

# ANNUAL REPORT 2009-10



**Himachal Pradesh Primary Education Society**  
-cum-  
**Sarva Shiksha Abhiyan State Mission Authority**  
DPEP Bhawan, Lal Pani, Shimla-1



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## विषय सूची

अध्याय	विवरण	पृष्ठ संख्या
अध्याय 1	सर्व शिक्षा अभियान ( एस.एस.ए. )	
अध्याय 2	कार्यक्रम प्रबन्धन	
अध्याय 3	विभिन्न गतिविधियों में प्रगति	
	1. सर्व शिक्षा अभियान के अन्तर्गत निर्माण कार्य	
	2. वैकल्पिक विद्यालय	
	3. प्रारम्भिक शिशु देखभाल एवं शिक्षा.	
	4. विशेष आवश्यकताओं वाले बच्चों हेतु समावेशित शिक्षा	
	5. पैडागॉजिकल नवीकरण तथा गुणवत्ता सुधार	
	6. अनुसंधान गतिविधियां	
	7. मूल्यांकन गतिविधियां	
	8. लैंगिक संवेदनशीलता हेतु गतिविधियां	
	9. मीडिया गतिविधियां	
	10. सामुदायिक सहभागिता	
	11. दूरवर्ती शिक्षा कार्यक्रम	
	12. प्रबन्धन सूचना प्रणाली ( एम.आई.एस. )	
	13. राज्य शैक्षिक प्रबन्धन एवं प्रशिक्षण संस्थान	
अध्याय 4	ऑडिट एण्ड एकाउन्ट्स	
	1. ऑडिट रिपोर्ट	
	2. ऑडिट प्रमाणपत्र	
	3. तुलन पत्र	
	4. उपयोगिता प्रमाणपत्र	

कार्यालय पंजीयक सभायें,  
जिला शिमला हि.प्र.

सभायें पंजीकरण अधिनियम XXI, 1860  
के अन्तर्गत पंजीकरण प्रमाण-पत्र

संख्या 120/95

मैं प्रमाणित करता हूँ कि Himachal Pradesh Primary

Education Society-cum-Sarva Shiksha Abhiyan-State Mission

Authority, Glen Hogen, Lalpani, Shimla-171 001.

सभायें पंजीकरण अधिनियम XXI, 1860 के अन्तर्गत  
इस दिन पंजीकृत की गई है। आज दिनांक

3rd November, दो हजार 1995

को मेरे हस्ताक्षर द्वारा शिमला में जारी किया गया।

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शुल्क चालान संख्या 37

दिनांक 30.10.95

द्वारा जमा किया गया।



*Raja*  
Registrar of Societies  
District Shimla  
हिमाचल प्रदेश

## General Information About Himachal Pradesh

<b>Came into existence</b>		15th April, 1948
<b>Achieved Statehood</b>		25th January, 1971
<b>Location :</b>		
	Longitude	75° 45' 55" E to 79° 04' 20" E
	Latitude	30° 22' 40" N to 33° 12' 40" N
<b>Area</b>		55,673 Sq. Km.
<b>Districts</b>		12
<b>Tehsils :</b>		75
<b>C.D. Blocks :</b>		77
<b>Inhabited Villages :</b>		17495
<b>Population (2001) :</b>		
	Persons	60,77,900
	Male	30,87,940
	Female	29,89,960
<b>Density :</b>		109 per sq. Km.
	Highest	369 per sq. Km. (Hamirpur)
	Lowest	2 per sq. Km. (Lahaul-Spiti)
<b>Sex Ratio :</b>		968/1000 F/M
<b>Population Status (2001) :</b>		
	Rural	54,82,319 (90%)
	Urban	5,95,581 (10%)
	SC	15,02,170 (24.71%)
	ST	2,44,587 (4.02%)
<b>Literacy Rate (2001) :</b>		76.5%
	Male	85.3%
	Female	67.4%
<b>Electrified Villages :</b>		100%
<b>No. of Legislative Assembly Constituencies :</b>		68
<b>No. of Parliamentary Constituencies :</b>		
	Lok Sabha	4
	Rajya Sabha	3

		<b>Male</b>	<b>Female</b>	<b>Total</b>
1.	Bilaspur	86.0	69.5	77.8
2.	Chamba	76.4	48.8	62.9
3.	Hamirpur	90.2	75.7	82.5
4.	Kangra	87.5	73.0	80.1
5.	Kinnaur	84.3	64.4	75.2
6.	Kullu	84.0	60.9	72.9
7.	Lahaul & Spiti	82.8	60.7	73.1
8.	Mandi	85.9	64.8	75.2
9.	Shimla	87.2	70.1	79.1
10.	Sirmour	79.4	60.4	70.4
11.	Solan	84.8	66.9	76.6
12.	Una	87.7	73.2	80.4
	<b>Himachal Pradesh</b>	<b>85.3</b>	<b>67.4</b>	<b>76.5</b>

Source : Census of India 2001



## Chapter - 1

# Sarva Shiksha Abhiyan (SSA)

SSA is a holistic and convergent programme targeting primary and upper primary education with the main focus on providing basic quality education within a clear time frame. It aims at providing access to schooling to all children in the age group of 6-14 years. SSA is an effort to improve the performance of the school system and provide community owned quality Elementary Education in a mission mode.

For the last five decades, Universalization of Elementary Education (UEE) and the fulfilment of the mandate of Indian constitution have been attracting the attention of educational planners, administrators, educationists and the nation.

The National Policy of Education (NPE) 1986 and programme of action (POA) 1992 have given top priority to the achievement of the goals of Universal Elementary Education. Education for the Children of 6-14 years age group has been made fundamental right by the 86<sup>th</sup> constitutional amendment Act. Many projects and programmes have been undertaken at micro and macro levels in this direction. This has resulted in considerable progress in providing access to Elementary Education, increase in enrollment & retention, improvement in school attendance and generation of strong demand for education especially for girls.

The National Elementary Education Mission (NEEM) was constituted in 2001 under the Chairmanship of the Prime Minister in the MHRD, Govt. of India to speed up the achievement of the goal of Universal Elementary education. Similar missions have been constituted at the State level under the Chairmanship of Chief Minister of the State. Number of programmes and projects have been implemented over the years to provide useful inputs for achieving the constitutionally mandatory goal of Universalization of Elementary Education.

### Sarva Shiksha Abhiyan is :

- A programme with a clear **time frame** for UEE.
- A response to the demand for **quality basic education** all over the country.
- An opportunity for promoting **social justice** through basic education.
- An effort for **effectively involving** the PRIs, school management committees, Village and Urban Slum Level Education Committees, Parents' Teachers' Associations (PTAs), Mother Teacher Association (MTAs), Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of **political will** for Universal Elementary Education across the country.
- **A partnership** between Central, State and local government.

- An opportunity for State to develop their **own vision** for Elementary Education and implement them.
- An effective convergence with other departments is concerned with poverty alleviation and promotion of quality of life.

During the 11<sup>th</sup> five year plan, after most of states reported improvement in infrastructural facilities, the issue of providing quality education to the children over shadowed all other objectives.

## **Programme Implementation**

SSA is being implemented in all the twelve districts of the Pradesh and the work has been increased manifold. The existing structure of State Project Office, established under DPEP has been sustained for implementation of SSA.

The meetings of the GC is likely be convened twice a year and effort have been made to convene the meetings of EC every quarter. The SRG for the State in the thrust areas of pedagogical renewal and inclusive education for disabled children has been activated. Efforts were made to activate SCERT to take up the SSA implementation in H. P.

To build the capacity of key functionaries of the HPPES and SPO staff in the innovations in the field of education, exposure visits have been planned. The key functionaries of HPPES and SPO staff have also been trained at the national level through various training's and workshops organized by National level, other institutions and MHRD for efficient implementation of SSA. Internal review, audit and monitoring has also been strengthened to accelerate the pace of expenditure in a planned manner for the achievement of SSA Goals.

Efforts have been made for better linkage with main line administration. Capacity building of Block Primary Education Officers and Central Head Teachers in Financial Management and Administration have been taken-up and they will also be involved in academic support. Convergence with State Government will be ensured and matters like rationalization, deployment, filling up of the vacant posts of teachers, strengthening of DIETs, SCERT and SIEMAT will be taken up.

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## Chapter - 2

# Programme Management

### Progress Overview

To implement SSA & DPEP in H.P. an autonomous society namely Himachal Pradesh Primary Education Society (HPPES) has been registered under Societies Registration Act. 1860 by the Registrar of Societies Shimla district, H.P. at Sr. No. 120/95, with Principal Secretary Education to the Government of H.P. as the Chairman of the Society and having its headquarters at the Directorate of Primary Education, Glen Hogen, Lal Pani, Shimla-171001.

### Management structure

District Primary Education Programme is being implemented in a mission mode by Himachal Pradesh Primary Education Society (HPPES) which has two organs Governing Council with Chief Minister as ex-officio President and Executive Committee under the Chairmanship of Secretary Education to the Government of Himachal Pradesh.

#### GOVERNING COUNCIL

(Constituted under Rule-7 of the MOA )

#### H.P. Primary Education Society-cum-SSA State Mission Authority

1	Hon'ble Chief Minister,H.P.	<b>President</b>
2	Hon'ble Education Minister,H.P.	<b>Vice President</b>
3	Chief Secretary, Govt. of H.P.	<b>Ex officio Members</b>
4	Principal Secretary (Finance) H.P.	-do-
5	Principal Secretary (Planning, Eco. & Statistics) H.P.	-do-
6	Principal Secretary (Social Justice & Empowerment) H.P.	-do-
7	Principal Secretary (Education) H.P.	-do-
8	Principal Secretary (Pub. Health& Family Welfare)H.P.	-do-
9	Principal Secretary (Panchayti Raj& Rural Dev.)H.P.	-do-
10	Principal Secretary (Local Self Govt.)	-do-
11	Principal Secretary (Public Relations)	-do-
12	Commissioner / Secy. Tribal Development	-do-
13	Principal, SCERT	-do-
14	Chairman, H.P.Board of School Edu.	-do-
15	Ms. Indira Chauhan, CHT, GPS, Poanta Sahib, Sirmaur	<b>Nominated Members</b>
16	Sh. Chaman Thakur, Retd. BPEO,Vill. Kothi ,P.O. Cholthra, Teh. Sarkaghat, Distt. Mandi	-do-

17	Sh. Rajneesh Thakur, JBT, GPS Bailag da Ghat, Teh. Bhoranj, Distt. Hamirpur	-do-
18	Sh. Baldev Chand Dhiman, Retd. Principal, V. Kakryana, P.O. Tikker Didwin, Distt. Hamirpur	-do-
19	Sh. Braham Dutt Sharma, Retd. Dy. Director, V&PO Bela, Teh. Nadaun Distt. Hamirpur	-do-
20	Mrs. Premi Devi, BEEO, Jhanduta, Distt. Bilaspur	-do-
21	Smt. Kiran Gera, Pragya (NGO), Jeevan Jyoti Building, VPO Rekong Peo, Distt. Kinnaur	-do-
22	Ms. Sanjana Goyal, IAMD, Hospital Road, Solan	-do-
23	Dr. N.K. Sharma, Clinical Psychologist, National Street, Mandi	-do-
24	Sh. Baldev Raj Awasthi (Ayurvedic Officer), Near Gas Agency, Kullu	-do-
25	Smt. Chander Kala, CDPO, V. Drang, P.O. Kunnu, Distt. Mandi	-do-
26	Smt. Satvir Kaur, W/O Sh. P.S. Bonsra, VPO Dehlan, Teh. & Distt. Una	-do-
27	Sh. S.N. Shouriee, Retd. Dy. Director, Dharamshala	-do-
28	Sh. Jagdish Sharma, Shri Hari Kunj, Lower Kaithu, Shimla.	-do-
29	Concerned Joint Secy. Or his/her nominee	<b>GOI Nominees</b>
30	Financial Advisor, MHRD or his/ her nominee	-do-
31	Dr. Govinda, NUEPA, New Delhi	-do-
32	Vice-Chancellor, HPU Shimla	-do-
33	Sh. J.B.G. Tilak, Sr. Fellow, NUEPA	-do-
34	Prof. Shyam Menon, CIE, Delhi University, Delhi	-do-
35	Dr. Aloka Guha, Disability Corp., New Delhi	-do-
36	Sh. R.D. Munda, Ex-VC, Ranchi University	-do-
37	Sh. Subhash Mahdapurkar, SUTRA, Solan	-do-
38	Mrs. Kunjana Singh, Ranger Palace, Nahan, Sirmour	-do-
39	Dr. Pam Rajput, Punjab University, Chandigarh	-do-
40	Director, NCERT or his/her nominee	-do-
41	Director, NUEPA or his/her nominee	-do-
42	Director, Ele. Edu.-cum-Mission Director, SSA, H.P.	<b>Member Secy.</b>
43	Additional/Joint/Deputy Secy. Edu.	Member
44	State Project Director, SSA, H.P.	Member

**EXECUTIVE COMMITTEE**  
(Constituted under Rule-24 of the MOA)

**H.P. Primary Education Society-cum-SSA State Mission Authority**

1.	Principal Secretary(Education) to the Govt. of H.P.	<b>Chairman</b>
2.	Principal Secretary (Finance) to the Govt. of H.P.	Member
3.	Principal Secretary (Social Justice & Empowerment) to the Govt. of H.P.	-do-
4.	Principal Secretary (Planning Eco. & Statistics) to the Govt. of H.P.	-do-
5.	Add. Secy./Under Secretary (Education) to the Govt. of H.P.	-do-
6.	Director of Higher Education, Shimla	-do-
7.	Director (Elementary Education)-cum-Mission Director (SSA), Shimla	-do-
8.	State Project Director (SSA), Shimla	<b>Member Secy.</b>
9.	The Principal SCERT Solan, H.P.	Member
10.	Sh. Braham Dutt Sharma, Retd. Dy. Director, V&PO Bela, Teh. Nadaun, Distt. Hamirpur	-do-
11.	Ms. Sanjana Goyal, IAMD, Hospital Road, Solan	-do-
12.	Sh. Jagdish Sharma, Shri Hari Kunj, Lower Kaithu, Shimla	-do-
13.	Joint Secretary, Deptt. of E.E. & L, MHRD, New Delhi	<b>GOI Nominees</b>
14.	Financial Advisor, Deptt. of EE & L, MHRD, New Delhi	-do-
15.	Dr. Govinda, NUEPA, New Delhi	-do-
16.	Dr. Rita Malhotra, Amar Jyoti Trust, New Delhi	-do-
17.	Dr. Sudesh Negi, H.P. University, Shimla.	-do-
18.	Ms.Vimala Ramachandran, ERU, New Delhi	-do-

## State Level

**Governing Council under the Presidentship of Hon'ble Chief Minister**



**Executive Committee under the chairmanship of Principal Secretary (Education)**



**Mission Director-cum-Director Elementary Education**



**State Project Director**

↓ Admn. wing	↓ Accounts Wing	↓ MIS Wing	↓ Civil Wing	↓ Pedagogy Wing	↓ Media Wing	↓ SIEMAT
Supdt.	DCF & A	MIS Wing	J.Es	TTI	Media Officer	Lecturers
Sr. Asst.	ACF & A	Asstt. Prog.		WDI		Statistician
Sr. Clerks	Accountants	Data Entry Operator		DEP Co-ordinator		Data Entry Operator
Clerks	Clerk			Evaluation Expert		Storekeeper
Peons	Peon			IED Co-ordinator		Clerk
Drivers						Driver
Part time Sweeper						Peon



## Category wise status of posts under SSA in Himachal Pradesh

Category	Sanctioned	Filed	Vacant	Remarks
RC-cum- APC (District Chamba)	1	1	0	<b>The Resident Commissioner, Pangi is working as Assistant Project Coordinator.</b>
District Project Officer	12	12	0	
District Project Coordinator	12	12	0	
Section Officer	12	8	4	<b>Principal DIETs are working as Distt. Project Officers .</b>
Accountant	12	10	2	
Assistant Engineer.	12	3	9	
Lecturer	9	6	3	<b>Deputy Directors as Distt. Project Coordinators to run SSA in Ex-officio Capacity.</b>
MIS Incharge	12	10	2	
Women Development Incharge	3	2	1	
Evaluation Expert	3	3	0	<b>Their appointments are made by the Govt.</b>
Junior Engineer	75	62	14	
Draughtsman	12	11	2	
Steno	12	4	8	
Data Entry Operator	24	21	3	
Clerk	87	63	25	<b>The BRCCs are appointed by Directorate of Elementary Education.</b>
Driver	7	6	1	
Peon	87	55	33	
Block Resource Centre Coordinator (UP)	119	102	17	
Block Resource Centre Coordinator(P)	119	112	7	
<b>*At State Project Office</b>	<b>59</b>	<b>43</b>	<b>16</b>	
<b>Total</b>	<b>689</b>	<b>546</b>	<b>147</b>	



### Staff Position at State Project Office, Shimla

Sr. No.	Name of post Sanctioned	No. of posts	Filled	Vacant	On deputation/contract
1.	Mission Director	1	1	0	HAS
2.	State Project Director	1	1	0	HAS
3.	P.A. to Mission Director	1	0	1	On secondment
4.	PA to State Project Director	1	0	1	On secondment
<b>Accounts Wing</b>					
5.	Controller (F&A)	1	1	0	On secondment
6.	Assistant Controller (F&A)	1	1	0	On secondment
7.	Accountant	2	2	0	On secondment
8.	Clerk cum Store Keeper	1	1	0	On contract
<b>MIS Wing</b>					
9.	MIS (Incharge)	1	1	0	On contract
10.	Assistant Programmer	1	1	0	On contract
11.	Data Entry Operator	2	2	0	On contract
<b>Civil Wing</b>					
12.	Assistant Engineer	1	0	1	On Secondment/Contract
13.	Junior Engineer (DM against this post)	2	1	1	On contract
<b>Administrative Wing</b>					
14.	Superintendent Grade- II	1	1	0	On secondment
15.	Legal Assistant	1	0	1	On secondment / contract
16.	Senior Assistant	1	1	0	On secondments
17.	Junior Assistant	1	0	1	On secondment /contract
<b>Other officers/officials</b>					
18.	Teacher Training Incharge	1	1	0	On secondment
19.	Evaluation Expert	1	1	0	On secondment
20.	Media Officer	1	1	0	On secondment
21.	IED Coordinator	1	1	0	On secondment /contract
22.	WDI	1	1	0	On contract
23.	DEP-Coordinator	1	1	0	On secondment
24.	Clerks (in general pool )	4	4	0	On contract
25.	Stenographer	1	0	1	On secondment /contract
26.	Steno typist	1	0	1	On secondment /contracts
27.	Drivers	3	3	0	On contract
28.	Chowkidar	1	1	0	On secondment /contract
29.	Peons	9	5	4	contract
30.	Sweeper	1	1	0	On contract basis.
<b>Total</b>		<b>46</b>	<b>34</b>	<b>12</b>	
<b>SIEMAT</b>					
31.	Lecturers	6	5	1	On secondment
32.	Statistician	1	0	1	On secondment /contract
33.	Data Entry Operator	2	1	1	On contract
34.	Clerk	1	1	0	On contract
35.	Driver	1	0	1	On contract
36.	Storekeeper	1	1	0	On contract
37.	Peon	1	1	0	On contract
<b>Total</b>		<b>13</b>	<b>9</b>	<b>4</b>	
<b>G.Total</b>		<b>59</b>	<b>43</b>	<b>16</b>	

## Chapter - 3

# Intervention Wise Progress

## 1. Civil Works

Civil Works under SSA is being implemented through community participation at all the sites. Experiences of DPEP, cost-effective designs using local material and technologies, alternate designs, child friendly elements, solar passive design features are being shared and implemented. VEC Manual devised at the State Project Office for execution of Civil Works through community participation has been disseminated to all the schools. Capacity building /training of field staff has been made a regular feature as the staff has been appointed in all the districts at CD block level.

**The Civil Wing at the State Project Office is facilitating the following:**

- Replication/improvement of the designs developed under DPEP for school room construction under SSA using low cost technologies and material.
- Preparation of designs, drawings and estimates of BRC and CRC buildings under SSA and disseminating to the field for execution.
- Estimation and execution of minor works.
- In- house coordination with other wings for implementation of SSA.
- Convergence with other departments like Irrigation & Public Health Department and Rural Development Department for providing toilets and water supply in the schools.
- Sharing of the book titled “Building as a Learning Aid” (BaLA) with the districts and incorporating the features enumerated in the book to make school more child friendly.
- Monthly meeting, monitoring and to convey the instructions of Authorities for implementation of Civil Works being carried out in the State under SSA.
- Correspondence with MHRD, Ed.CIL. districts, GOI, GOHP, public representations, etc.
- Execution of construction of Kitchen Sheds of all elementary schools under MDM scheme.

## Physical and Financial Status for the year 2009-10

S.No.	Activities	Planned till date (Units) Cummulative	Completed (Units) Cummulative	In Progress (Units) Cummulative	Expenditure (Rs. in lacs) Cummulative	Remarks Completion % age
1	BRCs	56	45	11	329.7	80.36
2	CRCs	538	495	42	1060.19	92.01
3	New School Buildings	40	0	0	0	0
4	Additional classrooms (Pry.&U. Pry.)	9895	8502	1335	11919.98	85.92
5	Toilets Pry.&U. Pry.	4448	4424	24	1365.27	99.46
6	Separate Girls Toilet (Pry. & U. Pry.)	6015	1463	2719	1511.84	24.32
7	Drinking Water (Pry. & U. Pry.)	2312	2288	24	442.53	98.96
8	Boundary Wall (Pry. & U. Pry.)	3607	2399	827	1708.91	66.50
9	Kitchen Shed	88	85	3	46.84	96.59
10	Major Repair (Primary)	634	317	239	252.32	50.00
11	Major Repair (Upper Primary)	259	96	71	92.12	37.07
12	Furniture	0	0	0	156.81	0.00
13	Headmaster Room	859	3	679	1419.17	0.35
	<b>Grand Total</b>	28751	20117	5974	20305.68	69.97

### Financial Status

Cummulative approved outlay for Civil Works till date (Rs. in lacs)	Cummulative expenditure in Civil Works till date (Rs. in lacs)	Percentage Expenditure (Cummulative)	Remarks
22477.22	20305.58	90.33%	

\* Source : PMIS

Cummulative approved outlay for Civil Works in NPEGEL	Cummulative expenditure in Civil Works in NPEGEL	Percentage Expenditure (Cummulative)	Remarks
102.00 lacs	101.70 lacs	99.70%	

Cummulative approved outlay for Civil Works in KGBV	Cummulative expenditure in Civil Works in KGBV	Percentage Expenditure (Cummulative)	Remarks
150.00 lacs	114.75 lacs	76.50%	

## **2. Alternative Schooling**

At the beginning of 2009 there were 197 EGS/AIE and Mobile Schools for OOSC across the state. There were 3735 children being imparted education in these centres. Gradually these children are being enrolled in formal schools and centres are being closed. There were 2587 out of school children in different districts of Himachal Pradesh. Out of these 1564 out of school children have been enrolled in formal or non formal schools till December 2009 and at present we have 1023 out of school children in the State. At the beginning of 2010 there were 88 EGS/AIE/mobile centres across the state in which 2162 children are being imparted education. We have been able to enroll the children through special enrolment drives, motivational camps and rigorous counseling efforts across the state.

However due to migration the data related to OOSC fluctuates from time to time. Now we have only 1023 Out of school children in our state. This figure seem to be swelling as fresh survey in some of the districts i.e. Hmr, Kullu, Solan, Kangra show that the migratory children are still being traced in some of the new temporary habitations. There are negligible numbers of out of school children who are the inhabitants of Himachal Pradesh. Most of them are migrant Gujjars who shift to the higher reaches in the summer and come back to low lying areas in the winter. For the migratory community (Gujjars) 23 mobile schools have been opened (16 in Shimla, 5 in Sirmaur, 1 in Chamba, 1 in Mandi). Some more mobile centres in Chamba district will be opened after ascertaining the OOSC from Gujjar community. We have also started 29 AIE centers for the hardest to reach group and in due course of time we will be able to motivate all Himachali & migrant OOSC to join the mainstream of education. These AIEs have been opened for few months and after mainstreaming the children these centres will be closed with the permission of the Govt.

Himachal Pradesh comes in the category of states which have achieved close to universal enrollment. Migratory children pose a real challenge before SSA functionaries as every year new habitations & colonies come into being around construction sites, industrial areas and urban areas to earn their living and better future prospects. As a result lot of fluctuations occurs in the data regarding OOSC in some districts of the state. Migratory children keep on changing their abodes/habitations sometimes in a short span of time. Maximum No of these children are in the Urban or industrial areas & after identifying them they are either being enrolled in formal schools or in EGS/AIE centers. For the migratory children from other states whose sojourn in the state is for limited identity cards will be provided so that these children can be given educational benefits when inter or intra state migration takes place. SSA will provide them education through EGS/AIE or mobile schools by taking permission from the Govt. There is also the problem of dropouts especially in far flung areas of Chamba, Sirmaur, Shimla and Mandi. Proper counseling is required in these pockets as the parents are not aware of the benefits of education.

## **3. Early Childhood Care & Education Centre (ECCE)**

In Himachal Pradesh, the Early Childhood Care & Education Programme is being implemented in convergence with ICDS programme. The State has taken a lead by making a linkage between Early Childhood Care & Education and primary education by opening ICDS centres near the existing primary school and now some ICDS centres are shifted in Govt. Primary Schools.

**Following activities have been undertaken under this component:**

- A curriculum of training for Anganwari workers has been developed.
- Development of Literature for strengthening ECCE.
- Provision of educational material and aids in ECCE centres.
- Training of functionaries and community groups for strengthening ECCE.

To strengthen the Pre School Education SPO (SSA) organized two days workshop at the State Project Office (SSA) in convergence with Social Justice & Empowerment department. The main objective of this workshop was to prepare the master trainers.

#### **4. Inclusive Education for CWSN**

With the mandate of providing education to every child with special needs (CWSN), irrespective of the kind, category and degree of disability, in an appropriate environment, Inclusive Education For Disabled (IED) in state was commenced in 1999-2000. SSA is a flagship programme for universalisation of Elementary Education and there is a special component under SSA which covers CWSN .In Himachal Pradesh there are nearly 22040 CWSN who suffer from one of the other disability, 19643 CWSN have been integrated in formal schools and for 2397 out of school CWSN, different strategies have been adopted to bring them in educational system.

There are 2397 out of school CWSN who are of severe and profound category. For these children Home- Based Programme has been implemented at elementary level in the age group of 6-14 years in H.P. Out of these 2397 CWSN, 450 have been adopted by the NGOs in various districts and remaining are being covered by In-Service trained teachers.

- For education and training of children with severe disabilities “Home based Programme” has been started. The case histories, Individual Educational Plan/ Individual Training Plan (IEP/ ITP) have been prepared for these children.
- For initiating and enhancing NGOs participation in this programme, meetings with NGOs have been conducted to have their convergence with SSA for the Education / Training of severely disabled children under 'Home Based Programme.' To facilitate education /training of out of school CWSN, Rs. 1500/- per child per month is being provided to the NGOs which are providing HBP to the severe and profound CWSN. Total children who are being benefitted under HBP are 450.
- The remaining out of school CWSN are being covered through Home Based Education through designated in-service trained teachers.
- 3 Day Care Centers in the Primary schools in the integrated set up have been established at Shimla, Mandi & Kangra. These special wings are rehabilitating around 46 MR children.
- Medical Assessment Camps for CWSN are being organized and the Aids/Appliances are being distributed to the CWSN as per requirement. To expedite the process of organizing more medical camps for certification and to assess the degree of disability of CWSN, Health Authorities at higher level have also been approached and synergy with them has been chalked out.
- To and fro local bus fare has been allowed to the CWSN with their one attendant in the

medical camps for formal assessment. Hiring of conveyance at the local transport rate for group of severely CWSN has also been allowed so that they can be brought to the medical campsite.

- Free text books have been allowed to the CWSN (with 40% of disability) who are mainstreamed in the formal school at upper primary level.
- In the month of August 2009 102 Braille Books from class 1st to class 8th have been provided to the Special school Dhalli Shimla and Good quality. of enlarged Print Books have yet to be provided to the districts of H.P.
- Capacity building of teachers for inclusive education is an integral part of 20 days Compulsory Teacher training programme. Under SSA, Teachers have received:-

Total teaches trained in IE in the proceeding year, as a part of 20-day training*	45319
Total teachers trained for 3-5/5-7 days on IE*	32716
Teachers trained for 45/90 days on IE	1172

- Rs. 500/- are being provided to teachers engaged under HBP.
- Barrier free access has been made available in 7731 schools where the location of building permits.
- Parents counseling sessions especially under “Home Based Programme” have been initiated in all the districts.
- Vocational Training i.e Candle making ,Chalk Making, Computer Education have been imparted to eligible CWSN in all districts.
- Escort allowance has been provided as per the need of CWSN.

## 5. Padagogical Renewal and Quality Improvement

Himachal Pradesh has made tremendous progress in the field of Elementary Education and is ranked as the best performing state in the country in providing universal access to all children. Not only this we have achieved near universal enrolment with, out of school children, in terms of retention of children in schools transition from primary to upper primary and dropout rates we are one of the best in the country. Now we need to focus on quality issues, as the low learning levels are a matter of concern. Many initiatives were undertaken to tackle the issue of quality in education .

**Aadhar Plus:** This programme would take care of children who have achieved the goals of Adhar in Hindi, Numeracy and writing skill. SSA has developed the materials for the teachers as well as for the student also. A state wide programme to improve 3Rs in primary schools with special focus on Class-I & II was launched in 2006. This programme of quality improvement namely Aadhar was stated in all the cluster primary schools of the Pradesh. The objective of the programme was for achieving defined levels of achievement in language and numeracy. Distt. Resource Group have been trained to implement Aadhar in cluster level schools.

**Samvridhi:** Another joint initiative called samvridhi programme has also been started for class VI to VIII. The main objective of this programme is to enhance the learning levels of all upper Primary classes in Maths Science and English.

**Trainings:** Development of Modules for teacher training in different areas: Fifteen days teacher training module for primary & upper primary has been developed for the year 2009-10. The modules are district specific and even block specific and developed by the teachers at state level. Feedback received from different sources related to teachers training has given a new direction to the teachers training the development of reading material for teachers during trainings.

**Trainings for elementary teachers:**

- a) Aadhar and Aadhar Plus
- b) BRCCs , CRCCs and teachers
- c) CCE
- d) Training of Heads of the Institution specific initiatives in the state.

**Specific initiatives undertaken for overall quality improvement**

Training have been imparted and annual TLM melas are being organized for the teachers. For effective utilization of TLM grant guidelines have been provided to the teachers. Teachers have also been oriented through trainings for effective use of different grants,. VEC's have also been empowered for the same.

**Other Initiatives undertaken for quality improvement:**

- Rationalization of teacher and recruitment of teachers .
- Trainings have been imparted and annual TLM Melas are being organized for the teachers. For effective utilization of TLM grant guidelines have been provide to the teachers. DPOs has issued guidelines to HM's in middle (newly upgraded ) schools in use of TLM grant. To promote the development & use of TLM, and to promote the play way method in teaching learning process, district, block, cluster and state level TLM exhibition cum Bal melas are being organized .Teachers have also been oriented through trainings for effective use of different grants. VEC's have also been empowered for the same.
- Performance standards have been identified for teacher/CRC/BRC through their active participation. Steps are being taken to achieve the set standards on time bound basis.
- Orientation programme: Orientation of all BRCC and CRCC have been dome for smooth functioning and for upgrading the knowledge. Similarly the orientation of all Heads of Senior Secondary and High Schools have been started in all districts of Himachal Pradesh.
- CCE has been launched in the state. Students of Class-I-V will be evaluated on the basis of CCE. Pupils' achievements, both in scholastic and co-scholastic domain will be assessed.
- To ensure gender equality we recognize the importance of gender mainstreaming that is empowerment, accountability and integration. Karate training for girls students has been launched with the help police Deptt. in some districts of the Pradesh . Yog programme has also been launched for girls (upper pry.) on 25<sup>th</sup> November, 2008 in all district of the Pradesh with



the help of Patanjali Yog samiti and Art of living

- Mobile science and maths kits have been supplied to cluster schools of the state. This kit is improving the learning skill of students of Grade I, II & III. Kit contains mathematical and science models which helps in knowledge construction and concept clarity in Science and Math. Kit is being shared by 3 to 6 schools within cluster and is very much helpful in improving the learning skills.
- Bal melas were organized at cluster, block, district and state level. In these melas various learning corners attract the students to improve their various learning skills through play way and activity oriented methods. Reporting of mela was done by the students. In this mela, various eating corners, Mickey Mouse, Jhulla etc. all are controlled by students to upgrade their various learning skills. Students become the planners, managers and the participants in the Mela and the experience does wonders to their self esteem. Bal Mela brings children, teachers, parents and community together in an unstructured manner.

## 6. Research Activities

Research and evaluation are very important for the quality planning and implementation of any programme. To provide qualitative and quantitative data for SSA plan formulation and evaluate the impact of all SSA interventions.

### Action Plan (2009-10)

Quality of education is the major focus of the Department of Elementary Education. Provision was made in the Annual Work Plan and Budget for the year 2009-10 that in order to determine and measure internal efficiency of the education system at the primary level through different flow indicators.

In Service Teacher Programme under SSA in (Sunni) Educational Block of District Shimla was done in sunni educational block of district shimla by state coordinators and teachers. The year of commencement of study was in 2008-09 and it was completed in 2009-10.

A study titled '**Teacher Absence**' was to be conducted in **286 primary and upper primary schools** in the state. The study was done in 221 Primary and 65 Upper Primary Schools in the 11 Districts of the state.

### Study Objectives

- i. To assess the number and percentage of teacher-days lost due to teachers remaining absent from school because of different reasons.
- ii. To find out the difference between the absence rate of male and female teachers, regular teachers and Para Teachers, Primary and upper Primary teachers, and teachers belonging to different social groups in primary and upper primary schools
- iii. To find out the average number of teachers present on a typical working day in relation to the number of teachers in position in schools according to the norms.



- iv. To find out to what extent the school related and personal factors contribute to teacher absence.

### **Findings**

The teacher absenteeism in Himachal Pradesh is not higher as compared to many other states in India. As many endeavors have been done by the Department of Elementary education to reduce the rate of absenteeism of teachers, we are assured of its decline in future. The absenteeism will reduce automatically if non-teaching work/ assignment are not assigned to the elementary teachers and their given soul responsibility to have maximum time in teaching works in our classrooms where the future of India is being built

### **District Level Research Studies are in Progress**

- Impact of Adhaar (DIET Mnadi)
- Impact of Functional Libraries (DIET Shimla)
- Health – Hygiene in Primary Schools DIET Sirmour.
- Empowerment of girl child through Karate Training Programme under SSA (DIET Chamba)
- Impact of Computer Literacy Programme under SSA (DIET Kangra)
- Impact of continuous comprehensive evaluation DIET Bilaspur.

First meeting of Research Advisory committee for the year 2010-11 was held on 8<sup>th</sup> march 2010 at state project office SSA to review the status of ongoing research activities under Sarva Shiksha Abhiyan.

## **7. Activities under Evaluation**

### **Material development:**

CCE was upscaled to class VII. In this regard all the material specific for upper primary classes were prepared.

- **Pupil Progress Report Card:** Pupil progress report card, which records both scholastic and Co- scholastic, made during the period of one academic session.
- **Teacher-check list register:** This focuses on basic learning achievement of the child on day to day basis and provides feed-back to the teacher for remediation.
- **Teacher training module:** Teacher training module was developed for the implementation of CCE. This contains all the aspect that should be kept in mind while evaluating scholastic and co-scholastic domain of a child.
- **Teacher's check-list registers:** These registers maintain the scholastic and co-scholastic profile of each and every student.

**Trainings:**

For the smooth implementation of the new scheme of evaluation training was organized in cascade model.

1. Master trainers were trained at state level. Group comprised of R&E coordinator, teacher training in-charge, BRCCs and teachers.
2. All the teachers at block level were trained by the master trainers.
3. Orientation workshops were also organized for District Programme Officer, members of PTAs, MTAs, parents etc.

**Teacher diary**

For the successful and effective implementation of a program, planning is very important. The teacher should also plan beforehand what to teach, how to teach and when to teach. Teacher should plan to correlate lesson to activities, social and physical environment of children and at the end for evaluate in the light of the aims set. In order to achieve these goals writing and maintenance of teacher diary has been made mandatory both in primary and upper primary classes.

**Monitoring**

It is universally acknowledged that for successful implementation of any educational program, adequate and continuous monitoring is essentially required. In order to get desired information about quality related parameters at the school/ community/ CRC/ BRC/ DIET and SPO level monitoring system has been devised in the form of Quality Monitoring Formats CLF-I, CLF-II, CLF-III, BLF-I, and DLF-I.

The major Quality Dimensions covered under these formats are:

1. Community support and participation.
2. Teacher and teacher preparation.
3. Curriculum and teaching learning material.
4. Classroom practices and processes.
5. Learner assessment, monitoring and supervision.

**Research**

Impact study of continuous comprehensive evaluation was undertaken.

Achievement-test was administered to 1308 students of class III and 1546 students of class V covering 5- blocks viz. Mashobra, (Shimla); Kullu-I, Kullu-II (Kullu); Palampur, & Nagrota bagwan (Kangra) of the state.

## **8. Gender Interventions**

### **Progress Overview**

#### **1. State Gender Resource Group Orientation and development of module for gender training:**

Gender resource group comprising of gender coordinators, community coordinators, selected teachers, members of selected NGOs and selected community members. State Gender Resource Group was oriented at State level in different workshops. This group is not a static formation. A few members of the group become inactive and other new faces are introduced in the group. Resource group presents a symbol of continuity in translating the set objectives.

#### **2. Orientation of Gender Coordinators:**

The district gender coordinators were oriented in a workshops held at SPO by State Gender coordinator.

The district gender coordinators were apprised of the Annual work plan (2009-10) & innovative activities to be undertaken etc in a workshop held at SPO on 15<sup>th</sup> -16<sup>th</sup> December, 2009.

#### **3. Review Meeting of Gender Coordinators:**

Regular meetings of the district gender coordinators were held at SPO to review the progress in the field of Gender. These meetings give an opportunity to evaluate the ongoing activities along with any midterm correction as per need.

#### **4. Orientation of District Gender Resource Groups :**

Gender Resource Groups of different districts are oriented about gender issues every year. This practice helps in motivating the group to perform their activities in a more focused way.

#### **5. Material development workshop for Adolescence education:**

Self reading material for girl child of KGBV and teachers on adolescence education was developed for educationally backward blocks.

#### **6. Learning Enhancement Programme:**

Level wise (three levels) activity based learning material/ work- books/charts etc. were developed in gender perspective for learning enhancement of students of class I-V.

#### **7. Skill education (Under innovation):**

##### **Karate training**

In order to instill confidence in girl students' karate education was imparted to girls at elementary level in different districts. This training is being imparted in convergence with State Police Department.

##### **Yoga Training**

A fifteen days training module has been developed with the help of Art of Living and Patanjali Yog Samiti in the state level workshops.

## **8. MEENA Initiative**

Girl child is being provided enough opportunities at different levels for her personality development through Meena Manches. Meena Utsav at state level and MEENA WEEK/Balika Saptah at Block and cluster level are being celebrated once in a year. MEENA WEEK was celebrated at district level in the month of September, 2009. As a culmination of it two days state level MEENA Utsav cum Bal Mela was organised on 14-15 Nov., 2008, at DIET Kullu. The first day of this programme was dedicated to girl child in the form of MEENA Utsav. Hundreds of girls from all corners of the state were involved in this event. A set of activities were performed by girl child selected at district level. Children, Parents, VECs, members of Mahila Mandals participated in this campaign. It has resulted in better understanding of girls' related issues and also more participation of girls in different co-curricular activities in schools.

## **9. International Women's Day**

International women's day was celebrated on 8th March. Selected groups of empowered women from all districts participated in the same. The day is celebrated in the right earnest at state level wherein community leaders, mainly women participated and discussed development and other issues related to women. Interactive sessions were held where leaders from different walks of life shared their views and concerns on different women related issues.

## **10. Teachers' training for gender sensitization**

All the teachers were gender sensitized during general teachers training. Reference material related to gender issues was used in these trainings.

## **11. Exposure Visits**

Some districts have undertaken exposure visits of girl students within and outside the district. This provides them a chance to observe diversity of culture and heritage thereby widening their outlook.

## **12. Monitoring of Kasturba Gandhi Balika Vidyalaya (KGBV)**

All the 10 KGBVs of Himachal Pradesh were monitored by state level monitoring team. Strength and weaknesses were noted. On the spot suggestion were given to the district coordinators for further improvement.

A team from state would visit each KGBV and NPEGEL block to monitor and support the ongoing programmes under NPEGEL and KGBV

### National Programme for Education of Girls at Elementary level (NPEGEL)

There are eight educationally backward CD blocks where NPEGEL programme is being implemented. These blocks are:

S.No.	District	CD Block	Education Block	Number of girls enrolled/benefited
1	Shimla	Chauhara	Chauhara	3731
			Dodra Kawar	578
2	Mandi	Seraj	Seraj-1	3171
			Seraj-2	3989
3	Sirmour	Shillai	Shillai	3796
			Bakras	3477
4	Chamba	Tissa	Tissa	5739
		Bharmour	Bharmour	2088
			Gharola	1684
		Salooni	Salooni	3369
			Sundla	2947
		Pangi	Pangi	1771
		Mehla	Mehla	3955
			Hardaspura	3153
	<b>Total</b>			<b>43448</b>

### Community Mobilization under NPEGEL

Community orientation workshops have been organized at cluster level in all the NPEGEL blocks. PRIs, MTAs and community members of these clusters participated in these workshops for planning and ensured their participation in implementation of the NPEGEL programme.

### Life skill Education / Remedial teaching under NPEGEL

Under Life Skill Education different activities were undertaken in different districts based on the local needs. The details of activities undertaken in different districts is as follows:

S.N	District	Activities undertaken
1.	Chamba	Judo, Karate, Sewing, Embroidery in Chamba Rumaa l, Health education, first aid, Yoga, painting, cutting and tailoring, Carpet weaving, computer education and pickle and jam making.
2.	Shimla	Tailoring, Health and Hygiene.
3.	Mandi	Self defence, Tailoring, Health and Hygiene.
4	Sirmour	Self defence through police department, Health and Hygiene, production of soft toys, Knitting of Tat Patties and making of brooms with the help of local date tree

### **Kasturba Gandhi Balika Vidyalaya (KGBV)**

Ten KGBVs in seven blocks of three districts of the Pradesh are functioning under SSA as per following detail:

- a) Two KGBVs each in Salooni, Tissa and Mehla blocks in Chamba district as per Model-III; and One KGBV each in Chauhara in Shimla district and Bharmour and Pangi in Chamba district as per Model-III
- b) One in Shillai block of Sirmour district.

#### **Different activities are being undertaken in these Vidyalayas along with normal studies.**

- Girls are being imparted skill education.
- Curriculum instructions are being supplemented through Remedial teaching.
- Exposure visits to different places within and out side the district.
- Libraries have been established in all KGBVs in collaboration with Room To Read .540 titles were provided to each library along with Almirah and Display Board.
- One day training was imparted to all the hostel wardens, BRCCs concerned and Gender coordinators on library management and activities.
- Two days training was imparted to all the hostel wardens, BRCCs concerned and Gender coordinators on effective implementation of KGBV interventions.
- Hindi version of Revised Guidelines of GOI for implementation of Kasturba Gandhi Balika Vidyalayas (KGBVs) has been developed at SPO level and shared with concerned DIETs, BRCCs and KGBV staff.
- A detailed guideline for the effective implementation of KGBV activities has been prepared by SPO, SSA in a state level workshop held at DIET Chamba in the month of May, 2009.
- Monitoring of Kasturba Gandhi Balika Vidyalaya (KGBV) All the 10 KGBVs of Himachal Pradesh were monitored by state level monitoring team in the month of April, May, 2009. Strength and weaknesses were noted. On the spot suggestions were given to the district coordinators for further improvement.
- As per AWP & B 2009-10 team from state would visit each KGBV and NPEGEL block on quarterly basis to monitor and support the ongoing programmes under NPEGEL and KGBV .

## **9. Media Activities and Community Mobilisation**

Media plays a significant role in disseminating information and message of Sarva Shiksha Abhiyan to the target population by using different modes of publicity like Print Media /Electronic Media/Transport Buses / Post Cards (Meghdoot) /Calendars/ Banners and other publicity material like; Brochures, Booklets, etc. In Himachal Pradesh under Media Activities a number of initiatives have been taken.

### **Initiatives undertaken in Himachal Pradesh during the year 2009-10:**

1. Children's magazine titled 'Akkar-Bakkar' for Elementary school children is being published. This Magazine is being distributed in all the Primary and Middle Schools of the State. Children are showing their keen interest in the magazine and contributing a lot. Keeping in view the demand of Children and teachers now the magazine has been made more attractive and colourful by printing in multicolour.
2. Sarva Shiksha Abhiyan, H.P. sponsored an Educational Programme on Doordarshan Shimla titled 'Nav Jyoti' on every Sunday at 6.30 PM before Regional News. SSA, H.P. fully utilized the chunk by telecasting its own programmes / activities etc. at very nominal charges for the programme. Programmes on Adhar (an effort to improve the Learning Levels of Primary School Children throughout the State), Bala Features introduced in schools, Karate Training being imparted to girl children, Computer Literacy Programme, Day Care Centers for children with special needs, Bal Mela, EGS Centres etc. have been telecasted. The programme was highly appreciated by the teachers and very effectively sensitized community.
3. Two Live phone-in Programmes organized on “Role of VEC & Grants utilized by them” on Doordarshan Shimla in which State Project Director, Controller Finance and J.E. were the experts.
4. Live phone-in Programmes on Sarva Shiksha Abhiyan also aired from All India Radio, Shimla. State Project Director SSA, H.P. participated in the programme.
5. Telecast of Nav-Jyoti Live Programme on “Inclusive Education of CWSN Children” with the experts Lecturer Planning, IED Co-ordinator & District IED Co-ordinator, Mandi.
6. To disseminate information and highlight SSA achievements of Himachal Pradesh, two pages (Centre spread) in Giriraj Saptahik are being published on last Wednesday of every month. Since the Sptahik reaches to all Panchayats, Mahila Mandals, Schools, various Departments of the state, it has been proved an effective means to take programme upto grass root level.
7. Press releases and Write-ups based on SSA activities/ achievements are being regularly released for publication in Print Media.
8. Electronic media like Radio, Doordarshan and private channels are also being used for the coverage of activities organized at Block, District and State level to publicize and impart information to the community. SSA related news is a regular feature of Regional News from Doordarshan Shimla.
9. All the meetings/Workshops/Training Programmes organized at State/ Distt. Level are being regularly covered in the Regional News on Doordarshan and All India Radio Shimla.
10. Annual report of Sarva Shiksha Abhiyan for the year 2008-09 has been printed and submitted to GOI and process to prepare Report for the year 2009-10 is in progress.

11. Advertisements have been prepared and released for Print Media, Souvenirs, Magazines, and Periodicals etc.
12. Media file has been maintained for future references.
13. To highlight activities under Sarva Shiksha Abhiyan Write-ups, Articles with photographs are regularly being sent to Public Relation Department/ Print Media for vast publicity of the programme and disseminating information and message of Sarva Shiksha Abhiyan amongst the community.
14. Giriraj Calendar for the Year – 2010 published by the state Government has been sponsored by the SSA, H.P. The calendar was carrying the message and photograph related to Sarva ShikshAbhiyan.
15. Department of Information & Public Relations, Himachal Pradesh installs the Hoardings highlighting activities/achievements of SSA, Himachal Pradesh at the gateways of the state and other places.

## 10. Community Mobilization

### Structure at grass root level:

Committees constituted* (VEC, PTA, MTA.)	Total no. of members in the committee	Total No. of women members in the committee	% of SC/ST, % of women & % of parents etc. in one committee
VEC	Minimum 8 members	Atleast 2	30% women 25% Parents 12% SC/ST
MTA	All mothers of children enrolled at primary level	All are women members	100% women members All are females except member secretary who can be either male or female teacher
Shakti Samooh		All are women members	100%

### Total Number of committees.

Committees	VEC	PTA	MTA	Meena clubs	others
No.	15011	4302	10709	formed	

### The composition of Village Education Committee (VEC).

Committees (VEC)	Members					President (Elected/ Ex - Officio/ Nominated)	Formation Mode (G.O./ Statute)	Tenure
	Nos	Nominated	Elected	Reservation				
				SC/ ST	Women			
VEC	8	7		1	2	Elected president /member of gram Panchayat is Ex -officio President of VEC	Departmental instruction	5



### Frequency of VEC meetings conducted in 2009-10

Meetings were conducted monthly (once in a month) or whenever urgently needed.

### Community Training

(A). Details of training of community members (No. of persons)

Committees constituted (VEC, MTA)	Total No. of members trained	No. of women members trained	No. of PRI members trained	Duration of training	Trained by whom BRC/CRC resource persons, teachers, EGS/ AIE instructors /NGOs.	Name of Training Module
VEC	8 members per VEC	Atleast 2	2 days	BRC/CRC/ trained teachers, resource persons	Quality monitoring, Girl Education, Gender sensitivity, Community involvement in SDP/VER, SSA objectives and interventions, Education in special focus group, Student evaluation/remedial teaching, Civil work - BaLA features	8 members per VEC
MTA	Minimum 10 members from each MTA	10	1 or 2 days	School teachers	Role of mothers in school development activities, Importance of girl education , Women empowerment , Regular attendance of their child in schools, Role & responsibilities of mothers in curricular and co - curricular activities, Role of mothers in Monitoring Mid day meal ,Life Skill Education.	Minimum 10 members from each MTA

All the VECs are being oriented every year for school development activities. Monthly meetings of MTAs at school level are proving helpful in providing feedback of children activities at home to teachers. Students' progress is also shared with parents. This has helped in improving students' regular attendance in schools and also helped in improving their learning outcomes.

### Community Mobilization/ Awareness campaigns

Events conducted	Level	Theme of the event	Districts Covered
Melas	Cluster , Block ,District and State level	Empowerment of girl Child Empowerment of women	All
Print	Regular feature in Giriraj (Govt News Paper)	Awareness to all SSA interventions	All

**State initiatives for mobilization in urban areas**

Bal Mela at Cluster, Block and State level,  
Nav Jyoti –Doordarshan Programme,  
Giriraj - monthly Govt News Paper.

**Linkages between VEC/PTAs etc. with PRIs at village, block and district levels.**

- President /Vice–President of Gram Panchayat is ex-officio chairman of concerned Village education committee (VEC)
- Members of VEC are members of PTA &MTA also. VECs PTAs, MTAs exists and work with consensus

**Monitoring mechanism for VECs in State**

A register is maintained by the CRCs to record the VEC meetings.

**Status of capacity building of VECs on financial aspects and auditing arrangements for VEC accounts.**

Training of VECs are being undertaken regularly. Training module includes proper utilization of various grants released through VECs. Accounts of VECs are also audited by Internal Auditors and Statutory auditors.

**Specific programmes organized/planned for Mobilization of girls.**

- Meena Utsav
- Life skill education for girls
- Orientation of MTAs for education of girls
- Organization of International Women Day to discuss the issues related to girls and women.

**Material Developed related to Community Training and community mobilization**

1. Training module for VEC
2. Training module for MTA
3. Sahyog- documentation of success stories

**Community members are involved in the planning process (Preparation of School development plan).**

- Community members (VECs/MTA) are being involved in preparing School development plan

**Good practices/case studies of VECs**

A booklet Sahyog has been developed containing details of good practices/case studies of VECs on Community Mobilization,

**Status of District Level Monitoring Committee.**

State	Total numbers of District in the State/ UTs	Name of districts in which committee stand constituted
HP	12	12

## 11. Distance Education Programme under SSA

Distance Education Programme in SSA is an important intervention. The main objectives of the Distance Education are to:

1. Improve the learning levels in children.
2. Create interest among children in curriculum area.
3. Provide academic support to the teachers.
4. Monitoring through distance mode.

### **Progress overview under DEP-SSA :**

- The Teleconferencing on Teaching of Science at Upper Primary Level & Teaching of Mathematics at upper primary Level has been organized at state and district level.
- Adharshilla Maths & Hindi ,Community Mobilization, Research impact & Feedback studies, Handbook on CCE , A Study on the impact of DEP-SSA intervention through teleconferencing Competency based teaching learning, Innovative monitoring strategies, Education of CWSN, Innovative Education strategies, Research document Edu. Sat. support, School effectiveness for Quality Ele. Edu , all the districts, Effective classroom Processes (A Resource Book) self learning material has been distributed to all districts.
- A workshop has been organized to edit the book developed on inclusive education for teachers, parents & Anganbari workers etc.
- Documentation of Success Stories.
- Duplication of Audio VCDs and cassettes on SSA songs & are being distributed to Districts and blocks.

## 12. Management Information System (MIS)

In order to collect the annual school information and to meet the data processing needs of Sarva Shiksha Abhiyan, MIS wings have been established in all the DIETs and at State Project Office. These MIS wings have been fully equipped with requisite Computer Hardware & Software along with professional/ trained manpower.

### **The detail of hardware in the SPO and in the Districts is as under:**

Every Non-DPEP district has (one Server & seven Nodes), two laser printers, one Dot Matrix Printer and one UPS, whereas DPEP districts (Chamba, Kullu, Sirmour & Lahaul-Spiti) have 8 PCs, 4 printers (Laser-2, Dot Matrix, Inkjet) and one UPS.

State Project Office has 2 Servers and 12 Nodes, 5 Printers and 2 UPSs. Besides this every officer at State Project Office has been provided with one computer. All computers at State Project Office are connected through LAN.

**Detail of Software in SPO and in the Districts is as under:**

Window-NT 4.0 Server, MS Office 97, Office XP, Office 2003 Professional, Office 2007 Professional, Visual-Foxpro, Oracle, DISE, STEPS Internet connection with multi-user Broad Band facility is installed at State Project Office. All the SSA offices have internet facility at their respective DIETs.

**Address of Website :** [www.hp.gov.in/ssa](http://www.hp.gov.in/ssa)

**E-mail address :** [spodpehp2@rediffmail.com](mailto:spodpehp2@rediffmail.com)

**Man power**

There is one post of MIS Incharge, One Asstt. Programmer and two data Entry Operators at State Project Office and in each district One post of MIS Incharge and two data entry operators have been sanctioned.

**Capacity Building**

- MIS Incharge, State Project Office and planning coordinator attended a National Level workshop –cum- Review Meeting of MIS co-ordinators at Ranchi, Jarkahnd w.e.f. 21<sup>st</sup> to 23<sup>rd</sup> May, 2009.
- MIS Incharge & Assistant Programmer from State Project Office and all the MIS incharges of districts attended a workshop on DISE DCF and software from 11<sup>th</sup> to 12<sup>th</sup> September, 2009 at Chandigarh.
- A state level MIS workshop was organized on 10<sup>th</sup> August, 2009 at State Project Office to discuss and finalize the DCF and time schedule for the collection of DISE data as on 30-9-2009, wherein all the MIS staff and Statisticians participated and gave their suggestions.
- MIS Incharge, State Project Office attended a National level MIS workshop-cum review meeting w.e.f. 11<sup>th</sup> to 13<sup>th</sup> December, 2009 at Gangtok (Sikkim) wherein he made a presentation on usage and Janvachan (Social Audit) of DISE DATA.

**PMIS**

Monthly and Quarterly PMIS report on five formats are being submitted to Govt. of India regularly under SSA.

**EMIS**

EMIS data for the year 2009-10 of all the 12 districts of the State was compiled and submitted to GOI during the month of January 2010. Districts have been asked to share the respective DISE reports with the schools, CRCCs, BRCCs, BPEOs and Deputy Directors. Further, the districts have been asked to undertake Social Audit by sharing & discussing the DISE-School Report Card with the Community i.e. VEC/PTA/MTA etc.

EMIS data is being utilised for preparation of AWP&B and in State level Planning. Directorate of Elementary & Higher Education also uses DISE data for their planning of various

schemes. Now the department of Economics & Statistics has also started using DISE data besides NIC H.P. State Unit, Health Department, H. P. University etc.

**Steps taken to improve the quality of DISE data:**

- a. Districts have been directed to cover all the schools under the DCF training in order to get accurate and authentic information on DISE from every school.
- b. Districts have been directed to physically check and count the DCFs with the list of schools maintained in the clusters to ensure that all the schools have been covered and none is left. CRC coordinator is made accountable for this activity.
- c. Districts have been directed to verify and check every column of the DCF to find out that no column is left blank. CRC coordinator has to ensure that all the columns of the DCF have been filled up correctly and none is left blank or without response.
- d. At the block level, the BRC coordinator will ensure that DCF in respect of all the schools falling in his block are covered and received. He will also ensure that there is no blank entry in the DCF before passing on to the district. He is supposed to verify 20% to 25% DCFs of his block.
- e. When the work of data entry of a particular block gets started at the district level, districts have been advised that BRCC of that block is officially present at the district level for a day or two for any clarification on items where such clarification is required.
- f. 5% Random Sample Checking of DISE Data for the year 2009-10 was got conducted in two selected Districts viz. Chamba & Kullu through an independent agency. The report submitted by the independent agency has been shared with GOI (NUEPA) and districts. The broad findings of the survey indicate that there is very meager variation in the two sets of data collected by two different agencies at two different point of time for the same date i.e. 30<sup>th</sup> September, 2009.

**Sharing of DISE data:**

Districts have been directed to share different DISE reports with the concerned authorities i.e. Deputy Commissioners, Deputy Director (Primary & Upper Primary), Block Education Officers, BRCCs, CRCCs etc. School Report Cards generated through DISE is also being sent to every school for verification & record. Districts have been asked to share the DISE Data with other Department in the District.

**Analyses and Usage of DISE data:**

The DISE data is analyzed at State and District Level and is used in planning. The AWP&B of Sarva Shiksha Abhiyan is based on DISE data. The Department of Elementary Education and Higher Education also uses DISE data for their planning.

### 13. State Institute of Educational Management and Training (SIEMAT)

State Institute of Educational Management & Training was established in the Himachal Pradesh as a part of State Project Office DPEP during the year 2000. Posts of three Faculty members and one statistical assistant were created at that time. Three more posts of faculty members were added during the year 2002-03. The present status of the posts sanctioned and filled up is as follows:

The SIEMAT is mainly responsible for the capacity building of the district authorities in development of Perspective Plans and Annual Work Plan & Budget and formulation of the State

Name of Post	Posts Sanctioned	Posts filled up
1. Faculty Members	6	6
2. Statistical Assistant	1	1
3. Clerks	2	2
4. Data Entry Operator	2	2
5. Peon	1	1
6. Driver	1	1
Total	13	13

Plans. Two Lecturers are responsible for the administration, planning and management trainings. Educational Administrators are also trained in Administration and the Financial Rules and Regulations of the State Government. SIEMAT is also imparting training in Micro Planning and School Development Planning. Two faculty members are looking after Micro Planning/ School Development planning and monitoring under Sarva Shiksha Abhiyan. Two Lectures are involved in working out the strategies for the education of out of school children. One of the faculty members is also responsible for the implementation of innovative project of computer education at upper primary level.

#### Activities undertaken during the year 2009-10:

1. Appraised the district plans under SSA and developed the Annual Work Plan & Budget for the year 2009-10 in respect of State Project Office. All these plans were submitted to Government of India during the month of January, 2009.
2. Attended Project Approval Board meeting on 18.02.09 at New Delhi with Mission Director and State Project Director. PAB has approved the Annual Plan for Rs. 166.41 Crores (including Rs. 74.10 Lac under NPEGEL. And 158.60 lac under KGBV) for the year 2009-10.
3. SIEMAT is also involved in the arrangement of EC/GC meetings and Internal Review Missions and Joint Review Missions.
4. SIEMAT faculties were involved in planning and monitoring of the SSA activities. Monthly meetings of the District level Officers were organized at State Project Office for monitoring/

speeding up of the progress of SSA at the district level. Besides this quarterly review meetings with all the Block Resource Coordinators were also organized at SIEMAT to monitor the progress on various components of SSA.

5. Innovative projects on Computer Education are being implemented through SSA.
6. SIEMAT faculty members were involved in preparation and submission of Project Management Information System and information on Key Indicator on the progress of SSA to Govt. of India.
7. Conducted a COHORT study in all the Primary Schools to find out the internal strengths of the education system.
8. Analytical Report of the DISE data was prepared during the year based on the latest data for the year 2006-07. Time series analysis, District wise and Block wise Educational Development Index were developed and the Districts and Blocks were ranked on various indicators like Access, Infrastructure, Teachers and Outcomes. The data is being used for need based planning at the various levels.
9. The SIEMAT Faculty Members attended workshops on EDI, Appraisal of AWP&B, Quantitative Techniques in Educational Planning and School Mapping etc. at NUEPA.
10. One faculty member was nominated for Diploma in Educational Planning & Management at NUEPA.
11. The planning exercise for the development of District Annual Work Plans and Budgets for the year 2010-11 was initiated with the districts during the month of November/December, 2009. Successive meetings were conducted with the planning teams at State Project Office during the month of December 09 and January, 2010. District plans were appraised and finalised at the State Project Office from the 1st week of January, 2009.
12. Annual Work Plan & Budget in respect of State Project Office was developed with the involvement of the concerned State Coordinators during the month of January 2010. The plans will be submitted to Govt. of India by 2nd February, 2010.

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