling. Home base training. Foundation Course study centre M P Bhuj |
| 19 | U.S.R. Indu samiti Ramnagar. Nainital | Parents Counsling. Home base training |
| 20 | Vijaya Public School. Naogawn Uttarkashi | Education Genral and Children with visual impairment. |

Activities:-Students Oriented Components

- 1. Identification, profiling assessment of CWSN:-** To identify the children with special need is very important task. So there is a need of adequate measures for identification of CWSN. For this purpose some measurement have to be taken up by training teachers and parents, involving Primary Health Centre, Panchayat, Community based organization and NGOs. Data collection methods and paraments need to be evaluated and refined. So as to ensure complete and pure data that confirm the base of planning and

implementation of provision for all children identified. For identification, profiling and assessment following activities will be conducted.

- a. **Awareness Campaign:-** General teacher, parents and SMDC members will given training for identification at block level by the experts working in the field of disabilities. Co-ordination with the Primary health Centres, NGOs, social welfare and ICDS and SSA will be made. For initiating and enhancing NGO's participation in this programme meeting in the NGO's will be conducted to have their convergence with RMSA for the education/training of severely disabled children. Awareness Campaign will be drive to sensitize the community to under the children with special need through schools, print media, and electronic media with the help of NGOs also.
 - b. **Certification:-** Assessment of identified CWSN will be proposed at block level by a team of experts-doctors to identify type and degree of disability. Then the CWSN will be cured in respective field. The case histories, individual Educational plan/individual training plan will be prepared for these children. Camp will be conducted in block level. The monitoring work will be done by SPO and DPO simultaneously.
 - c. **Child profile-** Immediately after identification and certification, child profile will be made and issued at spot to children.
 - d. **Requirement for aid and appliances -** After knowing the degree of disability of particular child essential available aid and appliances will be provided.
 - e. **Parents Counseling-** Simultaneously parents counseling will be conducted to take the appropriate measurements for the child.
2. **Stipend for girls-**All identified CWSN girl with be covered by stipend @Rs. 200 per month.
 3. **Distribution of uniform, Shoes and bags -** All the identified CWSN of government and government aided school with be given uniform, shoes, and bags, through SMDC of respective schools.

Other Components-

1. **Appointment of special education teacher -** There is no special teacher for CWSN in state. New special teacher will be appointed in the such school which fulfills the 1:5 ratio excluding orthopedic impairments. If required ratio is below the said ratio then the appointed special teacher will cover the other school surroundings also.
2. **Training for general teacher, parents and administrator training-** Master trainer will be trained at state level by the experts RCI, NIVH, NGO of field. MTs will organize the training programme at district level.

3. **Resource Room**-Resource Centre Room will be constructed in all 95 blocks. BRC and CRC are for elementary education and having maximum work load of their own and they are also not aware of with secondary education, so under these circumstances separate resource centre rooms are needed. Resource Room will be constructed in disable friendly central place, easy access to medical facility and surrounded by maximum schools.
4. **Major Activities in Resource Centre Room.**
 - a. Support for regular teacher to sensitization about teaching learning process of CWSN.
 - b. Teaching learning material-Development of teaching learning material to CWSN.
 - c. Awareness campaign at block level.
 - d. Monitoring of activities carried out for CWSN children in school.
 - e. To help in preparation in child profile.
 - f. Identity the special need of CWSN in teaching learning process.
 - g. To provide need based aid and appliances with the help of DPO.
 - h. Resource Room will be constructed in the school which have-
 1. Maximum number of CWSN excluding orthopedic impairments.
 2. School strength.
 3. Centrally located school.

Equipment for block level Resource room-For nearly constructed Resource Centre Room essential equipments are needed. Equipments will be finalized for Resource Room with help for expert/doctors and NGOs regarding the needs of CWSN.

Environment building programme- All community, Panchayat, Teacher, Principal, will be sensitize with the help of experts and Doctors in this field. Initially indentified 95 schools one in every block will be covered under this activity.

- a. A One day awareness building work shop for parents of CWSN, SMDC, Block and Panchayat level elected members and Special School Teachers will be conducted at block level.
- b. Awareness about CWSN through advertisement in print and electronic media.
- c. Wall writing Nukad Natak, Slogan, Pomplets will be conducted and distributed in all schools.

Convergence with other departments and NGO - In Uttarakhand many National level institution are working in the field of CWSN. Their help will be taken in identification and other activities for IEDSS scheme. The state also involve all NGOs which are already working in the field of inclusive education. Convergence will also made with statistical, Labour, Social Welfare and Health department

Management and Monitoring – The Uttarakhand Sabhi Ke Liye Madhyamik Shiksha Parishad (An implementing society for RMSA) will be implementing society for IEDSS. The following mechanism will be adopted for implementation of IEDSS scheme.

- a. State level- One Joint Director and one Assistant Director posted for IEDSS.
- b. District level- DPO, One resource person and DIET resource centre will look IEDSS processing.
- c. Block level- BEO, and special teachers will run the IEDSS processing.

Financial Provision-

The plan of financial assistance for the year 2011-12 has already been submitted in Ministry of Human Resource Development, New Delhi. So the budget provision of all the activities will be met out from IEDSS Scheme.

Chapter VII

Planning for Implementation

Implementation Schedule & Responsibilities

Monitoring, Inspection & Supervision

Monitoring is an internal management process of continuous control of inputs, processes and outputs in order to identify strengths and weaknesses, formulate practical proposals for action and take the necessary steps to reach the expected results. It is important to remember that monitoring include action and is not simply limited to an identification of strengths and weaknesses.

At the secondary level monitoring is done through the inspectorate system. This system has served largely to exercise authority and control rather than provide academic support to teachers. The school inspectors perform a number of functions, one of which is to visit schools under their preview. Their visits are usually few and far between, during which the students and teachers tend to present a positive picture of the school, regardless of the ground realities due to fear of punishment. This reduces monitoring to a 'policing' function.

Monitoring must be seen as a process that enables and provide constructive feedback. The monitoring system put in place must be carefully analysed in relation to its objectives, and the norms and practices that are to be institutionalized to achieve the objectives. It must provide for sustained interaction with schools in terms of teaching-learning processes within the classroom context.

A society had registered under Society Registration Act 1868 namely "Uttarakhand Shabhi Ke Liye Madhyamik Shiksha Parisad" a dated 7th February, 2009.

For carrying out the activities of monitoring inspection and supervision effectively. The different committee of society has been formed at the state level i.e. General body committee, in the chairmanship of chief minister, executive committee, in the chairmanship of chief secretary, Finance Committee in the

chairmanship of principal secretary of finance and program monitoring committee in chairmanship of education secretary. These committees monitor and supervise all the activities and suggestions give to the state mission RMSA. The organization structure there committee is following-

District Project Committee is formed under the Chairmanship of District Magistrate in all 13 districts with comprised of different district level departmental officers, representative of NGO, Educationist, Panchayat Member, Social Activist and RMSA district level officers. This committee is fully responsible for implementation and monitoring of RMSA activities at district level.

Project Management:

Staff Position State Project Office

| SN | Post | Staff Sanctioned | Staff filled | Remarks |
|-----------|-----------------------------------|-------------------------|---------------------|--|
| 1 | State Project Director | 01 | 01 | <i>Ex officio Director, School Education</i> |
| 2 | Additional State Project Director | 01 | --- | |
| 3 | Finance Controller | 01 | 01 | <i>Ex Officio, FC School Education</i> |
| 4 | Joint Project Director | 02 | 02 | |
| 5 | Assistant Project Director | 04 | 04 | |
| 6 | Account Officer | 01 | --- | |
| 7 | Accountant | 01 | 01 | |
| 8 | Administrative Officer | 01 | 01 | |
| 9 | Computer Operators | 03 | 03 | |
| 10 | Peons | 03 | 03 | |
| | Total | 18 | 16 | |

District Project Office

| SN | Post | Staff Sanctioned | Staff filled | Remarks |
|-----------|-----------------------------------|-------------------------|---------------------|------------------------------------|
| 1 | District Project Officer | 13* | 13 | <i>Ex officio ADEO (Secondary)</i> |
| 2 | District Resource Person | 26** | 26 | |
| 3 | Assist. Finance & Account Officer | 13* | --- | |
| 4 | Accountant | 13* | 13 | |
| 5 | Computer Operators | 13* | 13 | |
| | Total | 78 | 65 | |

* One post in every District

** Two post in every District

State level monitoring-

| Activities | Monitoring Agency | Member | Steps to be taken |
|------------|--|---|--|
| Civil Work | SPO, Uttarkhand Sabhi Ke Liya Madhyamik Shiksha Parishad | <ul style="list-style-type: none"> Executive Engineer J.D. Planning and Civil work External Agency Construction Agency (Irrigation Dept. & Rural Engineering Service, Uttarakhand) ASPD (Construct Work) External Monitoring Agency | <ul style="list-style-type: none"> Supervision of work according to map design. Monitoring of qualitative aspect of civil work. Testing the quality of material. Reporting to SPO. Release of the Budget. Spot verification of the civil work. Quarterly/monthly progress of civil work and reporting. Monitoring of quality of construction. To insure quality work. Action Taken. |
| Finance | SPO, Uttarkhand Sabhi Ke Liya Madhyamik Shiksha Parishad | <ul style="list-style-type: none"> Finance Controller Account Officer Statutory Audit by external firm Performance Audit Social Audit by local bodies | <ul style="list-style-type: none"> To prepare monthly and quarterly progress report. Allocation of the budget from time to time according to the proposal. Physical verification of the spot and financial records. Implementation of the suggestions of the audit report. Monitoring of all the financial aspects at different levels. |
| Academic | SCERT, Board SPO | Functionaries of <ul style="list-style-type: none"> SCERT Board J.D. Academic (SPO) ASPD (Academic) ASPD (Innovation) | Monitoring of quality of all the academic aspects- <ul style="list-style-type: none"> Curriculum and text books. Teachers training. Remedial Teaching. Continuous and comprehensive evaluation. Research and action research. Guidance and Counseling. Innovative activities. Teaching learning process. Learning Resource Centers. Classroom process. Quality education of children with special needs. Monthly/quarterly/yearly reporting and monitoring of all the activities for qualitative improvement. |
| Planning | SIEMAT and SPO | Functionaries of <ul style="list-style-type: none"> SIEMAT ASPD JSPD (Plan) ASPD (Plan) ASPD (MIS) | <ul style="list-style-type: none"> Monitoring and Supervision of SEMIS data. Monitoring of the quality of the plan. Monitoring of the norms set up by the central govt. Appraisal of district plans. Monitoring of the implementation of the plan according to the set target. Monitoring of the quality of the training of managerial functionaries. |

| | | | |
|-------------------------|---|---|---|
| Administrative | Directorate | Directorate of School Education | — Implementation of the suggestions based on monitoring report. |
| States Internal mission | Board, SCERT, SSA, SIEMAT, Directorate and University | One member from Board, SCERT, SPD (SSA), SIEMAT Directorate of School Education, University members | — A review mission will monitor all the activities in every six month. |
| State Resource group | | Subject experts, finance experts, NGO's, Educationist, PRI, member, experts of national academic and planning agencies. | — To provide suggestions to SPO regarding preparing the plan and its implementations. |

District Level – The district project committee has been formed in the chairmanship of district magistrate. Its role is to monitor and implement all kinds of activities under the perspective plan and AWP&B. Additional District Education Officer (Secondary) will be the district project officer and his role will be monitor and supervise all activities. District Education Officer will be the patron of RMSA of all administrative and academic work will be done by DEO.

| Activities | Monitoring Agency | Member | Steps to be taken |
|----------------------------|---------------------------|---|--|
| District/ Infrastructure 1 | DPO and External Agencies | <ul style="list-style-type: none"> • A.E. Civil work • District Resource • Person planning • and civil work | <ul style="list-style-type: none"> • Supervision of work according to map design. • Monitoring of qualitative aspect of civil work. • Testing the quality of material. • Reporting to DPO. • Spot verification of the civil work. • Quarterly/monthly progress of civil work and reporting. • Monitoring of quality of construction. • To insure quality work. • Action Taken. • To check the quality work and reporting. • Supervision and Monitoring of SEMIS data. • Support to SMDC. |
| Financial | DPO | <ul style="list-style-type: none"> • Assistant Finance • and Account • officers | <ul style="list-style-type: none"> • To prepare monthly and quarterly progress report. • Physical verification of the spot and financial records. • Implementation of the suggestions of the audit report. • Monitoring of all the financial aspects at the district and school levels. • To monitor school level account, audit and progress. |
| Academic | DPO and DIET | <ul style="list-style-type: none"> • DIET (05 subject experts) • District Resource person • Academic, Evaluation and • Innovations. | <ul style="list-style-type: none"> • Supervision, monitoring and reporting of all the academic activities. • To monitor school level academic activities. • To monitor the implementation of teacher training in classroom process. |

| | | | |
|----------|--------------|---|---|
| Planning | SPO and DIET | <ul style="list-style-type: none"> Functionaries of DIET and SPO | <ul style="list-style-type: none"> Monitoring and Supervision of SEMIS data. Monitoring of the norms set up by the central govt. Appraisal of district plans. Monitoring of the implementation of the plan according to the set target. |
|----------|--------------|---|---|

Block Level – Block Education Officer will be responsible for all administrative and academic work at the block level.

| Activities | Monitoring Agency | Member | Steps to be taken |
|---|--|--|--|
| Civil Work, Financial, Academic, Planning | Block Education Office and External Agencies | <ul style="list-style-type: none"> JE Civil work B.E.O. Regional Education officers. | <ul style="list-style-type: none"> Monitoring and reporting at the three levels of construction- <ul style="list-style-type: none"> Plinth level. Door band level. Lintel level. Monthly reporting at the district. Collection and verification of SIEMS data. Monitor and supervise all the academic and administrative activities. |

School Level – At the school level SMDC has been formed. It has two sub committees i.e. Civil work Monitoring Committee and Academic Committee. Its main functions will be monitoring and supervision of the activities related to school.

| Activities | Monitoring Agency | Member | Steps to be taken |
|------------|-----------------------------------|---|--|
| Civil Work | Construction Monitoring Committee | <ul style="list-style-type: none"> Principal Functionaries of School Infrastructural Development committee JE of construction agency | <ul style="list-style-type: none"> Monitoring and reporting weekly/monthly progress to block and district level. Monitoring of school planning. |
| Academic | School Academic Committee | <ul style="list-style-type: none"> Member of academic Committee | <ul style="list-style-type: none"> Monitoring of academic aspects related to quality improvement. To assess the child progress. Monitoring of Management, teaching-learning processes and school administration. Result obtained. Action plan |

1. State Level Activities Under MMR

| | Activity | Brief about activity |
|----------|--|---|
| 1 | Research & Evaluation | |
| 1.1 | GIS Mapping & School Mapping | GIS mapping will conduct with help of outer agency Uttarakhand Antriksha Upyog Kendra (USAC). School mapping exercise will conduct in all 13 districts. |
| 1.2 | Research Study | |
| 2 | Planning Monitoring and Supervision | |
| 2.1 | Monthly Review Meeting of District Level Officers at SPO | Review of RMSA activities in State/district. |
| 2.2 | Orientation Workshop & Seminar | Meeting of SRGs. Workshop on TNA conducted. |
| 2.3 | Preparation of AWP&B | Workshop on AWP&B preparation |
| 2.4 | Approval of AWP&B | Meeting of Appraisal Team |
| 2.5 | Capacity Building Programme | Organisation capacity building programme for SPO and DPO functionaries |
| 2.6 | Monitoring Civil Work | Field visit and third party evaluation of civil work |

| | | |
|--|---|--|
| 2.7 | Field Visit of SPO Officials | For physical verification and awareness building of SPO official study tour and exposer visit will organised. |
| 3 | Management and Quality | |
| 3.1 | Salary | For all SPO staff. |
| 3.2 | Capacity Building Programme for Project Functionaries | 26 DRPs and 13 DPOs, 13 AAOs and 13 computer operators will oriented. |
| 3.3 | Community Mobilization & Awareness Comp. | Separate write up submitted. |
| 3.4 | Strengthening OF MIS (SEMIS) | Printing of DCF and data entry, purchasing of computers and other accessories. |
| 3.5 | Innovation & other Activities | Separate write up submitted. |
| 3.6 | Examination Reform | Workshop implementation and sharing of CCE |
| 3.7 | School Environment Building | Introduced school grading system |
| 3.8 | Analysis of Examination Result | Analysis of IX class examination result of 04 core subjects |
| 3.9 | Other Office Expenses | All Office Expensive, Printing of Various Formats & Registers, Brocers, Pamphlets etc., AWP&B Preparation, TADA, Vehicles Hiring, POL, Contingency, Consultancy etc. |
| 2. District Level Activities Under MMER | | |
| 1 | Examination Reforms | Workshop on CCE and School Grading Preparation of child academic profile Sharing of CCE results |
| 2 | Curriculum Reform | Meeting of DRG (Academic) |
| 3 | Community Mobilisation | Training of SMDC members |
| 4 | Monitoring Activities | Block Level Monitoring District Level Monitoring |
| 5 | Research and Evaluation | |
| 6 | Salaries | |
| 7 | TA/DA | |
| 8 | Contingency | |
| 9 | Office Equipments | |
| 10 | Hiring of Vehicle | |
| 11 | Computer/Laptops Expenditure | |

Table 7.0 Activities proposed under MMER in 2011-12

1. State Level Activities

| S.N. | State Level Format | <i>Amount In Lakhs</i> Proposed Outlay |
|------------------|---|---|
| 1 | Research Study | |
| 1.1 | Status of Co shotastic Activities in Secondary School | 10.00 |
| 1.2 | Status of the use of Lab Equipment in classroom process at Secondary School | 10.00 |
| 1.3 | Comprehensive Study of Social Science | 10.00 |
| Sub Total | | 30.00 |
| 2 | Quality | |
| 2.1 | SRG Meeting | 3.00 |
| Sub Total | | 3.00 |
| 2.2 | Community Mobilization & Publicity | |
| 2.2.1 | Module Development on SMDC Training & MT Training | 5.00 |
| 2.2.2 | Workshop on TNA | 3.00 |
| 2.2.3 | Publicity in Print and Electronic Media | 5.00 |
| 2.3 | Edusat and Guidance & Counseling | |
| 2.3.1 | State Level SIT (EDUSAT) (i) SIT at SCERT (ii) SIT at UBSE (iii) SIT & Expert Centre at IT Academy | 108.50 |
| 2.3.2 | Guidance & Counseling • State Guidance Beurow | 23.44 |
| Sub Total | | 144.94 |
| 3 | Supervision & Monitoring | |
| 3.1 | Monthly Review Meeting of District Level Officers at SPO | 6.00 |
| 3.2 | Orientation Workshop & Seminar (06) | 9.00 |
| 3.3 | Field Visit of SPO Officials | 6.00 |

| | | |
|--------------------|---|---------------|
| Sub Total : | | 21.00 |
| 4 | Management and Quality | |
| 4.1 | Salary | 75.00 |
| 4.2 | Honorarium | 10.00 |
| 4.3 | Capacity Building Programme for Project Functionaries | 5.00 |
| 4.4 | Strengthening of State Level Institute (SCERT, SIEMAT & Board) | 10.00 |
| 4.5 | Strengthening OF MIS (SEMIS) | 8.00 |
| 4.6 | Hiring of Vehicle | 15.00 |
| 4.7 | Consultancy | 15.00 |
| 4.8 | Contingency | 10.00 |
| 4.9 | Printing of Material | 5.00 |
| 4.10 | Office Equipment | 10.00 |
| 4.11 | AWP&B Preparation | 3.00 |
| 4.12 | TA/DA | 5.00 |
| 4.13 | Other Office Expenses | 20.00 |
| Sub Total | | 191.00 |
| Total | | 389.94 |

2 District Level Activities

| Sr. No. | District Level Format | Financial |
|---------------------------------------|---|---------------|
| 1 | Examination Reforms | |
| 1.1 | Workshop on CCE and School Grading | 2.60 |
| 1.2 | Preparation of Child Academic Profile | 0.00 |
| 1.3 | Sharing of CCE Result | 0.00 |
| Sub Total | | 2.60 |
| 2 | Curriculum Reform | |
| 2.1 | Meeting of DRG (Academic) | 5.20 |
| Sub Total | | 5.20 |
| 3 | Community Mobilization | |
| 3.1 | Training of SMDC Members | 65.79 |
| Sub Total | | 65.79 |
| 4 | Monitoring Activities | |
| 4.1 | Block Level Monitoring | 19.00 |
| 4.2 | District Level Monitoring | 13.00 |
| Sub Total | | 32.00 |
| 5 | Research and Evaluation | |
| Sub Total | | 4.25 |
| 6 | Management | |
| 6.1 | Salary | 260.00 |
| 6.2 | Honorarium | 26.00 |
| 6.3 | TA/DA | 32.50 |
| 6.4 | Contingency, Meeting, workshop & other office expense | 65.00 |
| 6.5 | Office Equipments | 26.00 |
| 6.6 | Hiring of Vehicle | 39.00 |
| 6.7 | Computers/Laptops & other exp. | 19.50 |
| Sub Total | | 468.00 |
| Total | | 577.84 |
| Grand Total (State + District) | | 914.78 |

Chapter VIII

Budget Estimates

GOI releases funds based upon the approved Annual works plan and budget (AWPB) of SIS. The fund will be released in two installments. For this purpose the separate bank account has been opened. The first release is made soon after the approval of the AWPB and is approximately 50 percent of the GOI share. Subsequently, the state government releases its share to the SIS. The second installment is released based upon demand from the state (usually six months after the first release) in a similar manner. This release takes into account the expenditure incurred and a forecast of cash requirements for the rest of the financial year.

WITHIN THE STATE:- A separate bank account has been maintained by all district project offices and School Management and Development Committee (SMDC)s. The SIS releases funds to the district office based upon the approved annual plan, expenditure incurred, and future requirements. Further the district office releases funds to the SMDC and schools following the same principles. However, releases at this level consider 'norms' as laid down in the proposed RMSA manual.

In the fund flow it is important to note that all releases from GOI are made electronically and a significant number of districts will further release the funds to implementing agencies, electronically.

Procurement for RMSA is carried out in accordance with the Manual for financial Management and Procurement (FMP) with the state procurement rule 2008. Audit will be done by impaneled chartered accountant. The utilization certificate is duly forwarded to the MHRD by the state governing council for further release. The district maintains the accounts in the double entry system. The state office audits the computerized daywise, headwise, monthwise expenditure periodically.

Monthly review will be organized by the state to assess the level of performance.

TRANSPARENCY AND ACCOUNTABILITY:-

ROLE OF STATE GOVERNMENT:-The Right to Information Act should be followed both in letter and in spirit by all the implementing machinery of the Government Departments in all matters relating to RMSA .Section 4 of the Act which concerns proactive disclosure of information, should be strictly complied with all levels. Key documents related to the RMSA should be proactively disclosed to the public. Without waiting for anyone to “apply” for them .A list of such documents should be prepared by the State Mission and updated from time to time. Public access to key records and key information should be ensured at all levels. This should also be displayed on the website.

The school display board has to show all investments being made in the school. Teacher attendance should be publically displayed, for improving the quality of school level data regarding enrolment, attendance, retention dropout etc. besides the maintenance of other records and registers.

Monthwise updated data on-progress of each component of the scheme, progress of expenditure and utilization including funds received and spent. Payments made, works sanctioned and works started, cost of works and details of expenditure on it, duration of work etc. should be made public in a pre-designated format outside all offices of all agencies involved in implementing the scheme. All these information should also be shared with the Gram Panchyats/ULBs and should be discussed in their meetings.

Similar efforts at transparency should be made right up to the State level. Copies of all sanctioned orders for re project/project activities would be pasted on the website of the department of secondary education.

ANNUAL REPORTS:-

The Central Government as well as the State Governments shall prepare an annual report on the implementation of the scheme. This report will be laid before parliament and the State Governments respectively.

FINANCIAL AUDIT:-

The Audit report of the Chartered Accountant and the Utilization certificate for the previous year must be submitted latest by September next year by the District Project Officer.

The District Project Officer will ensure that the opening and closing Balance included in both the Audit Report and the Utilization certificate tally. In case there is variation due to any unavoidable reason, it has to be clearly explained with reasons to the satisfaction of the SIS, with documentary support, if any.

PHYSICAL AUDIT:-

A physical audit of the works undertaken will be conducted to verify the quality of works and to check that the expenditures incurred have led to the creation of durable assets.

ACTION ON AUDIT REPORTS BY THE STATE GOVERNMENT:-

A copy of every audit report, whether conducted by the chartered accountant, the internal Audit and grievance cell and auditors of the Accountant General or Comptroller and Audit General and Social Audit reports (if any) will be sent to the State Government concerned.

The State government will ensure speedy action against the concerned officials/non-officials for misappropriation of funds, frauds, incorrect measurement, false entries in the registers/records and other irregularities of a serious nature, resulting in the leakage of Government/Public funds/resources. The state Government will also take appropriate steps to prevent such irregularities.

**Table 8.1 Districtwise Plan Summary
AWP&B 2011 – 2012**

(Rs. In Lakhs)

| SN | District | Spill over 2009-10 | Spill over 2010-11 | Fresh Proposal 2011-12 | Total |
|-----------|-----------------|-------------------------------|-------------------------------|-----------------------------------|-----------------|
| 1 | Almora | 397.21 | 555.04 | 6578.67 | 7530.92 |
| 2 | Bageshwer | 97.90 | 377.27 | 3569.90 | 4045.07 |
| 3 | Chamoli | 73.86 | 706.27 | 7844.25 | 8624.38 |
| 4 | Champawat | 43.59 | 229.24 | 3134.22 | 3407.05 |
| 5 | Dehradun | 312.93 | 446.54 | 4391.57 | 5151.04 |
| 6 | Haridwar | 150.70 | 608.41 | 3019.81 | 3778.92 |
| 7 | Nainital | 173.13 | 913.48 | 6136.79 | 7223.39 |
| 8 | Pauri | 318.42 | 469.45 | 6273.10 | 7060.96 |
| 9 | Pithoragarh | 87.86 | 342.97 | 6063.54 | 6494.37 |
| 10 | Rudraprayag | 134.10 | 248.83 | 4048.07 | 4431.00 |
| 11 | Tehri | 209.70 | 483.50 | 9340.60 | 10033.80 |
| 12 | U S Nagar | 156.63 | 406.16 | 4924.76 | 5487.54 |
| 13 | Uttarkashi | 132.44 | 325.51 | 4974.99 | 5432.94 |
| 14 | State Component | 0.00 | 0.00 | 336.94 | 336.94 |
| | Total | 2288.46 | 6112.66 | 70637.20 | 79038.31 |

Table 8.12 Activitywise Annual Work Plan & Budget 2011-12

Rs.in Lakhs

| S.No. | Activities | Area | Proposal for 2011-12 | | | | | Total |
|----------|-------------------------------------|-------|------------------------------|------------------------------|----------------|------|-----------|---------|
| | | | Spill over for 2009-10 (Fin) | Spill over for 2010-11 (Fin) | Fresh Proposal | | | |
| | | | | | Unit Cost | Phy. | Financial | |
| 1 | New Schools | Hill | 0.00 | 0.00 | | 121 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | | 35 | 0.00 | 0.00 |
| 1.01 | 1 section school | Hill | 0.00 | 0.00 | | 120 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | | 14 | 0.00 | 0.00 |
| 1.02 | 2 section school | Hill | 0.00 | 0.00 | | 1 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | | 21 | 0.00 | 0.00 |
| 1.03 | Residential Schools | Hill | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| | Sub total | Hill | 0.00 | 0.00 | | 121 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | | 35 | 0.00 | 0.00 |
| 2 | Civil Works of new school | Hill | 467.69 | 1303.31 | | 121 | 0.00 | 9428.91 |
| | | Plain | 23.43 | 129.06 | | 35 | 0.00 | 1385.78 |
| 2.01 | 1 section school | Hill | 351.45 | 1672.90 | 62.450 | 120 | 7494.00 | 9518.35 |
| | | Plain | 23.43 | 159.32 | 57.400 | 14 | 803.60 | 986.35 |
| 2.02 | 2 section school | Hill | 116.24 | 148.21 | 77.850 | 1 | 77.85 | 342.30 |
| | | Plain | 87.18 | 444.62 | 74.450 | 21 | 1563.45 | 2095.25 |
| 2.03 | Residential Schools | Hill | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| | Sub total | Hill | 467.69 | 1821.11 | | 121 | 7571.85 | 9860.65 |
| | | Plain | 110.61 | 603.94 | | 35 | 2367.05 | 3081.60 |
| 3 | Staff for new school | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 3.01 | Head Master | Plain | 0.00 | 0.00 | 0.450 | 156 | 421.20 | 421.20 |
| 3.02 | Subject teacher 1 | Plain | 0.00 | 0.00 | 0.350 | 156 | 327.60 | 327.60 |
| 3.03 | Subject teacher 2 | Plain | 0.00 | 0.00 | 0.350 | 156 | 327.60 | 327.60 |
| 3.04 | Subject teacher 3 | Plain | 0.00 | 0.00 | 0.350 | 156 | 327.60 | 327.60 |
| 3.05 | Subject teacher 4 | Plain | 0.00 | 0.00 | 0.350 | 156 | 327.60 | 327.60 |
| 3.06 | Subject teacher 5 | Plain | 0.00 | 0.00 | 0.350 | 156 | 327.60 | 327.60 |
| 3.07 | Subject teacher 6 | Plain | 0.00 | 0.00 | 0.350 | 156 | 327.60 | 327.60 |
| 3.08 | Subject teacher 7 | Plain | 0.00 | 0.00 | 0.350 | 156 | 327.60 | 327.60 |
| 3.09 | Subject teacher 8 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 3.10 | Lab Attendant | Plain | 0.00 | 0.00 | 0.100 | 156 | 93.60 | 93.60 |
| 3.11 | Librarian/ Office Attn. | Plain | 0.00 | 0.00 | 0.100 | 156 | 93.60 | 93.60 |
| 3.12 | Duftary | Plain | 0.00 | 0.00 | 0.070 | 156 | 65.52 | 65.52 |
| 3.14 | Chaukidar | Plain | 0.00 | 0.00 | 0.070 | 156 | 65.52 | 65.52 |
| | Sub total | | 0.00 | 0.00 | | | 3032.64 | 3032.64 |
| 4 | Staff for residential school | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 4.01 | Head Master | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 4.02 | Subject teacher 1 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |

| | | | | | | | | |
|----------|--|-------|----------------|----------------|--------------|------------|-----------------|-----------------|
| 4.03 | Subject teacher 2 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 4.04 | Subject teacher 3 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 4.05 | Subject teacher 4 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 4.06 | Subject teacher 5 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 4.07 | Subject teacher 6 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 4.08 | Subject teacher 7 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 4.09 | Subject teacher 8 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 4.10 | Lab Attendant | | 0.00 | 0.00 | 0.100 | 0 | 0.00 | 0.00 |
| 4.11 | Librarian/ Office Attn. | | 0.00 | 0.00 | 0.100 | 0 | 0.00 | 0.00 |
| 4.12 | Duftary | | 0.00 | 0.00 | 0.700 | 0 | 0.00 | 0.00 |
| 4.13 | Chaukidar | | 0.00 | 0.00 | 0.700 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 4 | Strengthening of existing schools | Hill | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 4.01 | Additional Classroom | Hill | 287.13 | 789.61 | 7.710 | 666 | 5134.86 | 6211.60 |
| | | Plain | 98.53 | 421.12 | 8.540 | 261 | 2228.94 | 2748.59 |
| 4.02 | Integrated Scinece Lab | Hill | 167.75 | 264.44 | 11.570 | 700 | 8099.00 | 8531.19 |
| | | Plain | 61.00 | 96.99 | 9.980 | 116 | 1157.68 | 1315.67 |
| 4.03 | Head Master Room | Hill | 0.00 | 0.00 | 2.640 | 0 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | 2.280 | 0 | 0.00 | 0.00 |
| 4.04 | Office Room | Hill | 0.00 | 0.00 | 2.640 | 0 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | 2.280 | 0 | 0.00 | 0.00 |
| 4.05 | Computer Room | Hill | 105.00 | 412.25 | 10.470 | 714 | 7475.58 | 7992.83 |
| | | Plain | 32.50 | 153.00 | 8.880 | 117 | 1038.96 | 1224.46 |
| 4.06 | Library | Hill | 178.50 | 511.70 | 9.950 | 996 | 9910.20 | 10600.40 |
| | | Plain | 63.00 | 214.20 | 8.540 | 153 | 1306.62 | 1583.82 |
| 4.07 | Art and Craft room | Hill | 82.50 | 403.75 | 5.990 | 1028 | 6157.72 | 6643.97 |
| | | Plain | 20.00 | 157.25 | 5.110 | 158 | 807.38 | 984.63 |
| 4.08 | Girls Activity Room | Hill | 0.00 | 0.00 | 5.990 | 0 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | 5.110 | 0 | 0.00 | 0.00 |
| 4.09 | Toilet block | Hill | 110.25 | 124.95 | 2.750 | 720 | 1980.00 | 2215.20 |
| | | Plain | 42.00 | 52.28 | 2.250 | 115 | 258.75 | 353.03 |
| 4.10 | Water facility | Hill | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| | | Plain | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 4.11 | Others (Lab Equipment) | Hill | 447.00 | 55.00 | | 348 | 252.00 | 754.00 |
| | | Plain | 15.00 | 14.00 | | 8 | 8.00 | 37.00 |
| | Sub total | Hill | 1378.13 | 2561.69 | | 0 | 39009.36 | 42949.18 |
| | | Plain | 332.03 | 1125.92 | | 0 | 6826.07 | 8284.01 |
| 5 | Other Civil works | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 5.01 | Teacher quarters | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 5.02 | Hostels | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 6 | Major repair | | 0.00 | 1.00 | 0.000 | 0 | 0.00 | 1.00 |
| 6.01 | Major repair | | 0.00 | 0.00 | | 194 | 433.22 | 433.22 |
| | Subtotal | | 0.00 | 0.00 | 0.000 | 194 | 433.22 | 433.22 |

| | | | | | | | | |
|-----------|---|-------|-------------|-------------|-------|-------------|----------------|----------------|
| 7 | Staff for schools sanctioned in previous years | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 7.01 | Head Master | Plain | 0.00 | 0.00 | 0.450 | 81 | 437.40 | 437.40 |
| 7.02 | Subject teacher 1 | Plain | 0.00 | 0.00 | 0.350 | 81 | 340.20 | 340.20 |
| 7.03 | Subject teacher 2 | Plain | 0.00 | 0.00 | 0.350 | 81 | 340.20 | 340.20 |
| 7.04 | Subject teacher 3 | Plain | 0.00 | 0.00 | 0.350 | 81 | 340.20 | 340.20 |
| 7.05 | Subject teacher 4 | Plain | 0.00 | 0.00 | 0.350 | 81 | 340.20 | 340.20 |
| 7.06 | Subject teacher 5 | Plain | 0.00 | 0.00 | 0.350 | 81 | 340.20 | 340.20 |
| 7.07 | Subject teacher 6 | Plain | 0.00 | 0.00 | 0.350 | 81 | 340.20 | 340.20 |
| 7.08 | Subject teacher 7 | Plain | 0.00 | 0.00 | 0.350 | 81 | 340.20 | 340.20 |
| 7.09 | Subject teacher 8 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 7.10 | Lab Attendant | Plain | 0.00 | 0.00 | 0.100 | 81 | 97.20 | 97.20 |
| 7.11 | Librarian/ Office Attn. | Plain | 0.00 | 0.00 | 0.100 | 81 | 96.84 | 96.84 |
| 7.12 | Duftary | Plain | 0.00 | 0.00 | 0.070 | 81 | 64.68 | 64.68 |
| 7.13 | Chaukidar | Plain | 0.00 | 0.00 | 0.070 | 81 | 64.68 | 64.68 |
| | Sub total | | 0.00 | 0.00 | | | 3142.20 | 3142.20 |
| 8 | Additional Teachers for existing schools | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 8.01 | Head Master | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 8.02 | Subject teacher 1 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 8.03 | Subject teacher 2 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 8.04 | Subject teacher 3 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 8.05 | Subject teacher 4 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 8.06 | Subject teacher 5 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 8.07 | Subject teacher 6 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 8.08 | Subject teacher 7 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 8.09 | Subject teacher 8 | | 0.00 | 0.00 | 0.350 | 0 | 0.00 | 0.00 |
| 8.10 | Lab Attendant | | 0.00 | 0.00 | 0.100 | 1766 | 2119.20 | 2119.20 |
| 8.11 | Librarian | | 0.00 | 0.00 | 0.100 | 0 | 0.00 | 0.00 |
| 8.12 | Duftary | | 0.00 | 0.00 | 0.700 | 0 | 0.00 | 0.00 |
| 8.13 | Chaukidar | | 0.00 | 0.00 | 0.700 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | | 1766 | 2119.20 | 2119.20 |
| 9 | School Grant | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 9.01 | School Grant | Plain | 0.00 | 0.00 | 0.500 | 2149 | 1074.50 | 1074.50 |
| | Sub total | | 0.00 | 0.00 | | 2149 | 1074.50 | 1074.50 |
| 10 | Minor Repair | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 10.01 | Minor Repair | Plain | 0.00 | 0.00 | 0.250 | 1314 | 328.50 | 328.50 |
| | Sub total | | 0.00 | 0.00 | | 1314 | 328.50 | 328.50 |
| 11 | Teacher Training | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 11.01 | Training for head masters | Plain | 0.00 | 0.00 | 0.010 | 2149 | 21.49 | 21.49 |
| 11.02 | In-service training for existing teachers | Plain | 0.00 | 0.00 | 0.010 | 14260 | 142.60 | 142.60 |
| 11.03 | Training for new teachers | Plain | 0.00 | 0.00 | 0.010 | 567 | 5.67 | 5.67 |
| | Sub total | | 0.00 | 0.00 | | | 169.76 | 169.76 |

| | | | | | | | | |
|--------------|--|-------|-------------|-------------|--------------|--------------|----------------|----------------|
| 12 | Furniture for existing schools | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 12.01 | Furniture based on students | Plain | 0.00 | 0.00 | 0.015 | 9520 | 142.80 | 142.80 |
| | Sub total | | 0.00 | 0.00 | | 9520 | 142.80 | 142.80 |
| 13 | Quality Interventions | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 13.01 | Excursion trip for students | | 0.00 | 0.00 | 0.010 | 127482 | 1274.82 | 1274.82 |
| 13.02 | Study tours (Administrators) | | 0.00 | 0.00 | 0.100 | 674 | 67.40 | 67.40 |
| 13.03 | Study tour for teachers | | 0.00 | 0.00 | 0.100 | 1916 | 191.60 | 191.60 |
| 13.04 | Science exhibition at school level | | 0.00 | 0.00 | 0.050 | 1859 | 92.95 | 92.95 |
| 13.05 | Science exhibition at district level | | 0.00 | 0.00 | 0.500 | 13 | 6.50 | 6.50 |
| 13.06 | Book fair | | 0.00 | 0.00 | 0.500 | 13 | 6.50 | 6.50 |
| 13.07 | Special teaching for learning enhancement | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 13.08 | Hub for edusat | | 0.00 | 0.00 | 7.600 | 120 | 912.00 | 912.00 |
| 13.09 | ROT (Receive Only Terminal) | | 0.00 | 0.00 | 0.500 | 228 | 114.00 | 114.00 |
| 13.10 | English lab and improvement in spoken English | | 0.00 | 0.00 | 2.000 | 13 | 26.00 | 26.00 |
| 13.11 | maths Lab. | | 0.00 | 0.00 | 0.015 | 1860 | 27.90 | 27.90 |
| 13.12 | e-content CDs | | 0.00 | 0.00 | 0.006 | 1860 | 11.16 | 11.16 |
| | Sub total | | 0.00 | 0.00 | | | 2726.09 | 2726.09 |
| 14 | Equity Interventions | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 14.01 | Girls oriented activities | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 14.01.01 | Vocational Training | | 0.00 | 0.00 | 0.010 | 1650 | 16.50 | 16.50 |
| 14.01.02 | Cycle Facility | | 0.00 | 0.00 | 0.030 | 14551 | 436.53 | 436.53 |
| 14.01.03 | Personality Development Prog. | | 0.00 | 0.00 | 0.400 | 57 | 22.80 | 22.80 |
| | Sub total | | 0.00 | 0.00 | | 16258 | 475.83 | 475.83 |
| 14.02 | SC/ ST oriented activities | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 14.02.01 | Promotion of Art/Craft | | 0.00 | 0.00 | 0.200 | 227 | 45.40 | 45.40 |
| 14.02.02 | Transportation Facility | | 0.00 | 0.00 | 0.070 | 150 | 10.50 | 10.50 |
| 14.02.03 | Vocational Training | | 0.00 | 0.00 | 0.020 | 422 | 8.44 | 8.44 |
| | Sub total | | 0.00 | 0.00 | | 799 | 64.34 | 64.34 |
| 14.03 | Educational Backward Minorities oriented activities | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 14.03.01 | Activity 1 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 14.03.02 | Activity 2 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 14.03.03 | Activity 3 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 15 | Interventions for Out of school children | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |

| | | | | | | | | |
|--------------|---------------------------------------|--|----------------|----------------|--------------|-------------|-----------------|-----------------|
| 15.01 | Open School System | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 15.01.01 | Registration, Coaching & examination | | 0.00 | 0.00 | 0.018 | 2866 | 51.59 | 51.59 |
| 15.01.02 | Activity 2 | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 15.01.03 | Activity 3 | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | | 1026 | 51.59 | 51.59 |
| 15.01 | Any other activity | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 15.02.01 | Strengthening of training venue | | 0.00 | 0.00 | 0.500 | 53 | 26.50 | 26.50 |
| 15.02.02 | Strengthening of SEMIS cell | | 0.00 | 0.00 | 8.000 | 13 | 104.00 | 104.00 |
| 15.02.03 | Activity 3 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | | 66 | 130.50 | 130.50 |
| 17 | Guidance and Counseling | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 17.01 | Salary for RPs | | 0.00 | 0.00 | 0.200 | 13 | 31.20 | 31.20 |
| 17.02 | Tools for Schools | | 0.00 | 0.00 | 0.100 | 189 | 18.90 | 18.90 |
| 17.03 | Literature & display material | | 0.00 | 0.00 | 0.050 | 13 | 0.65 | 0.65 |
| 17.04 | Other 1 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 17.05 | Other 2 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | 0.350 | 215 | 50.75 | 50.75 |
| | Total | | 2288.46 | 6112.66 | | | 69724.68 | 78125.79 |
| 18 | MMER | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 18.01 | Examination Reforms | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 18.01.01 | Workshop on CCE/School Grading | | 0.00 | 0.00 | 0.200 | 13 | 2.60 | 2.60 |
| 18.01.02 | Preparation of child academic profile | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 18.01.03 | Sharing of CCE results | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 18.01.04 | Activity 4 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 18.01.05 | Activity 5 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | 0.200 | 13 | 2.60 | 2.60 |
| 18.02 | Curriculum reform | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 18.02.01 | Meeting of DRG (Academic) | | 0.00 | 0.00 | 0.200 | 26 | 5.20 | 5.20 |
| 18.02.02 | Activity 2 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 18.02.03 | Activity 3 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 18.02.04 | Activity 4 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 18.02.05 | Activity 5 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | 0.200 | 26 | 5.20 | 5.20 |
| 18.03 | Community Mobilisation | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 18.03.01 | Training of SDMC members | | 0.00 | 0.00 | 0.030 | 2149 | 64.47 | 64.47 |
| 18.03.02 | Other activities | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 18.03.03 | Other activities | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | 0.030 | 2149 | 64.47 | 64.47 |

| | | | | | | | | |
|--------------|---|--|----------------|----------------|--------------|------------|-----------------|-----------------|
| 18.04 | Monitoring Activities | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 18.04.01 | Block Level Monitoring | | 0.00 | 0.00 | 0.200 | 95 | 19.00 | 19.00 |
| 18.04.02 | District Level Monitoring | | 0.00 | 0.00 | 1.000 | 13 | 13.00 | 13.00 |
| 18.04.03 | Activity 3 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | 1.200 | 108 | 32.00 | 32.00 |
| 18.05 | Research and Evaluation | | 0.00 | 0.00 | | 0 | 0.00 | 0.00 |
| 18.05.01 | Learning level Assessment | | 0.00 | 0.00 | 0.250 | 13 | 3.25 | 3.25 |
| 18.05.02 | Activity 2 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| 18.05.03 | Activity 3 | | 0.00 | 0.00 | 0.000 | 0 | 0.00 | 0.00 |
| | Sub total | | 0.00 | 0.00 | 0.250 | 13 | 3.25 | 3.25 |
| 18.06 | Salaries | | 0.00 | 0.00 | 20.000 | 13 | 260.00 | 260.00 |
| 18.07 | Honorarium | | 0.00 | 0.00 | 2.000 | 13 | 26.00 | 26.00 |
| 18.08 | TA/ DA | | 0.00 | 0.00 | 2.500 | 13 | 32.50 | 32.50 |
| 18.09 | Contingency, Meeting, workshop & other office expense | | 0.00 | 0.00 | 5.000 | 13 | 65.00 | 65.00 |
| 18.10 | Office Equipments | | 0.00 | 0.00 | 2.000 | 13 | 26.00 | 26.00 |
| 18.11 | Hiring of Vehicle | | 0.00 | 0.00 | 3.000 | 13 | 39.00 | 39.00 |
| 18.12 | Computers/ Laptops & other exp. | | 0.00 | 0.00 | 1.500 | 13 | 19.50 | 19.50 |
| | Sub Total | | 0.00 | 0.00 | | | 468.00 | 468.00 |
| | Total MMER | | 0.00 | 0.00 | | | 575.58 | 575.58 |
| | Total Proposed AWPB | | 2288.46 | 6112.66 | | | 70300.26 | 78701.37 |
| | Total Civil Work | | 1826.46 | 6043.66 | | | 55522.33 | 63392.45 |
| | State Component | | 0.00 | 0.00 | | | 0.00 | 0.00 |
| | Total MMER | | 0.00 | 0.00 | | | 575.58 | 575.58 |
| | Grand Total | | 2288.46 | 6112.66 | | | 70300.26 | 78701.37 |
| | MMER % | | 0.00 | 0.00 | | | 11.70 | 10.35 |
| | Civil Work % | | 1096.18 | 1286.25 | | | 1011.22 | 1036.48 |

Activitywise Time schedule 2011-12

| Activities | Apr 11 | May 11 | Jun 11 | Jul 11 | Aug 11 | Sep 11 | Oct 11 | Nov 11 | Dec 11 | Jan 12 | Feb 12 | Mar 12 |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| New Schools | | | | | | | | | | | | |
| Civil Works of new school | | | | | | | | | | | | |
| Staff for new school | | | | | | | | | | | | |
| Strengthening of existing schools | | | | | | | | | | | | |
| Additional Classroom | | | | | | | | | | | | |
| Integrated Scinece Lab | | | | | | | | | | | | |
| Computer Room | | | | | | | | | | | | |
| Library | | | | | | | | | | | | |
| Art and Craft room | | | | | | | | | | | | |
| Toilet block | | | | | | | | | | | | |
| Lab. Equipments | | | | | | | | | | | | |
| Major repair | | | | | | | | | | | | |
| Staff for schools sanctioned in previous years | | | | | | | | | | | | |
| School Grant | | | | | | | | | | | | |
| Minor Repair | | | | | | | | | | | | |
| Teacher Training | | | | | | | | | | | | |
| Furniture for existing schools | | | | | | | | | | | | |
| Quality Interventions | | | | | | | | | | | | |
| Excursion trip for students | | | | | | | | | | | | |
| Study tours (Administrators) | | | | | | | | | | | | |
| Study tour for teachers | | | | | | | | | | | | |
| Science exhibition at school level | | | | | | | | | | | | |
| Science exhibition at distrcit level | | | | | | | | | | | | |
| Book fair | | | | | | | | | | | | |
| Hub for edusat | | | | | | | | | | | | |
| R.O.T. | | | | | | | | | | | | |
| English Lang. Lab. | | | | | | | | | | | | |
| maths Lab. | | | | | | | | | | | | |
| Girls oriented activities | | | | | | | | | | | | |
| Vocational Training | | | | | | | | | | | | |
| Cycle Facility | | | | | | | | | | | | |
| Personality Development Prog. | | | | | | | | | | | | |
| Promotion of Art/Craft | | | | | | | | | | | | |
| Transportation Facility | | | | | | | | | | | | |
| Registration, Coaching & examination | | | | | | | | | | | | |
| Strengthening of training venue | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|-------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| Strengthening of SEMIS cell | | | | | | | | | | | | |
| Guidance and Counseling | | | | | | | | | | | | |
| Salary for RPs | | | | | | | | | | | | |
| Tools for Schools | | | | | | | | | | | | |
| Literature & display material(DIET) | | | | | | | | | | | | |
| Examination Reforms | | | | | | | | | | | | |
| Workshop on CCE and School Grading | | | | | | | | | | | | |
| Sharing of CCE results | | | | | | | | | | | | |
| Curriculum reform | | | | | | | | | | | | |
| Meeting of DRG (Academic) | | | | | | | | | | | | |
| Community Mobilisation | | | | | | | | | | | | |
| Training of SDMC members | | | | | | | | | | | | |
| Monitoring Activities | | | | | | | | | | | | |
| Block Level Monitoring | | | | | | | | | | | | |
| District Level Monitoring | | | | | | | | | | | | |
| Research and Evaluation | | | | | | | | | | | | |