

# **HIMACHAL PRADESH**

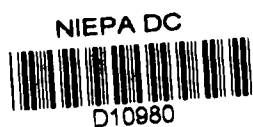
**DISTRICT PRIMARY EDUCATION PROGRAMME**

**First Internal Review Mission**

to

**Lahaul-Spiti district  
and  
Pangi education block in Chamba district**

*(September 11-18, 2000)*



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National Institute of Educational  
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17-B, Sri Aurobindo Marg,

New Delhi-110016 D-10980

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# HIMACHAL PRADESH DISTRICT PRIMARY EDUCATION PROGRAMME

## First Internal Review Mission

to

(Lahaul-Spiti district and Pangi education block in Chamba district)

(September 10-18, 2000)

## Mission Report

### TERMS OF REFERENCES

#### 1. Introduction:

The District Primary Education Programme (DPEP) is a centrally sponsored scheme designed to achieve objectives of Universal Elementary Education (UEE) outlined within the policy framework of the revised National Policy on Education 1986(as updated in 1992) and the programme of Action, 1992. It was launched in the four educationally backward districts of Himachal Pradesh in 1996 where the female literacy rate was less than the National level average to achieve the following objectives:

- To reduce differences in enrollment , dropout and learning achievement among gender and social groups to less than five percent.
- To reduce overall primary dropout rates for all students to less than 10 percent.
- To raise average achievement levels by at least 25 percent over measured baseline levels and ensuring achievement of the basic literacy and numeracy competencies and a minimum of 40 percent achievement levels in other competencies , by all primary school children.
- To provide, according to national norms, access for all children, to primary education classes (I-V) i.e. primary schooling wherever possible, or its equivalent non-formal education.

*The programme will also strengthen the capacity of national, state and district institutions and organisations in relation to planning, management and evaluation of primary education.*

The programme was designed to decentralise decision making to the district and sub-district level for more effective service delivery. It takes an integrated approach to primary education development , aiming to bring system wide reform in primary education and achieve the goals of UEE in a cost –effective , replicable and sustainable way.

## **2. Rationale of the Internal Review Mission**

The progress of DPEP is reviewed biannually by the joint review mission launched by GOI and funding agencies every year in the month of March/ April and October/November. The review mission visits the district to assess the implementation and make suggestions for further improvements. The tribal areas of Spiti, Lahaul and Pangi are cut off from the rest of the state due to closure of access to these areas by the time the mission is launched. Thus none of the mission could have first hand review of progress in these remote and difficult areas. This issue was raised in the 11<sup>th</sup> Executive Council meeting of HPPES and also in the wrap up meeting of the 11<sup>th</sup> JRM in April, 2000. The Executive Council decided to launch the Internal Review Mission to assess the progress of DPEP implementation in these areas. The Joint Secretary Department of Elementary Education and Literacy, Govt. of India had also suggested in the wrap up meeting to launch the Internal Review Mission. This mission was launched w.e.f. 11<sup>th</sup> to 18<sup>th</sup> September, 2000 to assess the progress of DPEP towards its outcome related objectives and make recommendations for further improvements.

## **3. Mission Objectives :**

The mission reviewed the progress towards DPEP's outcome and process related objectives.

The three main areas for exploration and observation during this mission were :

- (i) Progress towards the DPEP 's objectives with regard to access and enrolment, retention, learning outcomes and equity.
- (ii) Change in class room processes
- (iii) System –school support.

## **4. Specific Objectives :**

### **4.1 Progress towards the DPEP 's objectives with regard to access and enrolment, retention, learning outcomes and equity.**

To assess progress towards the DPEP's objectives concerning access and enrolment, retention and learning outcomes, with particular reference to the programme's target groups girls, SC and ST, Children with disabilities and working Children.

- (i) Evidence of improved quality in the delivery of primary education with respect to students learning.
- (ii) Evidence that the time of students and teachers on education has increased in terms of daily attendance and learning time at school.
- (iii) Evidence of increased access (higher initial enrolment), lower student repetition rates and higher, retention rates.

#### **4.2 Change in classroom process :**

To review the extent to which evidence of and planning for improved quality in terms of “inside the class room” processes and classroom interaction can be prescribed .

- (i) Efforts and progress made to strengthen capacities for and to increase quality of teaching.
- (ii) Evidence of improved teaching / learning processes as indicated by participation of children in teaching / learning process, teacher’s attitudes towards children, teachers ability to use diverse teaching strategies and assess and give feedback on students work and progress, availability of space for teacher innovations, teaching learning materials and degree of utilisation of these materials etc.
- (iii) Efforts and progress made in removing barriers to learning, participation in school improvement and professional development opportunities, with a focus on disadvantaged and marginalised groups with in communities.
- (iv) Efforts for the development of local specific TLM in the tribal areas.

#### **4.3 System –School Support :**

To assess the extent to which increased capacities to facilitate and enable school improvement and community ownership can be perceived in the DPEP districts.

- i) Efforts and progress made to strengthen the capacity of the Block Resource Centres “(BRC) and Cluster Resource Centres (CRC) to plan for and provide support to teacher and to work with village education Committees (VEC).
- ii) Efforts and progress made to improve the quality and impact of the pedagogical renewal and teacher development process as a whole (curriculum development, teacher training and support, text books and material development, production and delivery and learner assessment)
- iii) Evidence of enhanced district level planning capacities as indicated by reflection on and articulation of overall education development plans to benefit primary education by effective utilisation and sharing of information and by supervision of and guidance for plan preparation and implementation at the sub-district levels.
- iv) Evidence of management capacity, including co-ordination, assessment, role clarity, participation of VEC in civil works and in other school activities.
- v) Process of monitoring due to geo-climatic condition in that region.

## 5. Mission Tasks

The following tasks were assigned to the Internal Review Mission :-

- i) The Mission teams will be responsible for the area reports, which will be submitted to the state Project Office immediately after the completion of the mission.
- ii) The whole team will be responsible for developing a district/ area matrix of issues with conclusions on return to State Project Office (DPEP) Shimla.
- iii) The reports shall be presented.

## 6. Composition of the Internal Review Mission

The Mission comprised of one representative of Govt of India and 6 representatives from the state. Three area specific teams were formed to visit Lahaul, Spiti and Pangti valleys. The evaluation coordinators from the SPO, Chamba and Kullu districts also accompanied the teams as liason coordinators.

## 7. Mission Tour Programme

District	Team and area	Mission members	Itinerary
Lahaul-Spiti	Team I Lahaul valley	1. Dr. B.N. Dubey , Ed. CIL, B-86, Defence Colony, New Delhi. 2. Dr. Ashok Gautam Lecturer SCERT, Solan, H.P. 3. Sh. R.K. Duggal Principal DIET Sirmour at Nahan, 4. Sh. Kamal Kant, Evaluation Coordinator , Kullu, (Liason Officer)	11 <sup>th</sup> Sept.(F.N.) discussions at (SPO) Shimla 11 <sup>th</sup> Sept ,(A.N.) Shimla to Manali 12 <sup>th</sup> Sept. Manali to Keylong 13 <sup>th</sup> to 15 <sup>th</sup> , Sept. at Keylong (visit to different school to review the progress) 15 <sup>th</sup> , Sept. Presentation of area reposts at DPEP Office Keylong. 16 <sup>th</sup> Sept. Keylong to Manali 17 <sup>th</sup> Sept. Manali to Shimla
Lahaul-Spiti	Team II Spiti valley	1. Dr. Amar Dev Principal, SCERT, Solan 2. Sh. Suresh Rattan, Principal, SVN school, Nahan . 3. Dr. O.C. Guleria, Evaluation Coordinator, SPO, (Liason officer).	11 <sup>th</sup> Sept.(F.N.) discussions at (SPO) Shimla 11 <sup>th</sup> Sept ,(A.N.) Shimla to Manali 12 <sup>th</sup> ,Sept. Manali to Kaza 13 <sup>th</sup> to 15 <sup>th</sup> , Sept. at Kaza (visit to different school to review the progress) 15 <sup>th</sup> , Sept. Presentation of area reposts at DPEP Office Kaza

			16 <sup>th</sup> Sept. Kaza to Manali 17 <sup>th</sup> Sept. Manali to Shimla
Chamba	Team III Pangi valley	1. Dr. Tilak Raj Bhardwaj, Lecturer, SIEMAT, Shimla, H.P. 2. Sh. N.C. Sharma, (Retd. District Primary Education Officer), Vikasnagar, Shimla. 3. Sh. Ratan Thakur, Evaluation Coordinator, Chamba,(Liason Officer)	11 <sup>th</sup> Sept.(F.N.) discussions at (SPO) Shimla 11 <sup>th</sup> Sept ,(A.N.) Shimla to Manali 12 <sup>th</sup> Sept. Manali to Pangi 13 <sup>th</sup> to 15 <sup>th</sup> , Sept. at Pangi (visit to different school to review the progress) 15 <sup>th</sup> , Sept. Presentation of area repots at DPEP Office Pangi 16 <sup>th</sup> Sept. Pangi to Udaipur 17 <sup>th</sup> Sept. Udaipur to Manali 18 <sup>th</sup> Sept. Manali to Shimla
Wrap-up Lahaul-Spiti district 18.9.2000 at State Project Office, Shimla.			
Wrap-up Chamba district 19.9.2000 at State Project Office, Shimla.			

#### 8. Background Material :

The State Project Office (DPEP) provided the Mission the following studies and documents.

- (i) Status of DPEP in the respective areas.
- (ii) DPEP guidelines
- (iii) MAS data
- (iv) EMIS data of the respective area.



# District : Lahaul -Spiti Report

## 1. Introduction

Lahaul Spiti is the geographically largest district of Himachal Pradesh accounting for 24.15% of the area of the state. But it has the smallest population, and accounts for 0.61% population of HP. Whole of the district is mountainous cold desert comprising inner Himalayan ranges traversed by the valleys created by Chandra , Bhaga and Spiti rivers. The district remains cut off from rest of the state for 6-8 months due to heavy snow fall in winters. The only access to the district headquarters goes through 3978 meter high Rohtang pass. It touches Leh and Ladakh regions of Jammu and Kashmir towards North-West and Tibet and China on North-East.

Geographically the district is divided into two district region namely Lahaul & Spiti Valleys which are separated by 4520 mts. high Kunzum pass. A separate administrative setup has been established at Kaza under Additional Deputy Commissioner due to peculiar geographical condition of the district. Important facts about the district are listed here under:

### District Lahaul Spiti

Sub-Division	Population 1991			Sex Ratio	Education Block
	Total	Male	Female		
Lahaul	13030	7053	5977	829	Keylong-I, Keylong-II
Udaipur	8673	4743	3930	847	Udaipur
Spiti	9591	5428	4163	767	Kaza
Total	31294	17224	14070	817	4

The literacy rate of the district as per 1991 census is 56.82%. The literacy rate for males was 71.78 and for females 38.05%. The density of the district is 2 person per square Km. The district as such has been declared as Scheduled Tribe area in HP. 76.97% population comprises of the Schedule Tribes while 7.11% account for Schedule Caste in the district. Beside the general plan budgeting the district is also covered under the intervention made under a separate Tribal Area Sub-Plan and desert development projects.

## PART-I LAHAUL AREA REPORT

- 1.1. The first Internal review Mission team comprising of Dr. Birendra N. Dubey , (GOI) , Dr. Ashok Gautam, SCERT, Sh. R.K. Duggal, Principal, DIET, Nahan as members and Sh. Kamal Kant Sharma, Evaluation coordinator, DPEP, Kullu (liason officer) visited Lahaul area of Lahaul-Spiti district from September 11-18, 2000.
- 1.2 At the state level the Mission team met with State Project Director and the coordinators at the SPO. The team visited Lahaul area and interacted with Sh. T.T. Anand, Deputy Project Officer, DPEP, Lahaul and his team, the Principal DIET and faculty, and Sh. C.R.B. Lalit, IAS, Deputy Commissioner, Lahaul-Spiti district. The team also visited all the BRCs (Keylong-I, Keylong-II and Udaipur) and CRCs and shared experiences with the coodinators. Out of the 143 primary schools functioning in the area the Mission team visited 20 primary schools and interacted with the teachers and students. The team also got an opportunity to attend a VEC meeting at GPS Kolong and the community meeting at Tindi village.

- 1.3 The mission wishes to express its heart felt gratitude to district and block officials, teachers, VEC members and children for their cooperation, generous hospitality and participation during the field visit.

## 2. Observations on progress towards DPEP objectives

### *Access, enrolment, retention, learning outcomes and equity*

- 2.1. Physical access to schools is no longer a problem in the district. 16 new schools were added to the area under DPEP. At present there are 143 primary schools in the area which is sufficient to cater to the needs of all the children of the school going age group (6-11 yrs). The average school size for the district as such is 16 students per school. Evidences are also there to show that schools are available even for 2 children in some of the villages.
- 2.2. The district is very close to achieve 100 % enrolment. In the 20 villages the Mission visited, we found all the children in 6-11 yrs age group enrolled in the schools. Some children belonging to the families of construction laborers who had come here from Nepal and Bihar were also observed enrolled in the primary schools and continuing their education.
- 2.3. Cases of drop-outs in the primary classes were very rare. Almost all the children in eligible age group were found in the system. It is a very encouraging trend towards fulfillment of access, enrolment and retention targets.
- 2.4. Though the district has made remarkable progress in terms of bringing all the children in 6-11 yrs age group in the formal system of schooling, the EMIS data presented to the Mission indicates declining trend in the overall enrolment, From September, 1995 to August, 2000 enrolment has gone down from 2115 to 1977. It is a matter of concern and needs to be looked into.
- 2.5. So far as the issues like enrolment, retention and attendance are concerned, the Mission found no gap between boys and girls. Representation of girls to the total enrolment was observed to be 49.1 % in the 20 schools visited by the Mission which is a very healthy development. Attendance rate of students in the schools was found to vary between 90 to 95 % which is another healthy trend. In terms of learning outcomes, the Mission observed varying levels of progress but better levels of achievement particularly among girls and children coming from SC and ST were observed.

## 3. Change in classroom processes

- 3.1 Adequate teaching learning materials like blackboards, wall boards, science and mathematics kits and library books were observed in almost all the schools visited by the Mission. TLM has either been purchased or prepared but was available in the classrooms.
- 3.2 Though the teachers have been oriented on the new techniques and innovative methods very few of them were seen utilizing the knowledge gained from the trainings. By and large traditional way of curriculum transaction are being followed by the majority of teachers. Classroom observations indicate that there was lack of innovative teaching utilizing the science and mathematics kits. Though there exists enough scope for innovations and use of learning materials, many teachers with whom the Mission interacted were found to be keen to adopt such practices primarily because they were not clear about how to integrate the TLM and activities in the classroom transactions.
- 3.3 In some of the schools like Gondla, the Mission found good quality of self developed TLM. The teachers were observed using it and children found it to be joyful. Classroom observations indicate that the learning experiences of children can be enhanced if the teaching learning transactions involve use of TLM and activities. The district should encourage teachers to develop local specific TLM like Gondla on their own and use it effectively in the teaching learning processes.

- 3.4 Quality of learning in terms of achievements shows variations. Except for some schools of Udaipur block, the Mission observed relatively better achievements among students in the subjects like Mathematics and Hindi. To improve the overall teaching learning quality, the Mission suggests to the district to modify the available teachers training modules by incorporating some specific issues which are important because of cultural background of the learners. There appears urgent need to provide training to those teachers who have been recently appointed and not yet received any kind of in-service training. Second round of training for the teachers by an effective resource group is also recommended for all the teachers focussing specifically on the child-centered activity based teaching learning processes. The efforts made by the SPO to strengthen the capacity of the district resource group by sending the state teams to the area and training all the BRCCs and CRCCs along with DIET faculties at Shimla needs to be translated fully in the field by the DRG. The district should also issue instructions to the teachers on the use of library books by the children.
- 3.5 The Udaipur block also needs to orient the teachers and VEC members to provide a hygienic and vibrant environment to the schools. The VEC grants can be utilized for this purpose so that the teaching learning environment in and around the classrooms is improved substantially.
- 4. System school support**
- 4.1 The DIET at Keylong has started functioning late as compared to other DIETs in the state and is still short of staff. The Mission team visited DIET and interacted with the faculties in position. The DIET lecturers were found to be enthusiastic to work for the improvement of primary education in the district. Two DIET lecturers namely Ms. Shakuntla and Ms. Pushpa have been involved in the curriculum and text book renewal process in the state. The district should build the capacity of DIET lecturers further and utilize their services effectively for pedagogical renewal in the district.
- 4.2 The Lahaul area has 3 Block Resource Centres and 5 Cluster Resource Centres. All BRCCs are in position with a clerk-cum-typist and a peon. Some DIET lecturers, BRCCs and few CRCCs have attended national and state level and orientation courses. Each CRCC has to look after nearly 30 schools or more, there is an urgent need to appoint more CRCCs for better implementation of the programme. The CHTs may also be asked to work as academic support institutions in addition to their administrative functions. All the BRCCs and CRCCs are functioning in close coordinations with district office but their capacities as academic support institution needs to be refined more.
- 4.3 Monthly meetings of the teachers in addition to the pay day meetings are very important to discuss the academic and other issues. The district should try to build effective linkages between DIETs, DRGs, BRCs, CRCs and teachers.
- 4.4 142 Village Education Committees have been formed in the area and given one round of training. The VEC meetings minutes register have been maintained. But it has been observed that the VECs meet after longer intervals. The VECs need to be oriented further in the Udaipur education block to increase their involvement in the functioning of the schools. The village education planning and school improvement planning activities can be utilized to empower the community and achieve their participation to a higher extent.
- 4.5 Mother teacher associations have been constituted at 86 places to involve the women in the functioning of schools. The district also organised maa-beti melas, girl-child week and bal-melas to sensitize the community. The bal melas should not restrict themselves to cultural programme only but the district should try to incorporate skill development activities like painting, declamations, quiz and handwriting competitions etc in them.

- 4.6 VECs are participating in civil works. 14 new school buildings out of 17 are nearly complete. 25 school buildings have been repaired and 20 schools provided with drinking water, electricity and toilet facilities as DPEP intervention. The quality of construction of new schools has been very good with many innovative features. The roofs have been designed in such a manner that the snow does not accumulate on the front side. Where ever possible the school buildings have been oriented to utilize the solar energy to the maximum possible extent. In a few places the windows have been provided with double glasses to avoid heat loss. Seismic bands have been introduced in the constructions at the plinth and lintel level. Civil constructions is a very difficult and arduous task in such locations and the DPEP Lahaul deserves all praise for very good constructions. The state scheme of Saraswati Bal Vidya Sankalp Yojna which aims at providing minimum 3 classrooms in the schools is also being implemented by the DPEP organisation through the active involvement of community.
- 4.7 MIS wing of Lahaul is working effectively and has gathered the requisite educational data. The DPO staff has the capacity to plan at district level owing to their exposure at the national level. But the capacities of BRCCs and CRCCs in planning activities needs to be refined further.

## 5. Next steps

- 5.1 The Mission recommends the DPO to strengthen the teachers training further. The focus of the training should be on the child-centered activity based teaching learning processes. There is an urgent need to strengthen the DRG by involving the DIET faculties and building and effective resource team at the district level. The trainings should also focus on integration of various pedagogical inputs like how to use science and mathematics kits, TLM and learning materials and library books. The CRCCs need to take demonstration lessons effectively for the orientation of teachers in actual classroom situations. The BRCCs and CRCCs may adopt certain schools to be developed as model schools
- 5.2 Monthly meetings of teachers at the cluster level need to be introduced to discuss and disseminate the pedagogical issues and interventions. The CRCCs and BRCCs should develop better linkages with DIET for sustained academic support and DPO needs to work out a mechanism to utilize the facilities of DIET to the maximum possible extent and also to develop linkages between DIET and BRCs/ CRCs through monthly meetings.
- 5.3 Since the district remains cut off from the main land for more than six months, therefore, the district should try to utilize the distance mode of training (Self Instructional materials, Audio and Video packages etc.) far more effectively .
- 5.4 The district needs to encourage the teachers to develop local specific need based TLMs instead of buying the standard teaching aids from the market.
- 5.5 VEC school linkages need to be strengthened by means of regular meetings and microplanning exercises. The MTAs experiment should be up scaled.
- 5.6 Monitoring and supervision at the district level needs to be strengthened further. The DPO suggested to take immediate steps to ensure effective monitoring through the sub-district level structures.
- 5.7 The district needs to take up studies to look into the causes of decline in overall enrolment in the schools.
- 5.8 The EMIS data needs to be shared with the BPEOs, CHTs and schools.
- 5.9 The district needs to make efforts to complete the civil works component immediately and take up the constructions of BRCs buildings at the earliest .

## **PART-II SPITI AREA REPORT**

- 1.1 The first Internal Review Mission to the Spiti valley of Lahaul-Spiti district comprised of Dr. Amar Dev, principal, SCERT, Sh. Suresh Ratan, Principal, SVAN school Nahan and Dr. O.C. Gularia , Evaluation coordinator, SPO (Liason officer). The Mission team started from Shimla after meeting the State Project Director and his staff on 11<sup>th</sup> September,2000 and were received at Gramphu by Sh. Chemmid, CRCC on 12<sup>th</sup> September,2000 and brought to Kaza, the headquarters of Spiti valley. The journey covered the hairpin bands to the top of 4500 mts high Kunjan pass.
- 1.2 The Mission team met Sh. L.R. Chauhan , HAS, Additional Deputy Commissioner, Sh. P.N. Negi, HAS, Sub-Divisional- Magistrate cum-District Project coordinator and Sh. Chhering Targe, BRCC, Spiti at Kaza. The BRCC kaza accompanied the Mission team through out the visit and the Mission team extends sincere thanks to all the functionaries at Kaza, teachers and students for their cooperation and warm hospitality during the visit.
- 1.3 There are 66 primary schools in the area spread over Spiti, Pin and Kibbar valleys. The Mission team was able to visit 24 schools and interact with the teachers, students and the community.

### **2. Observations on progress towards DPEP objectives**

#### *Access, enrolment, retention, learning outcomes and equity*

- 2.1 Physical access is no more a problem in the area. At present there are 66 schools in the valley catering to the needs of 1214 pupils. There are 130 classrooms and 158 teachers in the valley. The PTR is 8 students per teacher and the average school size is 18 students per school. The Mission observed during the visit that the primary school at Chinchong, Sumling and Lingti had 9 students each while the primary school at Lara was functioning for 8 students only. Interaction with the teachers and community revealed that none of the schools age child in villages was out of school stream. The Mission also observed that no school age child was found on the road/ shops etc. during the schools hrs (10 AM to 3.30 PM).
- 2.2 The drop-out from the school system were very rare. Enquiries from the community and teachers in the schools visited by the Mission also substantiated this fact. The functionaries in the valley deserves all praise for this achievement.
- 2.3 The Mission observed that almost half of the school strength comprised of girls in the schools visited. In Ki primary school, out of the total strength of 27 students, 15 were girls. In Shego primary school there were 6 girls in the total strength of 12 students, in GPS Lara out of the total of 8 students 7 were girls , similarly in GPS Lari there were 8 girls in the total 12 students in the schools. Even in the GPS Kaza-I , out of total 68 students , 37 were girls. EMIS data for 1999-2000 also reveals that girls account for 55% of the total students in the Kaza education block. This education block deserves special mention for achieving the gender equity to such an extent in such a remote and difficult location.
- 2.4 The repetition rates in the area were found to be low. The EMIS data shows that the repetition varies between 6 to 14 % among different classes. The Mission observed repetitions in Kibbar (5) and Gooling (1) schools only.
- 2.5 The Mission interacted with the students in the classes to have an idea of their learning outcomes and found that the students were vary good in Hindi, good enough in Mathematics. The girls were responding to the questions equally and even better than boys. The local dialect Bhoti is also taught in the valley and it has a script of its own. In terms of learning outcomes the Mission observed fairly good progress and the gender and social differences in this area were not witnessed at all.

- 2.6 The new constructions under DPEP have incorporated the cost effective and solar passive features in the buildings. The BRC building itself is an example of cost effective and solar passive structure. The Mission observed that this DPEP initiative has also now being adopted and replicated by the state Public Works Department.
- 3. Change in classroom processes**
- 3.1 The Mission observed that all the primary schools have desks and benches for the students and these desks were being put to effective use. The schools had sufficient teaching aids and TLM which was being put to effective use in the classrooms. In most of the schools visited, the Mission found that the students wore neat and clean clothes, their books and notebooks were also in very good condition having covers over them. The overall environment in the schools was found to be very congenial for the teaching learning process. The notebooks were found to be regularly checked by the teachers.
- 3.2 The Mission could observe effective use of teaching aids and TLM in the transactions of lessons by the teachers in classrooms in many of the schools visited. It appears to the Mission that primary school teachers in Spiti valley of Lahaul-Spiti district have made a beginning towards child-centered activity based teaching learning process.
- 4. System school support**
- 4.1 The Mission observed that housing of the Additional Deputy Commissioner's office within the BRC building and working of Sub-divisional Magistrate, Spiti at Kaza as Project Coordinators had lent full administrative support for DPEP implementation in this remote and difficult valley.
- 4.2 One BRC coordinator and 3 CRC coordinators are in place in the valley. Interactions with the BRC and CRC coordinators revealed that they had fairly good exposure to the DPEP initiatives and they were working hard to achieve the DPEP objectives. The BRC coordinator Sh. Chhering Targe had sufficient state and national level exposure in the field of planning, pedagogy and Integrated Education for Disabled. He had also participated in the curriculum and text book renewal process at the state level. A Block Resource Group has also been formed and oriented through a state level intervention.
- 4.3 VECs and MTAs have been formed in all the schools. The trainings of VEC members has also been taken up. The Mission found the VEC minutes registers to kept up-to-date. All the resolutions passed by the VECs were found to be of immediate concern to the students. Interactions with the VEC members revealed that VEC meetings are a regular feature now. The Mission team was overwhelmed with joy to find that the VEC Lara kept on waiting for the team till late in the evening despite the closure of school in the afternoon to interact with the Mission.
- 4.4 Villagers do take interest in the school affairs for its improvements and often encourage the teachers and extend the helping hands in doing the best for the schools. The team met the Gram Panchayat Pradhan at the Lara school and discussed the school affairs. VEC has donated Rs. 75000 for the school. All these have proved to be quite help full for the improvement of the schools. The PRI and VEC have shown close association as some of the members of the both the committees are same. Villagers have been seen extending their helping hands in construction activities also. Now they treat school as a part of village system.
- 4.5 The planning capacities at the block level have been strengthened. This block prepares its own AWP&B which forms the part of Lahaul-Spiti district plan later on.

## **5. Next steps**

- 5.1** Though a good beginning has been made towards a child-centered activity based teaching learning process and creating a healthy learning environment in the schools, this effort needs to be strengthened and consolidated further by sharpening the skills of teachers and improving their capacities. Content specific trainings based on child-centered activity based teaching learning process in the actual classroom situations should be encouraged.
- 5.2** The school should also encourage extra curricular reading by the students. The library in the schools should be strengthened and utilized effectively. The BRCCs and CRCCs should encourage development and use of local specific TLMs. Efforts should also be made to develop supplementary reading materials in Bhoti language.
- 5.3** The community participation has been found to be good. It can be strengthened further by Village Education Planning and School Improvement Planning at the village level.

## District : Chamba

### Pangi Education Block Report

#### 1. Introduction

1.1 The famous Pangi valley of Chamba district is said to be one of the remotest parts of the inner Himalayas. It is approached through Chamba from where a motor road leads to Bharmaur, a sub-divisional small dwelling. Thereafter one has to walk along glacial valleys and cross high mountain ranges to reach the enchanting valley. However, it could also be approached via Tissa after crossing the Sach pass. Besides high altitude meadows, virgin forests the glaciers descending from steep mountain sides occur all over the Pangi are. Now it can also be approached through Udaipur in Lahaul-Spiti district after entering through Rohtang pass during late summer months.

It is a valley of grandeur and majesty both in appearance and effect. It is highly populated between the Pangi and Zanskar ranges in most convenient route for trekking into the valley is through the 4428 meters high Sach pass. Mainly two communities namely Pangwalas and Bhots inhabit this valley. As per the 1991 census 14960 persons inhabited this valley which has been declared as a Scheduled Tribe area. The sex ratio is 937 females per 1000 males.

1.2 The first Internal review Mission team comprising of Dr. T.R. Bhardwaj, Lecturer SIEMAT, Shimla, Sh. N.C. Sharma, Retd, District Primary Education Officer and Sh. Ratan Thakur, Evaluation coordinator, District Chamba (Liasion officer) visited the valley w.e.f. September 11 to 18, 2000. The Mission team reached Killar, the headquarters of the valley on 13<sup>th</sup> September, 2000 and met the Resident Commissioner, Assistant Project Coordinator and BRCC Pangi.

#### 2. Observations on progress towards DPEP objectives

##### *Access, enrolment, retention, learning outcomes and equity*

2.1 62 primary schools are functional in the valley catering to the education needs of 2694 students (31.8.2000). There are 131 teachers in the valley which comprises an education block. The average school size is 41 and PTR is 22. There were 1343 boys and 1351 girls in the schools. Girls comprised 50% of the total students and thus the valley seems to have achieved the gender equity in terms of enrolment.

2.2 The Mission team visited 16 schools on 14, 15, 16 September, 2000 and interacted with the teachers, students and the community.

Name of Primary School	Date	No. of Teachers	No of Students
1) Killar	14.9.2000	4	134
2) Mahalyat	"	4	95
3) Karyas	"	4	146
4) Purghwal	"	2	54
5) Karel	"	2	19
6) Karoti	"	2	30
7) Seri-Bhetwas	"		19
8) Dharwas	15.9.2000	5	98
9) Kuthal	"	2	44
10) Udayani	"	3	52
11) Luj	"	3	66



12)Sural	"	2	31
13)Sural-Tai	"	2	41
14) Ajog	16.9.2000	1	20
15)Shor	"	3	96
16)Sugalwas	"	2	25

2.3 In the schools visited by the Internal mission members it was observed that the enrolment of Primary school going age-group of children was 100%. There was no incidence of dropout in these schools. The VEC members contacted on the spot were satisfied with the 100% retention and enrolment in the schools. Stray fluctuations which were noticed were due to localized factors of migration and transfers of parents. The absenteeism from classes was also of temporary nature due for fairs, festivals and marriages etc.

2.4 4 new school buildings, 11 repairs, 10 toilets, 10 water supplies and 1 CRC room have been completed till 1.8.2000. Work on 5 school buildings, 2 repairs, 11 toilets, 11 water supplies, 2 CRCs and 1 BRC was at different stages of construction.

### 3. Change in classroom processes

3.1 The Assistant Project Coordinator has conducted teachers training workshops on activity based teaching, school readiness and use of library books in the valley. The pedagogy teams from the state level also visited the valley to build the capacities of BRG. The BRG of the valley was also oriented at the state level in the current year and the pedagogy team from the district visited the valley before the visit of Mission.

3.2 The class-room processes in the schools visited revealed a marked improvement with the introduction of new teaching techniques with the use of teacher learning materials in the classes. In some schools the TLM and teaching aids had been found displayed on the walls. The play way activities utilizing marbles/ coloured pebbles/ earthballs, leaves etc were being used for class-rooms transaction for the beginners i.e. 1st class students. The teachers considered use of TLM and activities effective for the lower classes but the teacher handling classes 4-5 were not observed using TLM/ teaching aids or activities. This is the areas where BRC and CRC need to intervene. The BRG is expected to develop adequate TLM for these classes to make class-room process more effective, meaningful and joyful.

3.3 When the children in GPS Killar were asked simple questions related to language they could not respond effectively due to dialect problems. But the same questions were properly replied when repeated and explained by the local teachers. This aspect needs to be addressed in the valley effectively. The children in GPS Killar, Mahaliyat, Darwas were also asked to solve question relating to mathematics and their responses were found to be quite satisfactory. Girls participated equally in the response to the queries.

3.4 The Mission observed that in a few places primary school teachers were locally deployed in a high schools. This practice needs to be discouraged as it affects the foundation level schooling of the students.

3.5 The TLM prepared and being utilized was of standardised nature. The APC and BRCC should encourage preparation and use of local specific TLMs.

3.6 Library books were available in the schools and interactions with the children in GPS Dharwas revealed that these books were also made available to the children for extra curricular activities.

3.7 The Mission observed that blackboards and teaching aids were available in the schools. The children had darri-patti to sit upon and they dressed up neatly. All the children were found to be having school books and their home work note books were regularly checked by the teachers.

#### 4. System school support

- 4.1 The Resident Commissioner Pangi valley exercises the powers of Chairman District Committee and Sub-divisional Magistrate Pangi has been vested with the powers of District Project Coordinator under the single line administration system in vogue in the valley. There is a whole time Assistant Project Coordinator assisted by 1 BRCC and 7 CRCCs. BRG has been formed and oriented at the state and district level. The skills of the CRCCs need to be refined further and they should be encouraged to adopt certain schools on experimental basis and to take up demonstration lessons in the actual classrooms situations so that their efforts are emulated by the teachers without any problem.
- 4.2 In all the 62 Primary Schools a village support system of VECs is in place. Out of which 55 VEC held functional meetings 1 to 3 times on the average in a year while remaining 7 VEC had meetings more than 3 times in a year. This could be confirmed from the record maintained in the institutions by the teachers as member secretaries. There is no system of holding of meetings at a regular interval at village levels. As per the observation made by review mission VEC members at different places have been sensitized with the roles and functions of VEC 's in school planning and management related situations however VEC members expressed satisfaction with regard to their functioning relating to the activities and co-ordination towards the construction of school buildings and related issues. VEC's have been given a grant of Rs.2000/- , the utilization of this grant need to be monitored by the district authorities. The DPEP staff intends keen association of VEC in the construction of buildings under Sarswati Bal Sankalp Yojna toilets and minor/major repairs. The Bal-Mela , Ma-betti Samalain and other activities relating to the enrolment drives and gender related issues are organized by the DPEP for community mobilization.
- 4.3 The valley had taken up VEC trainings at the cluster levels in July, 97 which was again repeated in March, 2000.
- 4.4 Involvement of Mahila Mandals , Yuvak Mandals and PRIs is also being sought to bring the school nearer the society and society nearer to the school in reciprocal manner in the Pangi area. MTA have been constituted in all the villages where primary schooling facilities exist . The MTA meeting are held on regular basis and the matters related to child care , gender related issues , nutrition , students absenteeism , general awareness encompassing the activities relating to schools and society and cleanliness of children are discussed .

#### 5. Next steps

- 5.1 The Mission feels that no doubt effective steps have been taken towards the goals of DPEP in the valley. The access has been improved, drop outs reduced and the gender equity has been achieved. The teaching learning process for lower classes has also become child-centered to certain extent by the use of play way and activity based methods . But a lot needs to be done to make the teaching learning process effective and child-centered for higher classes i.e. 3 to 5. The capacities and skills of the CRCCs and teachers need to be refined further to enable them to practise the child-centered activity based contextual teaching learning process in the schools to develop the capacities of children to the requisite levels. There is a need to develop low cost, local specific TLMs and utilize them effectively in the classrooms transactions. This education block may also practise content based trainings focusing higher classes and use of distance mode for teachers training. The District Primary Education Officer should also take effective measures to fill up the teachers vacancies.
- 5.2 The community needs to be sensitized further for involving them in the functioning of schools to a larger extent. The techniques of village education planning and school improvement planning can be utilized for this purpose.
- 5.3 Since no direct support from DIET is feasible in view of remote location, a strong BRG is required to be formed for sustaining the quality improvement programme.

