

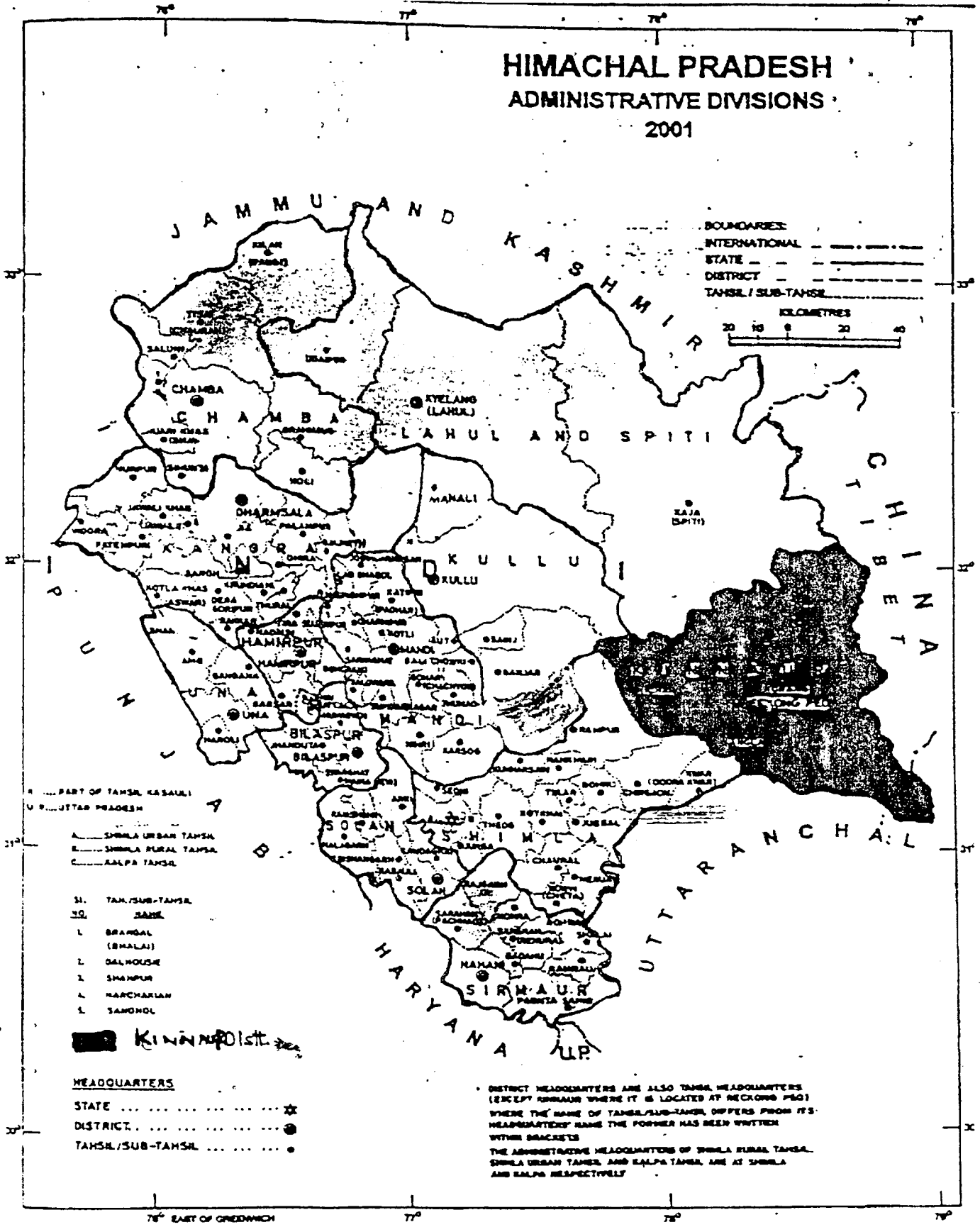
# **SARVA SHIKSHA ABHIYAN HIMACHAL PRADESH**

**DISTT. Kinnaur**

**ANNUAL WORK PLAN & BUDGET  
2001-2002**

**Himachal Pradesh Primary Education Society-cum-  
Sarva Shiksha Abhiyan - State Mission Authority**

# HIMACHAL PRADESH ADMINISTRATIVE DIVISIONS 2001



**Sarva Shiksha Abhiyan -Himachal Pradesh**  
**Annual Work Plan 2001-2002 Distt. - Kinnaur**

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**SARVA SHIKSHA ABHIYAN  
DISTRICT KINNAUR  
PLANNING TEAM**

**Deputy Commissioner : Sh. Onkar Sharma**

**Assistant Commissioner : Sh. R. K. Sharma**

**Deputy Director (Secondary) : Sh. B. D. Verma**

**Deputy Director (Primary) : Sh. Amar Nath**

**Principal DIET : Ms. Sunila Negi**

# CHAPTER- 1

## PLAN OVERVIEW

### 1. INTRODUCTION

Himachal Pradesh comprising the North Western Himalyas is situated in the North West corner of India. It is surrounded by Jammu and Kashmir in the north, Uttaranchal in the south east, Haryana in the south and Punjab in the west. In the east, it forms India's boundary with Tibet. It is located between  $30^{\circ} - 22'$  and  $30^{\circ} - 12'$  north latitude and between  $75^{\circ} - 47'$  and  $79^{\circ} - 4'$  east longitude. The state is entirely mountainous with altitudes ranging from 460 to 6600 metres above sea level. It has a deeply dissected topography, a complex geological structure and a rich temperate flora and fauna. Himachal Pradesh is drained by a number of rivers, the most important of which are Chenab, Ravi, Beas, Sutlej and Yamuna. All these rivers are snow-fed and hence perennial. The natural reservoirs and the large drops available in the river courses provide immense potential for hydel power generation at low cost. The state is also well known for its horticulture and tourism potentials.

Himachal Pradesh was originally formed as a centrally administrated territory on April 15, 1948 by the integration of 26 Shimla hill states and 4 Punjab hill states. In 1951, it became a 'Part C' state under Lt. Governor with a legislative assembly of 36 members and a cabinet of three members. In 1954, Bilaspur another 'Part C' state was merged with Himachal Pradesh and the strength of the Assembly was raised to 41 members. Till October, 1966 Himachal Pradesh consisted of only six hill districts- Mahasu, Mandi, Chamba, Sirmour, Bilaspur and Kinnaur, In November, 1966, it was enlarged by the addition of some of the hilly areas of Punjab (Shimla, Kangra, Kullu, Lahaul and Spiti districts and the Nalagarh tehsil of Ambala district and the areas of Hoshiarpur and Gurdaspur districts). Himachal Pradesh was re-organised into 10 districts and declared a State on January 25, 1971 with Shimla as its capital. In 1972-73, the districts were reshuffled bringing up their number to 12.

Spread over an area of 55673 sq. kilometers, Himachal Pradesh has a population of 6,077,248 persons in 2001 with a density of 109 persons per sq. kilometer and a sex ratio of 970 females per 1000 males. As per 1991 census 91.30 % of the population lived in rural areas while 8.70 % inhabited the urban areas. The SC comprised 25.34 % of the population while ST accounted for 4.22%. Himachal Pradesh has achieved a literacy rate of 77.13 % in 2001. The rate for male and female literacy(2001) are 86.02% and 68.08% respectively. The literacy rate for SC population was 53.20 % and that for ST 47.09% in 1991.

## 1.2. District Kinnaur

The mountainous extraordinary rugged Scheduled Tribe district of Kinnaur is located in the north east of Himachal Pradesh lying on both banks of Satluj River in its higher reaches, the district is situated between  $70^{\circ},45'$  and  $79^{\circ},00',35''$  east longitude and between  $31^{\circ},05'$  and  $50''$  and  $32^{\circ},05'$  and  $15''$  north longitude. District Kinnaur touches Tibet to its east, on south - east the boundary is shared with Utranchal, while on south west lies the district Shimla and north-west boundary touch the Lahaul & Spiti District. The headquarters of Kinnaur district is at Reckong-peo. It has 662 villages out of which 215 are inhabited and the remaining 447 are uninhabited spread in 62 Panchayats .

Kinnaur had a total population of 71270 with 26.87% SC and 55.58% ST population as per 1991 census. Sex ratio in Kinnaur district is 856. District Kinnaur was carved out of Chini Tehsil and 14 villages of Rampur Bushehar Tehsil of Mahasu district in the year 1960. District has a total area of 6401 sq. kms and a low population density of 11 persons per square kms. This district now consists of three divisions namely Kalpa, Nichar and Pooh and four Tehsils (Nichar, Kalpa, Sangla and Pooh) and Two sub-Tehsils i.e. Hangrang and Morang. Entire Kinnaur district remains covered with snow for 3 to 4 months in a year and so continues reeling in cold for that period. Main crops of the area are Barley, minor millets, Wheat, Maize, Rangi, Rice etc. Dry fruits like Almond, Walnut, Chilgoza and fruits such as - Apple, Apricot and Grapes are grown in abundance .

## 1.3 PLANNING FOR SARVA SHIKSHA ABHIYAN ( SSA )

### 1.3.1 National Level Conference of Secretaries and State Project Directors (DPEP) on UEE (EGS-AIE and SSA) organised by Deptt. of Elementary Education and Literacy ( GOI ) at New Delhi on Aug. 28,29 2000.

The Commissioner cum Secretary (Education) HP, Sh. C . Balakrishnan and State Project Director (DPEP) Sh. Rajeev Sharma attended the National Level Conference of Secretaries and State Project Directors (DPEP) on UEE (EGS-AIE and SSA) organised by Deptt. of Elementary Education and Literacy ( GOI ) at New Delhi on Aug. 28,29 2000. The SSA frame work for UEE was discussed at length in this conference and the States were asked to initiate the processes to implement SSA accordingly.

### 1.3.2 Follow up Action on the SSA framework at the State level

As a follow up to the national level conference on UEE , the State Government of Himachal Pradesh decided in September 2000 to launch the SSA in the State by taking up the Solan , Kinnaur, Mandi and Shimla Districts in the first instance. It was also decided to implement the SSA in a mission mode through an autonomous society. The Himachal Pradesh Primary Education Society ( HPPES ) which had the experience of implementing the District Primary Education Programme (DPEP) in Himachal Pradesh was selected as a state level Society to implement the SSA in the State. Thereafter, the HPPES ammended its MOA to enable it to take up SSA in the State in the Governing council meeting held on

8. 11. 2000 under the Chairmanship Hon'ble Chief Minister of HP. The name of the existing society was also ammended as Himachal Pradesh Primary Education Society cum Sarva Shiksha Abhiyan -State Mission Authority. A separate budget head for SSA activities was opened in the State Budget vide Govt. of Himachal Pradesh Finance Department letter no, Fin. A.C.(1)5/2000 dated 23.7.2001

### 1.3.3 Planning for Pre Project Activities

District level core committees for SSA with District Primary Education Officers as chairman and Principal 's of DIETs as member secretary and lecturer planning and management at the DIETs as one of the members were constituted in the Districts to take up Planning for Pre Project activities. The orientation training of the district core teams for the preparation of Plans for pre-project activities in the districts was organised by the State Project Office (DFEP) and SIEMAT at Shimla on 22.11. 2000. This was followed by another orientation training on 11.12.2000.

The plan for pre project activities in respect of Kinnaur district was finalised and sent to GOI on 24.01.2001 for approval. The GOI sanctioned a sum of Rs.9.53 Lacs to the State Govt. for the pre-project activities in district Kinnaur on 21.03.2001 . The funds for pre project activities was transferred to the State implementation Society by the State Govt. on 3.12.2001.

### 1.3.4 Capacity building for planning for SSA.

In order to build the capacity of the District planning teams following trainings and orientation programmes were conducted.

1. Orientation of the DPEOs and DIET principals for preparing the plans for Pre Project activities at Shimla on 22<sup>nd</sup>. Nov 2000.
2. Pre project activities follow up workshop at Shimla on 11 th. Dec.2000.
3. State level orientation of all the DPEOs, Principal DIETs, Deputy Project Officers from DPEP districts on SSA , EGS & AIE at Shimla on July 23, 2001.
4. One lecturer from SIEMAT HP attended the NIEPA workshop on Project Planning &Monitoring held at New Delhi w. e. f. Aug. 6-10, 2001.
5. Principal DIET Solan and Una along with two faculty members from SIEMAT attended the Workshop on Perspective Planning for UEE conducted by NSDART at Mussorie w.e.f. Aug 28<sup>th</sup>- sept 1 2001.
6. The core planning team from the District will participate in the State level workshop for School mapping and Habitation level planning at Shimla w.e.f. Sept. 27-29 , 2001 at Shimla.
6. House Hold Survey was conducted during the month of October and November 2001 in the district.
7. One day workshop was organised on 3<sup>rd</sup> December, 2001 for Deputy Directors (Primary Education) and Principal DIETs to discuss about the status of consolidation of data at various levels and further planning for Sarva Shiksha Abhiyan.
8. District teams visited State Project Office on 18.12.2001 & 19.12.2001 for working out the strategies to complete the House Hold data with the State team

## 1.4 SOURCES OF INFORMATION FOR THE PERSPECTIVE PLAN

### 1.4.1. Feedback from household data and habitation level planning

Households ,Population and literacy Data from 1991 Census Report.

#### House holds and Population - District Kinnaur

	No. of Households	Population			Density	Sex Ratio
		Total	Male	Female		
Total	16439	71270	38394	32876	11	856
Rural	16439	71270	38394	32876	11	856
Urban	-	-	-	-	-	-

Source :- Census report - 1991

#### SC and ST Population - District Kinnaur

	SC Population (26.87%)			ST Population (55.58%)		
	Total	Male	Female	Total	Male	Female
Total	19153	9882	9271	39609	19021	20588
Rural	19153	9882	9271	39609	19021	20588
Urban	-	-	-	-	-	-

Source :- Census report - 1991

#### Literacy Rates- District Kinnaur

	Total			SC			ST		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
<del>Kinnaur</del>	<del>58.36</del>	<del>72.04</del>	<del>42.04</del>	<del>45.67</del>	<del>60.01</del>	30.28	<del>59.03</del>	<del>74.13</del>	<del>45.34</del>
H.P.	63.86	75.36	52.13	52.20	64.98	41.02	47.09	62.74	31.18

Source :- Census report - 1991

#### Feed back from Habitation Level Planning

House Hold Survey was conducted in the district during November- December, 2001. The data consolidated at district level shows some gaps in some rural pockets of the district. Some houses in the rural areas could not be covered in the survey as the houses remained locked during day time. This data is, therefore, being updated after covering these houses left out for the survey. The provisional position of the out of School children is as follows:



**Details of Age-Group Population (as on 30.9.2001) above 5 & upto 14 Years**

Type of Population		Total	Enrolled	Out of Schools	
				No.	%
All Children(Above 5 & upto 14 Years)	Boys	6140	6123	17	0.28
	Girls	5982	5964	18	0.30
	Total	12122	12087	35	0.29

**Education Block –Wise Details of Age-Group Population (as on 30.9.2001) above 5 & upto 14 Years**

Name of Education-Block	Above 5 & upto 14 Years							
	Boys				Girls			
	Total	Enrolled	Out of Schools		Total	Enrolled	Out of Schools	
			No.	%			No.	%
1.Kalpa	2458	2443	15	0.61	2433	2416	17	0.70
2.Pooh	1680	1680	0	0	1583	1582	1	0.06
3.Nichar	2002	2000	2	0.10	1966	1966	0	0
<b>Total</b>	<b>6140</b>	<b>6123</b>	<b>17</b>	<b>0.28</b>	<b>5982</b>	<b>5964</b>	<b>18</b>	<b>0.30</b>

**1.4.2. Feedback from the School Mapping exercise**

The out of school children are scattered throughout the district. These children are 0.30%. There are some habitations without primary school facility but the number of school going children in most of the habitations is less than 15 and do not qualify for opening of regular schools or Education Guarantee Schools. The exact number of regular schools and Education Guarantee School will be worked out during the School Mapping exercise which will be conducted in the district during the current year.

**1.4.3. Feedback from the Sixth Educational Survey Data. As on Sept. 30, 1993.**

**Number of villages and Habitations**

Distt.	CD blocks	Inhabited villages	Uninhabited villages	No of Habitations	Urban areas
Kinnaur	3	215	447	296	-

**Estimated Child Population Distt Kinnaur**

Area	Estimated Child Population 6-11 years			Estimated Child Population 11-14 years		
	Boys	Girls	Total	Boys	Girls	Total
<b>Rural</b>	4174	4615	8789	2311	2543	4854
<b>Urban</b>	-	-	-	-	-	-
<b>Total</b>	4174	4615	8789	2311	2543	4854

**Population slabs and number of habitations/ villages and population**

	5000 & above	2000-4999	1000-1999	500-999	300-499	100-299	Below 100	Below 500	Total
<b>No. of Habitations</b>	0	1	2	42	41	103	107	251	296
<b>Population</b>	0	2863	3901	28642	16302	18687	4400	39389	74795
<b>Village</b>	0	3	10	39	41	0	0	122 (Below -300)	215
<b>Population</b>	0	8514	11708	25063	16115			13395	74795

**Habitations with Predominant Population of SC & ST**

	Habitations with predominant population of	
	SC	ST
<b>No. of Habitations</b>	50	236
<b>Population</b>	11439	57583

**Rural habitations with and without primary schools**

	Habitations with primary schools at a distance ( in Km. ) of							Total
	With in habitat ion	Up to 0.5 but not with in	0.6 to 1.0	Up to 1.0	1.1 to 2.0	up to 2.0	More than 2.0	
<b>No. of Habitations</b>	163	47	23	233	40	273	23	296
<b>Population</b>	61015	6593	1823	69431	4435	73866	929	74795
<b>% of this Population to Total Population of district</b>	81.58	8.81	2.44	92.83	5.93	98.76	1.24	100

**Rural habitations having population of 300 or more served by primary school**

Total number of habitations	Habitations served with in		Habitations served up to 1 Km.	
	Number	%	Number	%
86	75	87.21	82	95.35

**Rural habitations with and without upper primary school**

	Habitations with upper primary schools at a distance ( in Km. ) of								Total
	With in habitation	Up to 1.0 but not with in	1.0to 2.0	2.1 to 3.0	Up to 3.0	3.1 to 4.0	4.1 to 5.0	Mor e than 5.0	
No of Habitations	54	59	76	31	220	16	24	36	296
Population	30976	12827	15969	5616	65388	2253	2876	4278	74795
% of this Population to Total population of district	41.41	12.15	21.35	7.51	87.42	3.01	3.85	5.72	100

**Rural habitations having population of 500 or more served by upper primary school**

Total number of habitations	Habitations served with in		Habitations served up to 1 Km.	
	Number	%	Number	%
45	26	57.78	43	95.56

**Number of villages having unrecognised schools**

Total number of villages	Number of villages having un recognised schools		Number of unrecognised schools	
	Primary	Upper primary	Primary	Upper Primary
215	3	1	4	2

#### 1.4.4. Feedback from CENSUS 2001

##### GEOGRAPHICAL AREA

Distt.	Geographical Area Sq. Km	% to total area of the State	Rank in HP Out of 12	All India rank Out of 593
Kinnaur	6401	14.02	4	171

##### POPULATION

Distt.	Population	% to total Population of the State	Rank in HP Out of 12	All India rank Out of 593
Kinnaur	83950	1.33	11	575

Distt.	Population Total	Population Male	Population Female	Population 0-6 Total	Population 0-6 Male	Population 0-6 Female
Kinnaur	83950	45353	38597	NA	NA	NA

##### DENSITY (HP 2001-99/ Sq. Km)

Distt.	Density	Rank in HP Out of 12	All India rank Out of 593
Kinnaur	13	11	581

##### SEX RATIO (Over All) (HP 2001 - 970/1000)

Distt.	Sex ratio	Rank in HP Out of 12	All India rank Out of 593
Kinnaur	851/1000	11	548

Source of Census Data - CENSUS OF INDIA 2001 Series -3 Himachal Pradesh March 2001 and CENSUS OF INDIA 2001 Series -1 India Provisional population tables Paper -1 of 2001 Supplement DISTRICT TOTALS June 2001

#### 1.4.5 Feedback from the Educational profile of the District.

##### PRE PRIMARY EDUCATION

There are no formal pre primary facilities in the schools. However, a few nursery schools are run by the welfare department. The pre school education is being catered to mainly by the Social and Women Welfare Department through the ICDS network. There are 150 ICDS centres catering to the pre school and nutritional needs of 4307 children in the 0-6 year age group.

##### ICDS FACILITIES IN THE DISTRICT

CD Block	Number of ICDS Centres	0-3 years age beneficiaries	3-6 years age beneficiaries	Total number of beneficiaries
Pooh	55	448	474	922
Nichar	53	995	712	1707
Kalpa	42	933	745	1678
Total	150	2373	1928	4307

Source:-Social and Women Welfare Department HP , ICDS report for the month of June 2001

##### PRIMARY EDUCATION

The primary education in the district is being looked after by the Directorate of Primary Education through a District Primary Education Officer (DPEO) at the district level. There is a District Institute of Education and Training (DIET) at the district level at Reckongpeo which is providing pre-service and in-service training to the primary school teachers. The DPEO is supported by a Block Primary Education Officer (BPEO) at the block level. The Kinnaur district is divided into 3 educational blocks (Kalpa, Pooh and Nichar). The 189 primary schools (Class I-V) are clustered into 39 centre schools. Each centre has approximately 5 primary schools attached to it and is manned by a Centre head teacher (CHT). The primary schools are being manned by primary school teachers as per the norms fixed by Department of Primary Education. Every formal primary school is to have 2 teachers per school irrespective of the school strength upto a school strength of 59 students. Thereafter additional teacher is provided for every addition of 40 or part thereof students. The primary schools teachers comprise the JBT trained teachers (with 2 years pre-service training), Contract teachers (TGTs with B.Ed. qualification and C&V teachers i.e. Shastris, Drawing teachers etc.), Volunteer teachers (Matriculates, now absorbed as regular teachers after putting in more than 5 years service and under going condensed in-service training at the DIETs) and Vidya Upasaks (Para teachers on fixed honorarium basis). The primary school teachers are being recruited and managed by the Department of Primary Education. Now there is a move to delegate the appointment and posting of para-teachers and part-time water carriers in primary schools to the Gram Panchayats. The average size of Primary School in Kinnaur is very small in comparison to the other districts

Primary Education - District Kinnaur ( as on 30.9.2000)

Distt.	Education block	No. of centres	No. of pry. Schools	No. of students			Average school size
				Boys	Girls	Total	
Kinnaur	3	39	189	4257	4390	8647	45.75

Source: EMIS 2000-01 based on DISE data

Primary School Teachers and PTR

District	No. of schools	No. of students Class I-V	Total no. of teachers including CHTs	PTR
Kinnaur	189	8642	479	18.05

Source: EMIS 2000-01 based on DISE data

EDUCATIONAL STATISTICS (PRIMARY EDUCATION) AS ON 30.9. 2000

Block wise Educational Statistics (Primary Classes)

Block wise Educational Statistics (Primary Classes)

Block Name	No of Cluster Centres	No. of schools	Students	Average School Size	Teachers	PTR	Class rooms	No. of Sections
Kalpa	10	51	3111	61	155	20.07	145	231
Nichar	15	74	3130	42.29	177	17.68	180	320
Pooh	14	64	2406	37.59	147	16.36	145	280
<b>Total</b>	<b>39</b>	<b>189</b>	<b>8647</b>	<b>45.75</b>	<b>479</b>	<b>18.05</b>	<b>470</b>	<b>831</b>

Source: EMIS 2000-01 based on DISE data

District Kinnaur Enrolment Summary ( Education block wise)

	Kalpa	Nichar	Pooh	Total
Total Students	3111	3130	2406	8647
Boys	1497	1551	1209	4257
Girls	1614	1579	1197	4390
SC Students	1442	1470	695	3607
SC Boys	708	709	348	1765
SC Girls	734	761	347	1842
ST Students	1181	1428	1448	4057
ST Boys	529	706	720	1955
ST Girls	652	722	728	2102
OBC Students	0	4	0	4
OBC Boys	0	3	0	3
OBC Girls	0	1	0	1

Source: EMIS 2000-01 based on DISE data

### District Kinnaur Enrolment Summary (class wise)

Enrolment	Class						Total	
	I	II	III	IV	V			
Total Students	1815	1688	1702	1815	1627	8647		
Boys	894	834	844	851	834	4257	49.23	
Girls	921	854	858	964	793	4390	50.77	
SC Students	759	705	735	752	656	3607	41.71	
SC Boys	371	356	365	347	326	1765	41.46	
SC Girls	388	349	370	405	330	1842	41.96	
ST Students	798	750	786	887	836	4057	46.92	
ST Boys	385	353	382	406	429	1955	45.92	
ST Girls	413	397	404	481	407	2102	47.88	
OBC Students	0	3	0	1	0	4	0.05	
OBC Boys	0	3	0	0	0	3	0.07	
OBC Girls	0	0	0	1	0	1	0.02	

% SC	41.82	41.77	43.18	41.43	40.32
% ST	43.97	44.43	46.18	48.87	51.38
% OBC	0.00	0.18	0.00	0.06	0.00

Source: EMIS 2000-01 based on DISE data

### Enrolment by Age Group

Primary School	Age Group				
	<6	6-10	11-13	>13	Total
Total Students	557	7056	984	50	8647
Boys	268	3486	483	20	4257
Girls	289	3570	501	30	4390
SC Students	268	2875	428	36	3607
SC Boys	136	1415	203	11	1765
SC Girls	132	1460	225	25	1842
ST Students	253	3308	483	13	4057
ST Boys	113	1593	239	10	1955
ST Girls	140	1715	244	3	2102

Source: EMIS 2000-01 based on DISE data

### Distribution of Schools by Enrolment categories

Enrolment	Number of Schools			Total Enrolment
	Rural	Urban	Total	
1-20	49	0	49	601
21-60	87	0	87	3369
61-100	38	0	38	2849
101-140	12	0	12	1331
141-220	3	0	3	497
221-300	0	0	0	0
>300	0	0	0	0
<b>Total</b>	<b>189</b>	<b>0</b>	<b>189</b>	<b>8647</b>

Source: EMIS 2000-01 based on DISE data

**Selected Educational Indicators**

Block Name	% Rural Schools	Average working days	% schools more than 20 yrs. Old	% schools less than 10 yrs old	% classrooms requiring major repairs
Kalpa	100.00	238	58.82	7.84	26.21
Nichar	100.00	244	60.81	17.57	41.67
Pooh	100.00	239	57.81	17.19	31.03
<b>Total</b>	<b>100.00</b>	<b>241</b>	<b>59.26</b>	<b>14.81</b>	<b>33.62</b>

Source: EMIS 2000-01 based on DISE data

**Selected Educational Indicators**

Block Name	% single teacher schools	% Repeaters in primary classes	PTR	Teachers per section	Students per section
Kalpa	1.96	6.98	20.07	0.67	13.47
Nichar	16.22	10.00	16.37	0.53	8.59
Pooh	10.94	6.32	17.68	0.55	9.78
<b>Total</b>	<b>10.58</b>	<b>7.89</b>	<b>18.05</b>	<b>0.58</b>	<b>10.41</b>

Source: EMIS 2000-01 based on DISE data

**Teachers Profile**

		Total Teachers		
		Rural	Urban	Grand Total
<b>Total teachers</b>		479	0	479
<b>Teachers belonging to</b>				
	SC	76	0	76
	ST	342	0	342
	OBC	2	0	2
	ORC	1	0	1
	General	58	0	58
<b>Category</b>				
	Principal/ Head Teacher	82	0	82
	Teacher	323	0	323
	Assistant Teacher	4	0	4
	Stipendiary teacher	12	0	12
	Others	58	0	58
<b>Nature of Training</b>				
	Trained	272	0	272
	Deemed Trained	152	0	152
	Untrained	55	0	55
<b>%</b>				
	Trained	0.57	0	0.57
	Deemed Trained	0.32	0	0.32
	Untrained	0.11	0	0.11

Source: EMIS 2000-01 based on DISE data



### Distribution of School by Number of Teachers

Number of teachers	Primary		Primary with Upper Primary		Primary Section in other schools		Total Schools		
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Total
0	0	0	0	0	0	0	0	0	0
1	20	0	0	0	0	0	20	0	20
2	96	0	0	0	0	0	96	0	96
3	42	0	0	0	0	0	42	0	42
4	18	0	0	0	0	0	18	0	18
5	12	0	0	0	0	0	12	0	12
6	4	0	0	0	0	0	4	0	4
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0
>10	0	0	0	0	0	0	0	0	0

Source: EMIS 2000-01 based on DISE data

### Teachers Profile (Female)

	Primary		Primary with Upper Primary		Primary Section in other schools	
	Rural	Urban	Rural	Urban	Rural	Urban
Total Female Teachers	219	0	0	0	0	0
Female Teachers belonging to						
SC	20	0	0	0	0	0
ST	189	0	0	0	0	0
OBC	1	0	0	0	0	0
ORC	0	0	0	0	0	0
General	9	0	0	0	0	0
Female Teachers by Category						
Principal /Head Teacher	15	0	0	0	0	0
Teacher	151	0	0	0	0	0
Assistant Teacher	0	0	0	0	0	0
Stipendiary Teacher	3	0	0	0	0	0
Others	50	0	0	0	0	0
Female Teachers by nature of training						
Trained	90	0	0	0	0	0
Deemed trained	85	0	0	0	0	0
Untrained	44	0	0	0	0	0

Source: EMIS 2000-01 based on DISE data

### Students Getting Text Books and Other Incentives

Class	Text Books			Any other type of incentives		
	Boys	Girls	Total	Boys	Girls	Total
I	892	920	1812	886	907	1793
II	834	854	1688	821	842	1663
III	841	858	1699	820	835	1655
IV	848	962	1810	835	924	1759
V	829	791	1620	809	701	1510
<b>Total</b>	<b>4244</b>	<b>4385</b>	<b>8629</b>	<b>4171</b>	<b>4209</b>	<b>8380</b>

Source: EMIS 2000-01 based on DISE data

### Repeaters by Classes

Class	Total Enrolment		Repeaters		Repetition Rate (%)		
	Boys	Girls	Boys	Girls	Boys	Girls	Total
I	894	921	174	160	19.46	17.37	18.42
II	834	854	52	50	6.24	5.85	6.04
III	844	858	43	47	5.09	5.48	5.29
IV	851	964	49	46	5.76	4.77	5.26
V	834	793	42	19	5.04	2.40	3.72
<b>Total</b>	<b>4257</b>	<b>4390</b>	<b>360</b>	<b>322</b>	<b>8.46</b>	<b>7.33</b>	<b>7.89</b>

Source: EMIS 2000-01 based on DISE data

### Availability of Furniture

	Number of Schools					
	Rural			Urban		
	For all	For Some	For None	For All	For Some	For None
Benches & Desk for Students	171	5	13	0	0	0
Chair for Teachers	136	44	9	0	0	0
Table for Teachers	101	79	9	0	0	0

Source: EMIS 2000-01 based on DISE data

### Distribution of Schools by Type of Facilities

Rural Schools = 189 Urban Schools = 0

Type of Facility	No. of Schools having Facility		% of Schools having Facility		Total
	Rural	Urban	Rural	Urban	
Annual Medical Check up	115	0	60.85	0	60.85
Book Bank	23	0	12.17	0	12.17
Boundry wall	22	0	11.64	0	11.64
Electricity	8	0	4.23	0	4.23
First Aid Kit	7	0	3.70	0	3.70
Girls Toilet	3	0	1.59	0	1.59
School Bell	81	0	42.86	0	42.86
Toilet (General)	11	0	5.82	0	5.82
Wall clock	11	0	5.82	0	5.82

Source: EMIS 2000-01 based on DISE data

### Percentage Distribution of Schools by Number of Classrooms

Number of Classrooms	Rural Schools	Urban Schools	All Schools
0	6.88	0	6.88
1	15.34	0	15.34
2	32.28	0	32.28
3	23.81	0	23.81
4	13.76	0	13.76
5	5.29	0	5.29
6-9	2.65	0	2.65
10-13	0.00	0	0.00
More than 13	0.00	0	0.00
<b>Total</b>	<b>100.00</b>	<b>0</b>	<b>100.00</b>
<b>Number of schools</b>	<b>189</b>	<b>0</b>	<b>189</b>

Source: EMIS 2000-01 based on DISE data

### Type of School Building by management

Type of building	Total	%
Pucca	82	43.39
Partially Pucca	36	19.05
Kuccha	59	31.22
Tent	0	0.00
No building	12	6.35
<b>Total</b>	<b>189</b>	

Source: EMIS 2000-01 based on DISE data

### Type of building by Age of School

School age in yrs	Number of Schools by Type of Building					Total School	% Distribution of schools
	Pucca	Partially Pucca	Kuccha	Tent	No Building		
<=5	4	7	7	0	9	27	14.29
6-10	4	0	2	0	0	6	3.17
11-15	10	1	7	0	0	18	9.52
16-20	4	2	3	0	0	9	4.76
21-25	6	4	2	0	0	12	6.35
26-30	7	2	6	0	0	15	7.94
31-35	6	3	2	0	0	11	5.82
36-40	14	7	14	0	1	36	19.05
>40	18	7	11	0	1	37	19.58
No response	9	3	5	0	1	18	9.52
<b>Total</b>	<b>82</b>	<b>36</b>	<b>59</b>	<b>0</b>	<b>12</b>	<b>189</b>	<b>100</b>

Source: EMIS 2000-01 based on DISE data

### Condition of Class Rooms

Condition of Classroom	Total	%
Good	180	38.22
Requires minor repair	161	34.18
Requires major repair	130	27.60
Response not given	0	0
<b>Total Class Rooms</b>	<b>471</b>	<b>100</b>

Source: EMIS 2000-01 based on DISE data

### Condition of Class Rooms by Age of Schools

School Age (in yrs)	Number of classrooms			Total number of classrooms	% distribution
	Good	Require minor repairs	Require major repairs		
<=5	23	3	3	29	6.16
6-10	11	4	2	17	3.61
11-15	13	13	10	36	7.64
16-20	10	6	6	22	4.67
21-25	13	10	6	29	6.16
26-30	11	22	9	42	8.92
31-35	5	13	9	27	5.93
36-40	38	32	28	98	20.81
>40	35	50	31	116	24.63
Response not given	21	8	26	55	11.68
<b>Total</b>	<b>180</b>	<b>161</b>	<b>130</b>	<b>471</b>	<b>100.00</b>

Source:- EMIS 2000-01 based on DISE data

**Total Enrollment of disabled children in the Primary Schools 2001**

Disability	Boys	Gils	Total
Visually Impaired	0	4	4
Hearing Impaired	2	1	3
Locomotor Disabled	3	3	6
Mentally Retarded & LD	4	2	6
Total	9	10	19

\* 12 disabled children are shown as never enrolled while 3 shown as drop out.

Source: House Hold data

**UPPER PRIMARY CLASSES VI-VIII (MIDDLE) EDUCATION**

The upper primary education in the district is being looked after by the Department of Secondary Education through a District Education Officer (DEO). There are three types of upper primary school units in the districts as follows.

S.No	Type of upper primary units	Total Number of units *
1	Independent Middle schools with class VI-VIII	33
2	Middle schools (Classes VI-VIII) functioning within the high schools	25
3	Middle schools (Classes VI-VIII) functioning within the Senior Secondary schools	13
	Total	71

\* Source DIET Kinnaur (As on 30.9.2000)

The middle schools are manned by Trained Graduate Teachers (TGT) Arts/ Science and Language Teachers (LT/ Shastri) and Drawing Masters.

**Enrolment in the upper primary schools as on 30.9.2000**

Class	Total enrolment			SC enrolment			ST enrolment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6 <sup>th</sup>	839	892	1731	301	332	633	474	507	981
7 <sup>th</sup>	707	707	1414	278	270	548	363	389	752
8 <sup>th</sup>	779	785	1564	281	274	555	420	533	953
Total	2325	2384	4709	860	876	1736	1257	1429	2686

Source :- Selected Educational statistics 2000-01 DEO Kinnaur

The middle schools are manned by Trained Graduate Teachers (TGT) Arts/ Science and Language Teachers (LT/ Shastri) and Drawing Masters.

**Ratio of Primary Schools to Middle Schools as on 30-9-2000.**

District	Number of Primary Schools	Number Of Middle Schools/ Sections	Ratio Primary : Middle
	189	71	2.66: 1

## HIGHER EDUCATION

There are 25 high schools ( classes VI- X) , 13 Senior Secondary Schools (classes VI-XII) and 1 Degree colleges in the district catering to the higher education sector. In addition one ITBP Public School and 1 DAV Centenary Public School at Reckongpeo are also functioning in Kinnaur distt. The high schools are manned by TGTs and headed by Headmasters. The senior secondary schools function under the control of Principals and have post graduate teachers for +2 sections in addition to the TGTs.

### 1.4.6. Feedback from Studies on Drop-out

The SIEMAT in HP has endeavored to analyse the enrollment data for 1996-97 and 1997-98 collected by the Directorates of Primary and Secondary education in respect of this district for dropouts, repetition and transition rates.

#### Class 1-5

Indicators	Total	Boys	Girls
Repetition Rate	11.84	12.14	11.54
Transition Rate	88.16	87.86	88.46
Drop Out Rate	0	0	0

#### Class 6-8

Indicators	Total	Boys	Girls
Repetition Rate	21.16	19.61	22.75
Transition Rate	78.84	80.39	77.25
Drop Out Rate	0	0	0

Source :- Study by SIEMAT HP

### 1.4.7. Feedback from Base line assessment studies

This study is yet to be conducted in the District.

## 1.5 MAJOR ISSUES TO BE ADDRESSED UNDER SSA

### 1.5.1 SYSTEMIC ISSUES.

Since the Sarva Shiksha Abhiyan has to work for the Universalisation of Elementary Education and targets the 6-14 years age group children therefore, the area of operation will also extend to upper primary level (11-14 years) besides the primary level (6-11 years). Presently the primary education is being looked after by the Directorate of Primary Education through District Primary Education Officers (DPEO) at the district level while the upper primary level (Middle classes) fall under the control of Directorate of Secondary Education. The middle classes (VI-VIII) are controlled by the District Education Officers (secondary) at the district level. In order to implement the SSA effectively at the district level a policy decision is to be taken regarding the formation of Directorate of Elementary Education and re-designation of District Primary Education Officers as District Elementary Education Officers.

- The state has already promulgated the H.P. Compulsory Primary Education Act, 1997 (Act No.-2 of 1998). Section 3 of this Act provides for compulsory Primary Education in the state w.e.f. 1<sup>st</sup> April, 1998. Since the SSA calls for the 'Universalisation' of Elementary Education in the state therefore, the H.P. Compulsory Primary Education Act needs to be amended accordingly.
- The section 4 of the H.P. Compulsory Primary Education Act provides for the constitution of school committees to take up the matters relating to Universalisation of Primary Education at the school level. As per the rules framed under the Act. *ibid* the Block Primary Education Officers have been designated as prescribed authorities to constitute the school committees under section 4 of the Act on the basis of the composition prescribed in the rules. These committees are to be chaired by the Panchans of the Gram Panchyats and have nominated members from amongst the gram panchyat members, parents of disabled children. Representation for SC,ST and women has also been provided while the Centre Head Teacher is supposed to act as member secretary. Nominated Village Education Committees under the chairmanship of Panchan of the Gram Panchyat/ Concerned ward panch with other nominated members are also working in the four DPEP districts. Moreover, village education committees with panchan gram panchyat as patron and chairman of the PTA as president have been constituted in the non-DPEP districts for the implementation of state sponsored infrastructure development scheme of Sarswati Bal Vidya Sankalop Yojna. Since the SSA frame work calls for a process and activity based constitution of school committees therefore, the issue of constitution of VECs is to be settled properly to avoid multiplicity of school committees.
- The schools in the state are functioning at the habitation and village level while the panchyats function at a higher level. There may be 3-5 primary schools in each panchyat on an average. The school committees prescribed under the Act tend to have more representation from among the gram panchyat members thus the VECs/ school committees in the concerned gram panchyats are likely to have the same members. In order to give proper representation to habitation and village level people in the school committees/ VECs and to form these committees through a process and activity based mechanism, the constitution of VECs need to be reviewed and suitable amendments got carried out where ever necessary.
- The state govt. vide its notification No. PCH-HA(1)12/87 dated 31-7-1996 has already delegated certain powers to the gram panchyats. These powers includes ensuring full enrolment of school age children in the primary schools; maintenance of primary school buildings, play grounds; vigilance on regular attendance of primary school teachers, non teaching staff and students and reporting to the concerned authorities; assisting primary schools in the distribution of scholarships and other incentives and supervision of Mid Day Meal Scheme. Ownership of the Primary Schools and powers to decide about location of Primary schools, appointment of grass root level staff ( Para Teachers and Part Time Water carriers) has also been transferred to the PRIs.
- Since the PRIs shall be taking on more and more responsibilities in the times to come therefore, recognition of the VECs / School committees with in the frame work of PRIs legislation's is the need of the hour. The school committees need to be recognised as part and parcel of standing committees of panchyats. The panchyat standing committees will function at the panchyat

level where as the school committees/ VECs shall function at the habitation level.

- The SCERT, SIEMAT and DIETs need to be strengthened and activated fully in the state and their inter linkages need to be strengthened. A policy decision about the selection and deployment and sustenance of competent faculties in these institutions also needs to be taken up at the state level. The linkages of these institutions with the sub district level structures also need to be strengthened and institutionalised.
- Establishment of decentralized academic support structures BRCs and CRCs is required for the successful implementation of SSA in the state. Therefore, the institutions of BRCs and CRCs shall be established in the districts at the block and centre level. The BRCCs and CRCCs shall function under the control and supervision of BPEOs and Centre Head Teachers respectively. They will have direct linkages with the DIETs which will be the hub of activities for SSA implementation. Very strong and motivated block resource group (BRG) and centre resource group (CRG) shall be constituted to help the BPEO/BRC and CHT/CRC in the implementation of SSA. The DIETs shall be playing a central role in the implementation of SSA under the leadership of DPEO/ DEEO at the district level.
- The percentage of women teachers is 48.99 % in the primary schools in Kinnaur district which is a healthy situation. Increasing the percentage of women teachers in the schools to 50 % is likely to have a positive impact on the retention of children in the schools.



# CHAPTER- 2

## UNIVERSALISATION OF ACCESS

### 2.1 OVERVIEW OF ACCESS IN THE DISTRICT

As per the 6<sup>th</sup>. Educational Survey data there were 296 habitations comprising 215 villages spread over 3 education blocks, 3 CD blocks, 6 Tehsils and Sub Tehsils and 3 Subdivisions in the district. As per 1991 census there were 16439 households in the district. The 1991 census has recorded a total population of 71270 persons (male 38394+ female 32876). As per 1991 Census Child population (0-6) comprise 16.15% of the total population of the district. The district had 162 Primary schools in 1993. And 233 habitations catering to 75.97 % population had a primary school up to 1 Km. walking distance. At that time 40 habitations had primary school facility with in 1.1 to 2 Kms. While 23 habitations had this facility beyond 2 kms. distance Thus there were 63 habitations in 1993 which had primary schooling facility beyond 1 Km.

27 Primary Schools were opened after 1993 raising the strength to 189. The access facility has been improved. Most of the remaining habitations are having less than 15 out of school children and are not eligible for opening of a regular school or an EGS school. There are only 35 out of school children in the district scattered in different education blocks of the district which is only 0.30% of the eligible population. The major reasons of non enrollment is poverty, disability or migration.

As per the 6<sup>th</sup>. Education survey data 220 habitations with a population of 65388 (87.42%) were being served with an upper primary school with in a walking distance of 3 Kms.

As on date there are 150 anganwari centres, 189 government primary schools and 71 government upper primary units in the district. The exact position of opening new-primary schools/EGS & upper-primary schools will be available after the completion of Micro-Planning & School Mapping activities in the field & therefore, nothing has been planned for the current year.

# CHAPTER- 3

## UNIVERSALISATION OF ENROLLMENT AND RETENTION

### 3.1 OVERVIEW OF ENROLLMENT AND RETENTION

There are 150 Anganwari centres in the district catering to the pre school education needs of 4302 children in the 0-6 years age group. 8647 children were enrolled in 189 government primary schools manned by 479 teachers as on 30.9.2000. Girls comprise 50.76% of the total enrollment at the primary level. There are 41.72 % SC children at the Primary level against 26.87 % SC population in the district. There are 46.92% ST children against 46.92 %ST population in the district. Average school size is 45.75 and PTR is 18.05 at the Primary level.

There are 71 upper primary units comprising of class 6,7&8 with an enrollment of 4709 as on 30.9.2000. Girls comprise 50.63 %of the total enrollment at the upper primary level. There are 36.86% SC and 53.03% ST students at the middle level. Girls comprise 50.46% of total SC children and 53.20% among ST children at the upper primary level.

The SIEMAT in HP has endeavored to analyse the enrollment data for 1996-97 and 1997-98 collected by the Directorates of Primary and Secondary education in respect of this district for dropouts. This analysis shows that the dropout rate both at Primary & upper Primary levels is nil but the repetition rate at upper-primary level is significantly high as compared to Primary level.

#### Class 1-5

Indicators	Total	Boys	Girls
Repetition Rate	11.84	12.14	11.54
Transition Rate	88.16	87.86	88.46
Drop Out Rate	0	0	0

#### Class 6-8

Indicators	Total	Boys	Girls
Repetition Rate	21.16	19.61	22.75
Transition Rate	78.84	80.39	77.25
Drop Out Rate	0	0	0

Source :-Study by SIEMAT HP

### VI-VIII

### 3.2 EMERGING ISSUES

As per the household survey provisional data there are 6140 Boys and 5982 Girls in the age group of above 5 & upto 14 years in the distt. out of which 6123 Boys & 5964 girls are enrolled in the school while 17 Boys & 18 Girls are out of school.

The information about out of school and non enrolled school age children in the age group of above 5 and up to 11 and above 11 & up to 14 years is being gathered in the field through the household survey during habitation level planning. The extent of enrollment in the private schools is also being worked out in the field. This information will reflect on the exact GER and NER of the district.

The enrollment data in respect of Primary schools reflects that there is no gender or social bias in the enrollments at primary level. However, *The data for upper primary level reveals that girls comprise 50.63% of total enrollment in the district. In case of ST girls this ratio is 51.81% of total ST students. Moreover the SC students comprise 41.71% of the total students against the 26.87% SC population in the district & ST students comprise 46.92% of total students against 55.58% ST population.* Thus there is an urgent need to sustain the achievement of social and gender equity in terms of enrollment at the primary level.

*This analysis of Enrollment data by the SIEMAT shows that the dropout rate at primary & Upper levels is negligible.* Efforts are required to be made to reduce the gap of repetition rate at Primary and Upper-Primary levels through a sustained community awareness and quality education. The school ambience needs to be made interesting by the introduction child centered joyful learning activities by introduction of child friendly elements.

As per the EMIS data for 2000-01 there are 471 classrooms in the primary schools in the district whereas the number of teachers is 479 which means a very few number of class rooms are required for the teachers in the schools. Even if one classroom is to be provided for every teacher, 8 additional classrooms are required to be constructed in the district. The EMIS data further reveals that 12 schools in the district had no building as on 30.9.2000. besides this 15.34% (29 schools) had only one class room. Therefore total 61 additional class rooms are required to be constructed at primary level. 59 school buildings were kuccha while 36 buildings were partially pucca. Out of the total 471 classrooms in the district 180 were in good condition, 161 require minor repair and 130 require major repairs.

As per the sixth educational survey in respect of independent units of upper primary schools, out of a total of 55 units (71 units as on date) 19 units had Pucca buildings, 13 units had partially pucca buildings and 16 were with kuchha building, 1 in Thatched hut, while 4 units had no building. Thus approximately 12 additional class rooms and 71 rooms for headmasters (total 83) are required in the upper primary units besides major repairs of about 51 classrooms in 17 upper-primary units.

The EMIS 2000-01 data for primary schools further reveals that 5.82 % schools only had toilet facilities while 1.59 % schools only had separate toilets for girls. As per 6th educational survey 7.41 % upper primary schools had toilet facilities while 0 % upper primary units had separate toilets for Girls. Thus 178 primary and 66 upper primary units require Toilet facilities for girls along with running water.

As per the EMIS 2000-01 data 136 primary schools had chairs and 101 schools had tables for all teachers while the others lacked this facility for all the teachers. 184 schools had black boards but 18 schools required seating facilities in the schools. Thus infrastructure facilities in the schools are also required to be improved to some extent.

### 3.3 INTERVENTIONS

Following interventions are proposed to be taken up to address these issues and universalise enrolment and retention.

1. Conduct of awareness campaigns through print and electronic media, hoardings, Wall writings, Posters and Kala Jathas etc.
2. Formation and sensitization of Village Education Committees and Mother Teacher Associations for community support to enroll out of school children, dropouts, girls and ensure their regular attendance in the schools to complete the elementary cycle.
3. Improving School Environment by utilising school improvement grants through village education committees:
4. Celebration of Bal Mela, Ma- Beti Melas and Sports activities in Schools to make the schools interesting places and also to improve the skills of children.
5. Repairs of existing class rooms to improve the learning environment in the schools.
6. Construction of toilets especially for girls to facilitate their retention.
7. Provision for Boundary-Wall, Drinking Water & Electricity facility.
8. Creation of basic facilities like Black Board, Seating arrangement for children and teachers in school.
9. Strengthening and rationalisation of existing incentive Schemes and introduction of community monitoring in the implementation of incentive schemes.
10. Introduction of Annual Health Check up and provision for disabled children.
11. Strengthening of linkages between PRIs and schools.
12. Introduction of village education planning and school development planning to strengthen the school- community interface and to introduce community monitoring.

# CHAPTER- 4

## IMPROVEMENT OF QUALITY OF EDUCATION

### 4.1 OVERVIEW OF QUALITY OF EDUCATION

Quality of education mainly depends upon the quality of the teaching learning process in the schools which in turn depends upon the availability, capacity and skills of the of the teachers. The State norms provide for a minimum of two teachers for every school up to a strength of 59 students in the Primary sector. An additional teacher is provided for every addition of 40 or part there of students. The primary school teachers comprise of JBT teachers with two year long pre service training in the DIETS. Certain matriculates were also appointed as volunteer teachers in the schools without any pre service training. Now they stand regularised after putting in more than 5 years in service training and under going 3 months long condensed course training at the DIETs. TGTs./ Shastris /LT/ PET amd drawing teachers were also engaged on contract basis to teach the primary classes.. Recently para teachers namely Vidya Upasaks have also been recruited to provide for the shortage of teachers in the remote locations. There is a move to appoint Gram Vidya Upasaks through PRIs in future.

There are 479 teachers in the primary schools of the district. The PTR is 18.05%. But there are 10.58 % schools with single teachers. Women comprise 45.72% of the total teachers. There are 479 teachers in 189 primary schools out of which 272 are trained, 152 are deemed trained and 55 are untrained. The average working days in the primary schools are 241. The repetition rate of 7.89 has also been recorded for the primary schools. The average school size is 45.

#### Distribution of Schools by Type of Equipment Available

Type of Equipment	No. of Schools having Equipment			% schools having Equipment		
	Rural	Urban	OBB Schools	Rural	Urban	OBB Schools
Black Board	184	0	60	97.87		100.00
Educational Charts	29	0	13	15.43		21.67
Globe	31	0	15	16.49		25.00
Library Book	144	0	54	76.60		90.00
Maps (Distt./State/Country/World)	43	0	16	22.87		26.67
Math Kit	69	0	37	36.70		61.67
Mini Tool Kit	72	0	39	38.30		65.00
Primary Science Kit	97	0	47	51.60		78.33
Syllabus	32	0	13	17.02		21.67
Teacher's Guide	3	0	1	1.60		1.67

*Source: EMIS 2000-01 based on DISE data*

The middle schools are manned by Trained Graduate Teachers (TGT) Arts/ Science and Language Teachers (LT/ Shastri) and Drawing Masters. There is one District Institute for academic support at district level which is taking up of the pre service and in service training of the teachers. The schools have teaching learning materials provided under OBB. Traditional method of teaching are being followed. The curriculum and text books prescribed by the HP board of school education and based on the adapted version of NCERT text books are being followed. Traditional ways of evaluation are in practice with term end exams after six months nine months and one year. No weightage is given to the six monthly and nine monthly scores in the final exams. Annual inspections are carried out by the CHTs and BPEOs. The district has both the summer closing and winter closing schools.

#### 4.2 EMERGING ISSUES

The data reveals that many schools have shortage of teachers . This shortage is mostly confined to remote and difficult areas. The issue of availability of teachers in the remote and inaccessible areas is of prime concern and needs to be addressed on priority basis either through the rationalisation of the teachers appointments or recruitment of local parateachers through PRIs. . There are about 20 schools at primary level which are single teacher school. There is a need to provide two teachers to every primary school.

The school data further shows that 49 primary schools (26%) have a child population of less than 20 students. With the further decline in the child population in the age group of 0-6 age group this number is likely to increase. Such formal schools may not be financially viable and thus we need to look for some effective strategies to cope with such a situation.

Most of the schools being multigrade schools , capacities of the teachers need to be built to effectively address the MGT.

The class room transactions in the schools are mostly traditional and based on teacher centred teaching. In order to implement the vision of para 5.5 and 5.6 of the NPE 1986 (1992) and Yash Pal committee report the capacity of the teachers need to be built to change to child centred activity based teaching learning process which integrates the uses TLM and TLE. The teachers need to be oriented towards the process of cognitive development and appropriate teaching and learning strategies for different stages of mental development of the children. Curriculum and text books are also required to be changed to make it context specific. The curriculum and text books developed at district level should be sensitive towards gender and social issues.

Out of 479 teachers at primary level, only 272 teachers are trained, 152 are deemed trained and 55 are untrained. Different type of training are required for these different categories of teachers.

Only 17.02% schools are having syllabus while only 1.60% having teachers guides. There is a need to develop supplementary material and teachers guide to the teachers.

Community participation and support directly effect the teaching learning process. There is a need to generate community awareness and better linkage with community. The vision of the teachers also needs to be developed for school improvement planning for qualitative improvement in the schools.

Traditional evaluation system is being followed in the schools which needs to be changed to continuous and comprehensive evaluation system as mandated by the NPE, 1986. Children report cards need to be introduced.

Presently there are no academic support structures below the district level. Thus there is a need to establish Block Resource Centers and Cluster Resource Centers for decentralized academic support to the teachers. These structures need to be supported by strong CRG and BRG s. effective linkages need to be built between the teachers and CRC and BRC and the DIETs.

TLE and library books , magazines and journals need to provided to the schools and resource centres to cater to better learning opportunities through practical demonstrations, extracurricular and co curricular activities.

Capacities of the educational administrators need to be strengthened further in the area of school management and financial administration. The system of periodic school inspections needs to be strengthened.

Since the recruitment rules of the teachers do not provide for the entry of persons having qualifications in the area of teaching of disabled children the teachers need to be trained to handle the disabled children in inclusive school settings.

In order to reduce the adverse impact of drawing the teachers out of school for trainings on student teacher contact time the teacher training need to be supplemented through various distance learning techniques.

Teachers need to be exposed to new inventions in the field of Educational and Information Technology for effective teaching and learning processes.

The existing gender and social biases need to be removed from the curriculum. The school curriculum needs to be geared for effective inculcation of values among the children.

In order to strengthen the school readiness the training packages for ECCE and ICDS workers need to be developed and implemented.

#### **4.3 INTERVENTIONS**

A District Resource Group consisting of strong and motivated teachers of different subjects will be constituted at district level. The DRG will be trained at State and National level for its effective functioning and utilization.

Block Resource Centers and Cluster Resource Centers will be established for decentralized academic support. There will be a Block Resource Group at block level and Cluster Resource Group at cluster level of strong motivated teachers of different subjects.

There will be two Block Resource Center Coordinators, one each for Primary and Upper Primary level. BRCCs will be supported by two clerks, one peon and one sweeper cum chowkidar. Central Head Teachers whose duties are of administrative and supervisory nature and having sufficient teaching experience will be posted as CRCC. CRCCs will be supported by one clerk and one peon for efficient functioning of these resource centres..

Capacity building of DRG, BRG, CRG along with BRCCs and CRCCs will be taken up on priority basis so that SSA programme is implemented successfully. DIETs will be strengthened by adding up to existing physical and human resources.

Teachers training will be organized for content enrichment, child centered and activity based teaching learning process. All the teachers will be given a grant of Rs. 500 each for preparation of local specific teaching learning material. They will be imparted training for the use of TLM and its linkages with pedagogical renewal process.

Convergence will be made with Education Department for strengthening the management of the existing incentive schemes like mid day meal, operation black board, scholarships etc. for universalisation of elementary education.

Additional teachers will be recruited and provided in the single teacher schools through rationalisation. Teachers will be trained in Multi Grade Teaching/ Multi Level Teaching.

Training in Financial Rules and Regulation will be imparted to the Educational Administrators of district and block level and Head Masters of the primary and upper primary schools for enhancing their Management and Administrative skills.

Research especially the Action Research will be strengthened at school level by imparting training at the State, District and Block level. Teachers will be trained for adoption of Continuous and Comprehensive Evaluation.

Micro planning activities will be started to strengthen the community and take their support for effective functioning of the school. Besides School Mapping Exercises, Village Education Plans, School Improvement Plans will be prepared and implemented by involving all the stake holders.

Inter State and Inter district exposure visits of the teachers will be organised for experience of live experiments of multi grade teaching / multi level teaching and child centered and activity based learning in other states and districts.

Effective measures will be taken up for the renewal of curriculum , textbooks and training modules . The schools shall also be equipped with appropriate library books and journals etc.

Training of teachers in the field of IED shall be strengthened . The distance learning materials and new technology shall be harnessed to supplement the capacity building process of the teachers.

Training packages for pre school education shall be developed and implemented in the district.

Good Practices and Success stories will be documented and shared.



# CHAPTER- 5

## Project Management

### 5.1 OVERVIEW OF PROJECT MANAGEMENT

To implement SSA in H.P. an autonomous society' namely Himachal Pradesh Primary Education Society -Cum Sarva Shiksha Abhiyan State Mission Authority which has already been registered under Societies Registration Act 1860 by Registrar of Societies Shimla district, H.P. at Sr. No. 120/95. The Society has been successfully implementing DPEP programme.

### 5.2 Management Structure at State level

SSA will be implemented in a mission mode by Himachal Pradesh Primary Education Society which has two organs:

- i) Governing Council with Chief Minister as ex-officio President.
- ii) Executive Committee under the Chairmanship of Secretary Education to the Government of Himachal Pradesh.

There is also a Technical Support Resource Group (TSRG) under the Chairmanship of Secretary Education, to aid and advise the Society in the implementation of the programme.

### 5.3 Management Structure at District level

#### a) District Implementation Committee

There will be a district implementation committee under the Chairmanship of Deputy Commissioner. This committee will guide, coordinate, monitor and evaluate the programme implementation. This committee will be represented by various departments like Family and Health welfare, Integrated child development scheme of welfare department etc. for better convergence of the various schemes to promote elementary education. This committee will also have representation from Panchayati Raj Institutions and Zila Parishad besides Non Government Organisations. District Education Officers Secondary and Primary will be advisor and the District Primary Education Officer will be the Member Secretary of this committee.

#### b) Core Planning teams

There will be core planning teams at the District level under the chairmanship of the District Primary Education Officer. Principal, District Institute of Education and Training will be the Member Secretary of this team. This team will be responsible for the planning and implementation of the SSA as per the guidelines. Planning and Management faculties of DIET and some of the motivated teachers of upper primary and primary level will be the members of this team.

#### c) District Project Office

District Project Office will be established in the district at the district headquarters. The District Primary Education Officer will be the ex-officio District Project Coordinator of

the district SSA. The District Project Coordinator will be assisted by Principal, District Institute of Education and Training. He/ She shall have the powers and responsibilities to carry out the various initiatives for Universalisation of Elementary Education in consultation with the District Education Officers under the chairmanship of Deputy Commissioner who is the chairman of district SSA, subject to entitlement, jurisdictional competence and delegation of financial and administrative powers as decided by the Executive committee of the HPPES. Staffing pattern in DPO is as follows:

Sr.No	Staff	From
1.	District Project Coordinator	Ex- officio District Primary Education Officer.
2.	District Project Officer	Ex-officio Principal DIET
3.	Teacher Training Incharge	Ex-officio Lecturer DIET
4.	Gender & ECCE Coordinator	Ex-officio Lecturer DIET
5.	Research & Evaluation Coordinator	Ex-officio Lecturer DIET
6.	Planning & Management Coordinators	Ex-officio Lecturer (P&M) DIET
7.	IED Coordinator	Ex-officio Lecturer(Special Edu )DIET
8.	Community Mobilisation and Media Coordinator	Ex-officio Lecturer DIET
9.	Distance Education Coordinator	Ex-officio Lecturer (ET) DIET
10.	ALS/ EGS & AIE Coordinator	Ex-officio Lecturer DIET
11.	Accounts Officer	By deputation form T&A, Finance Deptt.
12.	Junior Engineer (one per block)	By deputation/ Contract
13.	Computer Programmer (MIS Incharge)	By deputation/ Contract
14.	Data Entry Operator	By deputation/ Contract
15.	Accountant	By deputation/ Contract
16.	Clerks	By deputation/ Contract
17.	Peon	By deputation/ Contract

#### 5.4 Management Structure at Block level.

There will be a planning team at Block level under the chairmanship of the Block Primary Education Officer. Both the BRCCs along with a group of 15-20 teachers comprising the BRG will be the members of this team. This team will be responsible for planning and implementation of SSA in their block. Since departments of the Upper Primary and Primary Education are functioning separately under different Heads of Departments therefore, two BRCCs will be in position to coordinate various activities related to SSA for the purpose planning, implementation, monitoring and evaluation at Primary and Upper Primary level.

#### 5.5 Management Structure at Cluster (Center level)

There will be a planning team at Centre level under the Chairmanship of CRCC. The Centre Head Teachers will work as CRCC. The team will consist at least one teacher from Upper Primary and selected teachers from Primary schools of the centre. This

There will be a Village Education Committee/ School Education Committee at School level (both for primary & upper primary ) under the chairmanship of Pradhan of the Gram Panchayat. These committees will have representation from teachers, PRIs, community members especially parents of the special focus group children i.e SC/ST, gender and handicapped etc. These committees will be responsible for micro planning at habitation level. The plans at habitation, village and school level will be prepared, implemented, monitored and evaluated by these committees through participatory process.

#### 5.8 COSTING and BUDGETING (2001-2002)

Sr No	Activity	Unit Cost	Physical Targets	Unit Cost in Rs.
				Financial Targets
1.	Furniture for DPO	100000	1	100000
2.	Equipment for DPO	100000	1	100000
3.	Contingent expenditure at DPO	50000	1	50000
4.	Vehicle hiring Charges	163000	1	163000
5.	Salaries of DPO staff *		For three months	273000
6.	TA&DA	<del>24000</del>	1(three months)	44000
7.	Consultancies etc, to be spent at State Level			232000
	<b>Total</b>			<b>962000</b>

\*Justifications given separately.

## CHAPTER- 6

### INTERVENTION-WISE COSTING & BUDGETING UNDER-SSA

Sr. No.	Name of Intervention	Unit Cost	2001-2002(January-March)		Remarks
			Physical	Financial	
1	Teacher	-	-	0	No teachers are proposed to be appointed
2	Primary Schools / Alternative Schooling facility	-	-	0	No Primary Schools/ Alternative Schools are proposed to be opened
3	Upper-Primary Schools	-	-	0	No Upper-Primary Schools/ Alternative Schools are proposed to be opened
4.	Class-rooms	-	-	0	Position given under civil -works-sr. no.-6.
5.	Free-text-books	-	-	0	No Free-text-books are proposed for the current year at the fag end of the session .
6.	Civil-works:- a) Class-rooms	-	-	0	Not-proposed to be constructed for current year.
	b)Construction of BRC	600000	1	600000	-
	c)Construction of CRC	200000	1	200000	Not-proposed to be constructed for current year.
	d)Boundary Wall	50000	50	2500000	-
	e) Toilets	30000	53	1590000	
	f) Drinking Water	20000	14	280000	
	g) Electrification	10000	10	100000	
7.	Maintenance & repair of school building	5000	260	1300000	-
8.	Up-gradation of EGS to regular school or setting-up of New Primary School as per State Norm.	-	-	0	No Up-gradation of EGS to regular school or setting-up of New Primary School is proposed for the current year.
9.	TLE for Upper-Primary	50000	20	1000000	20 Upper-Primary Schools opened after 1993 & not covered under OBB will be given TLE during current year.
10.	School Grants	2000	260	520000	-
11.	Teacher Grant	500	763	381500	-
12.	Teacher Training	10X200*	763	1526000	10 days training will be imparted to district resource group & Block Resource Group during the Current year.

13.	State Institute of Management & Training (SIEMAT)	-	-	0	Nothing is proposed for the current year.
14.	Training of Community Leaders	30X2X8*	215	103200	All villages will be covered during the current year.
15.	Provision for disabled	1200	34	40800	19 enrolled & 15 out-of school children are to be covered.
16.	Research, Evaluation & Supervision & Monitoring	1400	260	364000	Development of Information System for schools including school mapping & Micro Planning. Rs. 100/- and Rs. 200/- will be spent at National & State Level respectively.
17.	Management Cost	-	-	962000	Justifications are given separately in Chapter-5 Out of total 6% management cost for district 1.5% will be utilised at State level for consultancy and other related State Support.
18.	Innovative Activity	-	-	3000000	One innovative Project for out of school children belonging to SC/ST & girls and computer education will be taken up during the current year.
19.	Block Resource Centres /Cluster Resource centres:- 1) Construction work of BRC/CRCC	-	-	0	Position as per Sr. No.6
	2)Salary of BRCC	12000	6	72000	
	3)Salary of CRCC	10000	39	390000	
	4) Furniture for BRCC	100000	3	300000	
	5)Furniture for CRCC	10000	39	390000	
	6)Contingency Grant For BRCC	12500	3	37500	
	7)Contingency Grant for CRCC	2500	39	97500	
20	Intervention for out of school children	-	-	0	No EGS/ALS or AIE planned for the current year.
21	Base line achievement study, social assessment study and related studies regarding drop out, completion rate etc.	1000	260	260000	
	Total			16014500	

\*Justification given separately

1. Justification of salaries of DPO staff —

Sr.No.	Staff	Salaries	2001-2002 (for three months)
1	District Project Coordinator	Ex-Officio	-
2.	District Project Officer	Ex-Officio	-
3.	Teacher Training In charge	Ex-Officio	-
4.	Gender & ECCE Coordinator	Ex-Officio	-
5.	Research & Evaluation Coordinator	Ex-Officio	-
6.	Planning & Management Coordinators	Ex-Officio	-
7.	IED Coordinator	Ex-Officio	-
8.	Community Mobilisation and Media Coordinator	Ex-Officio	-
9.	Distance Education Coordinator	Ex-Officio	-
10.	ALS/ EGS & AIE Coordinator	Ex-Officio	-
11.	Accounts Officer	15000*3	45000
12.	Junior Engineer (one per block)	10000*3*3	90000
13.	Computer Programmer (MIS In charge)	15000*3	45000
14.	Data Entry Operator (one)	8000* 3	24000
15.	Accountant(One)	10000*3	30000
16.	Clerks (one)	8000*3	24000
17.	Peons (One)	5000*3	15000
	<b>Total</b>		<b>273000</b>

2 .Justifications for unit cost of Training:-

Boarding and Lodging

Boarding :-Rs50/-

Lodging:-Rs.100/-

TA/ Resource Material:-Rs50/-

Total:-Rs200/-

3 .Justifications for BRCCs and CRCCs:-

As per SSA norms 60 teachers can be deployed in a blocks as BRCCs/CRCCs. All the schools in the district have been divided into 39 clusters & 3 blocks. Central Head Teacher is the administrative head at centre level. It will be in the fitness of the things to maintain the existing structure for smooth functioning & central head teachers be given the responsibility of CRCC for successful implementation of the programme academic support also. SSA norms may kindly be relaxed to this extent.