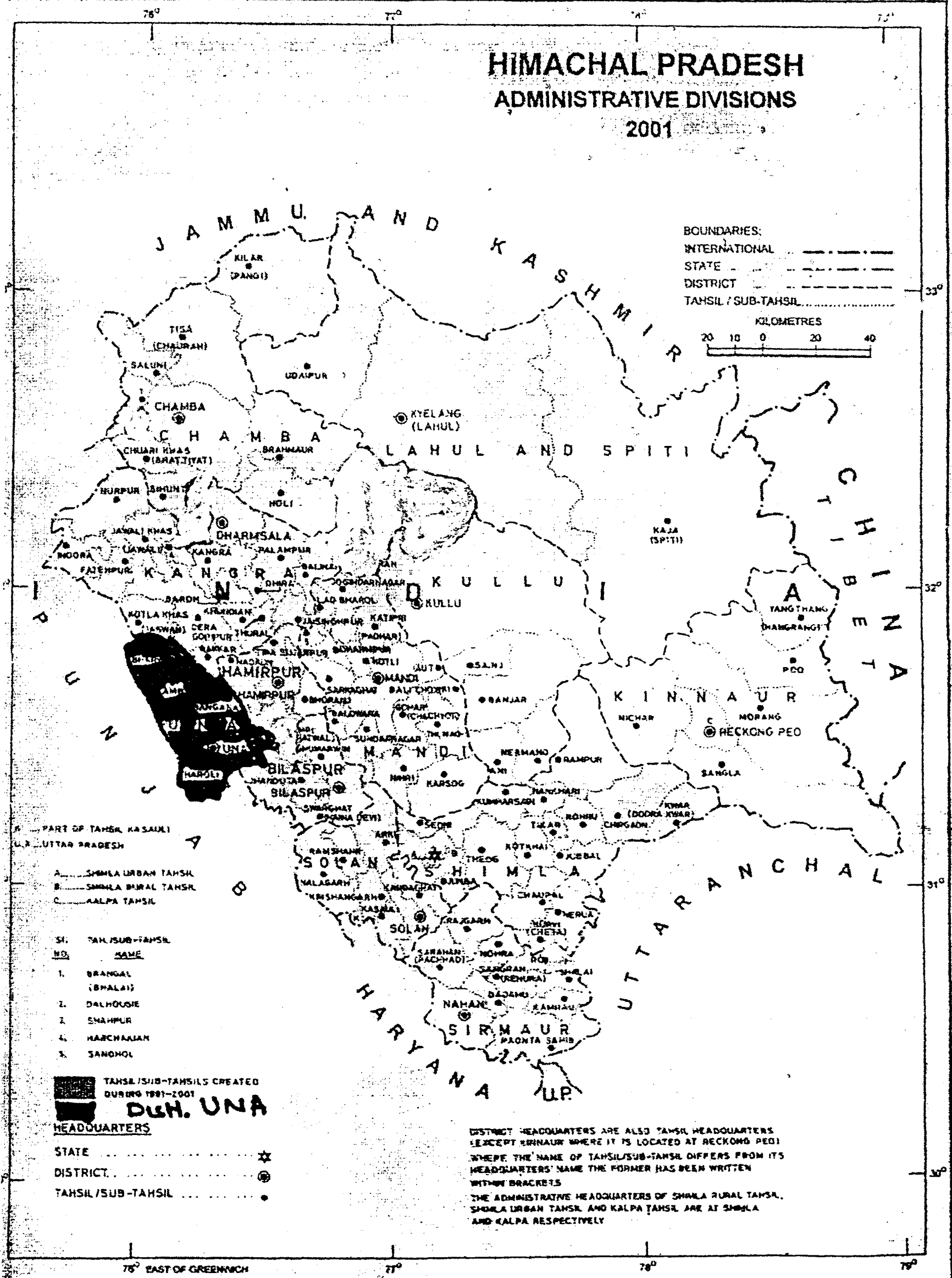


SARVA SHIKSHA ABHIYAN HIMACHAL PRADESH

DISTT. UNA 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. - UNA

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**SARVA SHIKSHA ABHIYAN
DISTRICT UNA
PLANNING TEAM**

Deputy Commissioner : Sh. K. K. Pant

Deputy Director (Secondary) : Sh. P.S. Rana

**Deputy Director (Primary)
(Officiating) : Sh. Sukh Dev Dhiman**

Principal DIET : Sh. Sukh Dev Dhiman

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 UNA

Known for diverse culture, temples and Industrial Centres District Una in its present form came into existence after the reorganization of districts in the year 1972. Prior to that it was a part of Kangra district. The present district comprises of the old dynasty ruler state of Katoch family of Kangra with their headquarters of Rajpura near Amb and the rulers of Kuthiwar with headquarters at Raipur which fell to the control of the British in 1836 AD along with other Punjab Hill. Before 31.11.1966 Una was a tehsil of Hoshiarpur district of Punjab after that due to reorganization of states it became a tehsil of Kangra district and remained as such till 1972. The religious tourist place of Chintpurni, and shrines of Baba Rudru, Jogipanga and Santokhgar are located in this district. Barbhag Singh fair of Una is very famous. Mehatpur and Una are fast growing Industrial Centres of the district. The people of this district are agriculturists and cultivate maize, rice, gram, sugarcane and linseed and also grown citrus fruits like Kinoo, Galgal etc., vegetables and produce milk products. District is situated between latitude of $31^{\circ} 21'$ and $31^{\circ} 50'$ North and longitude between $76^{\circ} 51'$ and $76^{\circ} 28'$ East with its boundaries touching Hamirpur, Kangra, Bilaspur of Himachal Pradesh and Hoshiarpur and Rup Nagar District of Punjab. No major river flows through this district but there is one tributary namely Swan flows through the district ultimately merge into Satluj River in Punjab. The district is semi-hilly with its average height lying between 350 meters to 1200 meters from sea level. It is spread over an area of 1540 sq kms (2.77% of H.P.) and had a population of 447967 (7.37% of H.P.) in 2001 with a density of 291 persons per sq km. and a sex ratio of 997 females per 1000 males. The Una district has 593 revenue villages (552 inhabited and 41 uninhabited) comprised into 219 Gram Panchayats spread over 2 sub-divisions of Una & Amb, 3 tehsils, 1 sub-tehsil 5 CD Blocks. There are 5 urban areas at Una, Santokhgar, Mehatpur, Gagret and Daulatpur Chowak in the district. The district has a District Institute of Education and Training (DIET) located at Dehlan.

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 framework 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 amended 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 Honb'le Chief Minister of HP. The name of the existing society was also amended 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 Principals 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 (DPEP) 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 Una district was finalized and sent to GOI during May 2001 for approval. The GOI sanctioned a sum of Rs.13.18 Lacs to the State Govt. for the pre project activities in district Una on 22.08.2001.

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 22nd 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 28, 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 Una and Solan along with two faculty members from SIEMAT attended the Workshop on Perspective Planning for UEE conducted by NSDART at Mussoorie w.e.f. Aug 28th- 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.
7. House Hold Survey was conducted during the month of October and November 2001 in the district.
8. One day workshop was organised on 3rd 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.

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 Una

	No. of Households	Population			Density	Sex Ratio
		Total	Male	Female		
Total	70717	378269	187582	190687	246	1017
Rural	64206	345997	170936	175061	231	1024
Urban	6511	32272	16646	15626	823	938

Source :- Census report - 1991

SC and ST Population - District Una

	SC Population (22.46%)			ST Population (0.01%)		
	Total	Male	Female	Total	Male	Female
Total	84978	43784	41194	55	48	7
Rural	78511	40388	38123	41	39	2
Urban	6467	3396	3071	14	9	5

Source :- Census report - 1991

Population and literacy status 2001- Distt. Una

	Population			Literacy %		
	Total	Male	Female	Total	Male	Female
Total	447967	224299	223668	81.09	88.49	73.85

Source :- Census report - 2001

	Total			SC			ST		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Una	70.91	81.15	61.01	62.99	73.09	52.26	90.57	95.74	50.00
HP.	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, The data consolidated at district level shows some gaps in urban population and some rural pockets of the district. Some houses in the urban 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	40975	40599	376	0.92
	Girls	36154	35866	288	0.8
	Total	77129	76465	664	0.86

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.Amb	6669	6627	42	0.63	6052	6012	40	0.66
2.Una-I	8275	8153	122	1.47	6986	6899	87	0.01
3.Una-II	7572	7480	92	1.22	6514	6431	83	1.27
4.Gagret-I	6846	6819	27	0.39	6041	6019	22	0.36
5.Gagret-II	5233	5167	66	1.26	4715	4683	32	0.68
6.Bangana	6380	6353	27	0.42	5846	5822	24	0.41
Total	40975	40599	376	0.92	36154	35866	288	0.8

14.2. Feedback from the School Mapping exercise

The out of school children are scattered throughout the district. 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
Una	4	552	41	852	5

Estimated Child Population Distt Una

Area	Estimated Child Population 6-11 years			Estimated Child Population 11-14 years		
	Boys	Girls	Total	Boys	Girls	Total
Rural	20376	22531	42907	11284	12416	23700
Urban	1954	2161	4115	1082	1191	2273
Total	22330	24692	47022	12366	13607	25973

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
No of Habitations	0	18	75	159	133	304	163	600	852
Population	0	42541	99162	109258	49791	54963	9452	114206	365167
No of villages	1	52	64	74	63	298(Below 300)	-----	-----	552
Population	8775	152824	88274	52669	24474	38151	-----	-----	365167

Habitations with Predominant Population of SC & ST

		Habitations with predominant population of	
		SC	ST
No of	Habitations	119	0
	Population	42182	0

Rural habitations with and without primary schools

		Habitations with primary schools at a distance (in Km.) of							
		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	Total
No of	Habitations	393	76	198	667	143	810	42	852
	Population	266058	16783	44631	327472	31967	359439	5728	365167
% of this Population to Total population of district		72.86	4.60	12.22	89.68	8.75	98.43	1.57	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	%
385	282	73.25	350	90.91

Rural habitations with and without upper primary school

	Habitations with upper primary schools at a distance (in Km.) of								
	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	More than 5.0	Total
No of Habitations	128	201	227	143	699	85	31	37	852
Population	127824	68253	88667	43384	328128	21271	8774	6994	365167
% of this Population to Total population of district	35.00	18.69	24.28	11.88	89.86	5.83	2.40	1.92	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	%
252	89	35.32	233	92.46

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
552	28	5	35	6

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
Una	1540	2.77	10	533

POPULATION

Distt.	Population	% to total Population of the State	Rank in HP Out of 12	All India rank Out of 593
Una	447967	7.37	7	517

Distt.	Population Total	Population Male	Population Female	Population 0-6 Total	Population 0-6 Male	Population 0-6 Female
Una	447967	224299	223668	59067	32111	26956

DENSITY (HP 2001-99/ Sq. Km)

Distt.	Density	Rank in HP Out of 12	All India rank Out of 593
Una	291	3	333

POPULATION GROWTH RATE (HP 2001-17.53%)

Distt.	1991-2001 Growth rate %	Rank in HP Out of 12	All India rank Out of 593
Una	18.43	4	376

% CHILD POPULATION (0-6years) (HP 2001-12.84 %)

Distt.	%of child population to total	Number of children(0-6)in 2001	Number of children(0-6)in 1991	Difference 2001-1991	Rank in HP Out of 12
Una	13.19	59067	58168	899	4

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

Distt.	Sex ratio	Rank in HP Out of 12	All India rank Out of 593
Una	997/1000	4	83

SEX RATIO OF CHILD POPULATION (0-6 Age group) (HP 2001-897/1000)

Distt.	Sex ratio	Rank in HP Out of 12	All India rank Out of 593
Una	839/1000	10	549

LITERACY RATE (Over all) (HP 2001-77.13%)

Distt.	Literacy Rate (Over all)	Rank in HP Out of 12	All India rank Out of 593
Una	81.09	2	48

LITERACY RATE (Male) (HP 2001-86.02%)

Distt.	Literacy Rate (Male)	Rank in HP Out of 12	All India rank Out of 593
Una	88.49	2	54

LITERACY RATE (Female) (HP 2001- 68.08%)

Distt.	Literacy Rate (Female)	Rank in HP Out of 12	All India rank Out of 593
Una	73.85	2	52

DECADAL DECREASE OF ILLETRATE PERSONS

Distt.	Number of illiterates 1991	Number of illiterates 2001	Decadal decrease	Decadal decrease %	Rank in HP Out of 12
Una	93124	73558	19566	21.01	9

DECADAL DECREASE OF ILLETRATE PERSONS(Male)

Distt.	Number of illiterates 1991	Number of illiterates 2001	Decadal Decrease Absolute	Decadal decrease %	Rank in HP Out of 12
Una	29653	22123	7530	25.39	10

DECADAL DECREASE OF ILLETRATE PERSONS (Female)

Distt.	Number of illiterates 1991	Number of illiterates 2001	Decadal Decrease Absolute	Decadal decrease %	Rank in HP Out of 12
Una	63471	51435	12036	18.96	5

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 436 ICDS centres catering to the pre school and nutritional needs of 16749 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
Dhundla	124	2602	1625	4227
Una	117	3260	2903	6163
Gaget	102	1720	1822	3542
Amb	93	1322	1495	2817
Total	436	8904	7845	16749

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 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 Una district is divided into 6 educational blocks (Una-I, Una-II, Gagret- I, Gagret-II, Amb and Bangana). The 505 primary schools (Class I-V) are clustered into

101 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 up to 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.

EDUCATIONAL STATISTICS (PRIMARY EDUCATION) AS ON 30.9. 2000

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
Amb	18	94	8160	86.80	294	27.75	327	419
Bangana	19	104	7545	72.55	249	30.30	310	348
Gagret-I	15	74	7681	103.80	269	28.55	267	254
Gagret-II	17	91	6974	76.64	272	25.65	306	160
Una-I	16	76	9108	119.84	298	30.56	316	359
Una-II	16	66	7408	112.24	271	27.34	253	280
Total	101	505	46876	92.82	1653	28.35	1779	1820

Source: EMIS 2000-01 based on DISE data

District Una Enrolment Summary (Education block wise)

	Amb	Bangana	Gagret-I	Gagret-II	Una -I	Una-II	Total
Total Students	8160	7545	7681	6974	9108	7408	46876
Boys	4208	3884	3956	3589	4785	3855	24277
Girls	3952	3661	3725	3385	4323	3553	22599
SC Students	2336	2419	1960	2381	2163	2006	13265
SC Boys	1216	1209	1015	1219	1095	1042	6796
SC Girls	1120	1210	945	1162	1068	964	6469
ST Students	0	0	1	0	0	4	5
ST Boys	0	0	0	0	0	0	0
ST Girls	0	0	1	0	0	4	5
OBC Students	2613	765	2725	1579	3897	1534	13113
OBC Boys	1366	375	1424	825	2028	806	6824
OBC Girls	1247	390	1301	754	1869	728	6289

Source: EMIS 2000-01 based on DISE data

District Una Enrolment Summary (class wise)

Enrolment	Class						Total	%
	I	II	III	IV	V			
Total Students	8884	9037	9723	9922	9310	46876	%	
Boys	4669	4737	5053	5154	4664	24277	51.79	
Girls	4215	4300	4670	4768	4646	22599	48.21	
SC Students	2564	2614	2736	2850	2501	13265	28.30	
SC Boys	1303	1315	1385	1487	1270	6760	27.85	
SC Girls	1261	1263	1351	1363	1231	6469	28.63	
ST Students	1	1	1	1	1	5	0.01	
ST Boys	0	0	0	0	0	0	0.00	
ST Girls	1	1	1	1	1	5	0.02	
OBC Students	2488	2604	2731	2732	2558	13113	27.97	
OBC Boys	1285	1408	1425	1412	1294	6824	28.11	
OBC Girls	1203	1196	1306	1320	1264	6289	27.83	

% SC	28.86	28.93	28.14	28.72	26.86
% ST	0.01	0.01	0.01	0.01	0.01
% OBC	28.01	28.81	28.09	27.53	27.48

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	5464	37181	4000	231	46876
Boys	2826	19201	2130	120	24277
Girls	2638	17980	1870	111	22599
SC Students	1462	10451	1262	90	13265
SC Boys	736	5365	647	48	6796
SC Girls	726	5086	615	42	6469
ST Students	1	3	1	0	5
ST Boys	0	0	0	0	0
ST Girls	1	3	1		5

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	31	1	32	404
21-60	151	2	153	5746
61-100	129	2	131	10094
101-140	73	5	78	9022
141-220	78	3	81	13683
221-300	22	2	24	5785
>300	5	1	6	2142
Total	489	16	505	46876

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
Amb	100.00	235	64.89	19.15	16.82
Bangana	100.00	238	54.81	28.85	23.23
Gagret-I	94.59	237	58.11	20.27	20.22
Gagret-II	97.80	238	63.74	17.58	21.24
Una-I	94.74	239	72.37	9.21	22.15
Una-II	90.91	240	65.15	7.58	14.62
Total	96.83	238	62.77	18.02	19.84

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
Amb	8.51	12.33	27.76	0.70	19.47
Bangana	29.81	10.19	30.30	0.72	21.68
Gagret-I	8.11	12.00	28.55	1.06	30.24
Gagret-II	14.29	9.51	25.64	1.70	43.59
Una-I	7.89	12.59	30.56	0.83	25.37
Una-II	3.03	11.10	27.34	0.97	26.46
Total	13.07	11.37	28.36	0.91	25.76

Source: EMIS 2000-01 based on DISE data

Teachers Profile

		Total Teachers		
		Rural	Urban	Grand Total
Total teachers		1568	84	1652
Teachers belonging to				
	SC	225	7	232
	ST	8	0	8
	OBC	204	5	209
	ORC	35	2	37
	General	1096	70	1166
Category				
	Principal/ Head Teacher	294	14	308
	Teacher	1153	69	1222
	Assistant Teacher	0	0	0
	Stipendiary teacher	40	0	40
	Others	81	1	82
Nature of Training				
	Trained	1321	70	1391
	Deemed Trained	185	14	199
	Untrained	62	0	62

%

Trained	0.84	0.83	0.84
Deemed Trained	0.12	0.17	0.12
Untrained	0.04	0.00	0.04

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	6	0	0	0	0	0	6	0	6
1	66	0	0	0	0	0	66	0	66
2	150	4	0	0	0	0	150	4	154
3	98	0	0	0	0	0	98	0	98
4	51	4	0	0	0	0	51	4	55
5	56	3	0	0	0	0	56	3	59
6	33	1	0	0	0	0	33	1	34
7	16	0	0	0	0	0	16	0	16
8	8	1	0	0	0	0	8	1	9
9	3	3	0	0	0	0	3	3	6
10	0	0	0	0	0	0	0	0	0
>10	2	1	0	0	0	0	2	1	3

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	817	71	0	0	0	0
Female Teachers belonging to						
SC	56	3	0	0	0	0
ST	4	0	0	0	0	0
OBC	83	5	0	0	0	0
ORC	5	1	0	0	0	0
General	668	62	0	0	0	0
Female Teachers by Category						
Principal /Head Teacher	84	8	0	0	0	0
Teacher	647	62	0	0	0	0
Assistant Teacher	0	0	0	0	0	0
Stipendiary Teacher	28	0	0	0	0	0
Others	58	1	0	0	0	0
Female Teachers by nature of training						
Trained	665	58	0	0	0	0
Deemed trained	113	13	0	0	0	0
Untrained	39	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	2587	2358	4945	3413	2348	5761
II	2816	2477	5293	3477	2440	5917
III	2936	2700	5636	3611	2638	6249
IV	3074	2765	5839	3732	2659	6391
V	2782	2717	5499	3337	2381	5718
Total	14195	13017	27212	17570	12466	30036

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	4669	4215	868	747	18.59	17.72	18.16
II	4737	4300	655	603	13.83	14.02	13.93
III	5053	4670	702	551	13.89	11.80	12.85
IV	5154	4768	625	419	12.13	8.79	10.46
V	4664	4646	102	57	2.19	1.23	1.71
Total	24277	22599	2952	2377	12.16	10.52	11.37

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	364	83	42	8	7	1
Chair for Teachers	437	49	3	15	1	0
Table for Teachers	307	163	19	10	4	2

Source: EMIS 2000-01 based on DISE data

Distribution of Schools by Type of Facilities

Rural Schools = 489 Urban Schools = 16

Type of Facility	No. of Schools having Facility		% of Schools having Facility		Total
	Rural	Urban	Rural	Urban	
Annual Medical Check up	292	7	59.71	43.75	59.21
Book Bank	198	7	40.49	43.75	40.59
Boundry wall	123	7	25.15	43.75	25.74
Electricity	400	13	81.80	81.25	81.78
First Aid Kit	56	3	11.45	18.75	11.68
Girls Toilet	43	5	8.79	31.25	9.50
School Bell	391	10	79.96	62.50	79.41
Toilet (General)	104	7	21.27	43.75	21.98
Wall clock	224	7	45.81	43.75	45.74

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	5.73	6.25	5.74
1	5.52	6.25	5.54
2	15.75	12.50	15.64
3	28.02	12.50	27.52
4	16.97	18.75	17.03
5	17.38	12.50	17.23
6-9	10.22	25.00	10.69
10-13	0.41	6.25	0.59
More than 13	0.00	0.00	0.00
Total	100.00	100.00	100.00
Number of schools	489	16	505

Source: EMIS 2000-01 based on DISE data

Type of School Building

Type of building	Total	%
Pucca	350	69.31
Partially Pucca	101	20.00
Kuccha	26	5.15
Tent	0	0.00
No building	28	5.54
Total	505	100

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	52	9	1	0	25	87	17.23
6-10	11	1	0	0	0	12	2.38
11-15	32	2	0	0	1	35	6.93
16-20	34	5	2	0	0	41	8.12
21-25	29	4	1	0	1	35	6.93
26-30	36	9	6	0	0	51	10.10
31-35	15	6	0	0	0	21	4.16
36-40	26	18	2	0	1	47	9.31
>40	99	45	13	0	0	157	31.09
No response	16	2	1	0	0	19	3.76
Total	350	101	26	0	28	505	100.00

Source: EMIS 2000-01 based on DISE data

Condition of Class Rooms

Condition of Classroom	Total	%
Good	1011	56.83
Requires minor repair	353	19.84
Requires major repair	403	22.65
Response not given	12	0.67
Total Class Rooms	1779	100

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	120	18	11	149	8.43
6-10	14	8	6	28	1.58
11-15	55	20	22	97	5.49
16-20	78	30	28	136	7.70
21-25	61	17	19	97	5.49
26-30	91	38	41	170	9.62
31-35	53	15	15	83	4.70
36-40	99	45	46	190	10.75
>40	392	149	197	738	41.77
Response not given	48	13	18	79	4.47
Total	1011	353	403	1767	100.00

Source: EMIS 2000-01 based on DISE data

Total Enrollment of disabled children in the Primary Schools 2001

Disability	Boys	Girls	Total
Visually Impaired	9	5	14
Hearing Impaired	9	6	15
Locomotor Disabled	56	15	71
Mentally Retarded & LD	39	20	59
Total	113	46	159

Source: Directorate of Primary Education. As per house hold survey total disabled children 327.

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	101
2	Middle schools (Classes VI-VIII) functioning within the high schools	60
3	Middle schools (Classes VI-VIII) functioning within the Senior Secondary schools	39
	Total	200

• As on 31.3.2001

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 th	5552	5295	10847	1349	1254	2603	0	0	0
7 th	5051	4596	9647	1281	1061	2342	0	0	0
8 th	5746	4959	10705	1255	1182	2437	0	0	0
Total	16349	14850	31199	3885	3497	7382	0	0	0

Source :- Selected Educational statistics 2000-01 DEO Una.

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
Una	505	200	2.5 : 1

HIGHER EDUCATION

There are 60 high schools (classes VI- X) , 39 Senior Secondary Schools (classes VI- XII) and 2 Degree colleges in the district catering to the higher education sector. 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. In addition to above there are many High, Senior-Secondary and Collages being run by the NG , KV and NV organizations.

1.4.6. 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. 1st 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 Pardhans 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 Pardhan of the Gram Panchyat/ Concerned ward panch with other nominated members are also working in the four DPEP districts. Moreover, village education committees with pardhan 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 Saraswati Bal Vidya Sankalap Yojna. Since the SSA framework 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, 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 54 % in the primary schools in Una district which is a healthy situation.

CHAPTER- 2

UNIVERSALISATION OF ACCESS

2.1 OVERVIEW OF ACCESS IN THE DISTRICT

As per the 6th. Educational Survey data, there were 852 habitations comprising 552 villages spread over 6 education blocks, 5 CD blocks, 3 Tehsils, 1 Sub Tehsil and 2 subdivisions in the district. As per 1991 census there were 70717 households in the district. The 2001 census has recorded a total population of 447967 persons (male 224299+ female 223668). Child population (0-6) comprise 13.19% of the total population of the district. The district had 393 Primary schools in 1993 and 667 habitations catering to 89.68 % population had a primary school up to 1 Km. walking distance. At that time 143 habitations had primary school facility with in 1.1 to 2 Kms. while 42 habitations had this facility beyond 2 kms. distance Thus there were 185 habitation in 1993 which had primary schooling facility beyond 1 Km.

112 Primary Schools were opened after 1993 raising the strength to 505. 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 664 out of school children in the district scattered in different education blocks of the district which is only 0.86 % of the eligible population. The major reasons of non enrollment is poverty, disability or migration.

As per the 6th. Education survey data 699 habitations with a population of 328128 (89.86%) were being served with an upper primary school with in a walking distance of 3 Kms.

As on date there are 436 anganwari centres, 505 government primary schools and 200 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 436 Anganwari centres in the district catering to the pre school education needs of 16749 children in the 0-6 years age group. 46876 children were enrolled in 505 government primary schools manned by 1652 teachers as on 30.9.2000. Girls comprise 48.21% of the total enrollment at the primary level. There are 28.30 % SC children at the Primary level against 22.46 % SC population in the district. There are 0.01% ST children against 0.01 %ST population in the district. Average school size is 92.82 and PTR is 28.35 at the Primary level.

There are 200 upper primary units comprising of class 6,7&8 with an enrollment of 31199 as on 30.9.2000. Girls comprise 47.59 % of the total enrollment at the upper primary level. There are 45.15% SC students at the middle level. Girls comprise 47.37% of total SC children at the upper primary level.

3.2 EMERGING ISSUES

As per the household survey data there are 40975 Boys and 36154 Girls in the age group of above 5 & upto 14 years in the distt. out of which 40599 Boys & 35866 girls are enrolled in the school while 376 Boys & 288 Girls are out of school.

The information about out of school children in the age group of above 5 & upto 11 and above 11 up to 14 years is being gathered from 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 only 47.59% of total enrollment in the district. Moreover the SC students comprise 28.30% of the total students against the 22.46% SC population in the district. Thus there is an urgent need to sustain the achievement of gender and social equity in terms of enrollment at the primary level. Serious efforts are required to achieve the gender and social equity in enrollment at the upper primary level.*

Earnest efforts are required to bring the dropout rate to zero level both at the primary and upper primary levels through a sustained community awareness campaign along with various cash and kind incentives. The school ambience needs to be made interesting by the introduction of activities like Bal Melas, School Sports, Ma beti melas and introduction of child friendly elements in the constructions.

As per the EMIS data for 2000-01, there are 1767 classrooms in the primary schools in the district whereas the number of teachers is 1652. The EMIS data further reveals that 30 schools in the district had no building as on 30.9.2000. besides this 28 schools had only one class room. 26 school buildings were kuccha while 101 buildings were partially pucca. Out of the total 1767 classrooms in the district 1011 were in good condition, 353 require minor repair and 403 require major repairs. Some of the additional rooms are being provided under "Sarswati-Bal Vidya Sankalpa Yojana"

As per the sixth educational survey in respect of independent units of upper primary schools, out of a total of 61 units (101 units as on date) 35 units had Pucca buildings, 19 units had partially pucca buildings and 7 were with kuchha building. The exact position of additional class-rooms, major & Minor repairs for upper primary is being worked-out.

The EMIS 2000-01 data for primary schools further reveals that 21.98 % schools only had toilet facilities while 9.50 % schools only had separate toilets for girls. As per 6 th. educational survey 42.62 % upper primary schools had toilet facilities while 29.52 % upper primary units had separate toilets for Girls. Thus 454 primary and 140 upper primary units require toilet facilities for girls along with running water.

As per the EMIS 2000-01 data 441 primary schools had chairs and 336 schools had tables for all teachers while the others lacked this facility for all the teachers. 498 schools had black boards but 43 schools required seating facilities in the schools. Thus infrastructure facilities in the schools are also required to be improved further.

159 mild to moderately disabled children have been integrated into the normal schools in the district so far. A detailed survey for the identification, medical assessment and enrolment of mild to moderately disabled children is required for universalisation of enrolment in the district. Since the teachers do not have any training in the handling of mild to moderately disabled children in the integrated/ inclusive school settings therefore, capacity building of teachers in this field is the need of the hour besides awareness campaigns for the community and the parents.

3.3 INTERVENTIONS for the year 2001-2002

Following interventions are proposed to be taken up to address these issues and universalize 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 utilizing 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. Repair 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 in the schools,
8. Strengthening and rationalization of existing incentive Schemes and introduction of community monitoring in the implementation of incentive schemes.
9. Introduction of Annual Health Check up and provision for disabled children.
10. Strengthening of linkages between PRIs and schools.
11. 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 and 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 2226 teachers in the primary schools of the district. The PTR is 28.35. But there are 13.07 % schools with single teachers. Women comprise 53.75% of the total teachers. There are 1652 teachers in 505 primary schools out of which 1391 are trained, 199 are deemed trained and 62 are untrained. The average working days in the primary schools are 238. The repetition rate of 11.37 has also been recorded for the primary schools. The average school size is 92.82

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
Back Board	484	14	405	98.98	87.50	99.02
Educational Charts	315	6	266	64.42	37.50	65.04
Gobe	192	5	172	39.26	31.25	42.05
Lbrary Book	396	12	363	80.98	75.00	88.75
Naps (Distt./State/Country/World)	273	6	245	55.83	37.50	59.90
Math Kit	360	9	329	73.62	56.25	80.44
Mini Tool Kit	349	10	318	71.37	62.50	77.75
Pimary Science Kit	374	10	340	76.48	62.50	83.13
Syllabus	191	5	178	39.06	31.25	43.52
Tacher's Guide	33	1	34	6.75	6.25	8.31

Source: EMIS 2000-01 based on DISE data

Primary schools are manned by Trained Graduate Teachers (TGT) Arts/ Science and Language Teachers (LT/ Shastri) and Drawing Masters. There is one District Institute for Teacher Education at district level which is taking up of the pre service and in service training of teachers. The schools have teaching learning materials provided under OBB. The traditional method of teaching are being followed. The curriculum and text books prescribed by H.P. 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 DITs. The district has both the summer closing and winter closing schools.

MERGING ISSUES

Survey 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 far flung areas is of prime concern and needs to be addressed on priority basis either through the regularisation of the teachers appointments or recruitment of local para teachers through various schemes. There is shortage of teachers. There are about 66 schools at primary level which are one teacher school. There is a need to provide two teachers to every primary school.

Survey data further shows that 32 primary schools (6.34%) have a child population of less than 20 students. With the further decline in the child population in the age group of 0-6, the number is likely to increase. Such formal schools may not be financially viable and thus 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 upgraded 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) Yash Pal committee report the capacity of the teachers need to be built to change to learner centred activity based teaching learning process which integrates the uses TLM and ICT. 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 1652 teachers at primary level, only 1391 teachers are trained, 199 are deemed untrained and 62 are untrained. Different type of training are required for these different categories of teachers.

Only 38% schools are having syllabus while only 7% having teachers guides. There is 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 need 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.

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 stakeholders.

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.

Use of distance mode of education for teaching of Class-1 text book.

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 shall be 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.	Assistant Engineer	By deputation / Contract
13.	Junior Engineer (one per block)=6	By deputation/ Contract
14.	Draughtsman	By deputation/ Contract
15.	Computer Programmer (MIS Incharge)	By deputation/ Contract
16.	Data Entry Operator (two)	By deputation/ Contract
17.	Assistant (two)	By deputation
18.	Accountant (One)	By deputation/ Contract
19.	Clerks (three)	By deputation/ Contract
20.	Peons (three)	By deputation/ Contract
21.	Driver (one)	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 team will be responsible for planning and implementation of SSA at Primary and Upper Primary levels in their Centre.

5.7 Management Structure at School level/Village level.

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	200000	1	200000
2.	Equipment for DPO	400000	1	400000
3.	Contingent expenditure at DPO	100000	1	100000
4.	Vehicle	400000	1	400000
5.	Operational Cost	100000	1	100000
6.	Salaries of DPO staff *		For three months	645000
8.	TA&DA	50000	1(three months)	50000
9.	Equipment maintenance and operation at DPO	50000	1(three months)	50000
10.	Consultancy etc. to be spent at State Level	137000		293000
	Total			2238000

* Justification 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	3	1800000	-
	c)Construction of CRC			0	Not-proposed to be constructed for current year.
	d)Boundary Wall	50000	110 ✓	5500000	-
	e) Toilets	30000	132 ✓	3960000	
	f)Drinking Water	20000	50 ✓	1000000	
	g)Electrification	10000	5 ✓	50000	
7.	Maintenance & repair of school building	5000	705 ✓	3525000	-
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	69 ✓	3450000	69 Upper-Primary School opened after 1993 and not covered under OBB will be supplied TLE during current year.
10.	School Grants	2000	705	1410000	-
11.	Teacher Grant	500	2452	1226000	-
12.	Teacher Training	10*200	2452	4904000	10 days training will be imparted to District Resource Group, Block Resource Group & Teachers during the Current year.
13.	State Institute of Management & Training (SIEMAT)	-	-	0	Nothing is proposed for the current year.
14.	Training of Community Leaders	30*2*8	552	264960	All villages will be covered during the current year.

15.	Provision for disabled	1200	327	392400	159 enrolled & 168 out-of school children are to be covered.
16.	Research, Evaluation & Supervision & Monitoring	1400	705	987000	Development of Information System for schools including school mapping & Micro Planning. Rs. 100/- & Rs.200/- per school will be spent at National & State Level respectively.
17.	Management Cost*	-	-	2238000	Justifications are given separately in Chapter-5 Out of total 6% management cost for district 1.5% will be utilised at State Level for consultancies and other related State Support.
18.	Innovative Activity	-	-	500000	One innovative Project for out of school children belonging to SC/ST & girls and computer education will be taken up during Current Year.
19.	Block Resource Centres /Cluster Resource centres:- 1) Construction work of BRC/CRC	-	-	0	Position as per Sr. No.6
	2)Salary of BRCC	12000	12*	432000	
	3)Salary of CRCC	10000	101*	3030000	
	4) Furniture for BRCC	100000	6	600000	
	5)Furniture for CRCC	10000	101	1010000	
	6)Contingency Grant For BRCC	12500	6	75000	
	7)Contingency Grant for CRCC	2500	101	252500	
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 outs, completion rate etc.	1000	705	705000	
	Total			37311860	

*Justifications 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.	Assistant Engineer	15000*3	45000
13.	Junior Engineer (one per block)	10000*7*3	210000
14.	Draughtsman*	10000*3	30000
15.	Computer Programmer (MIS Incharge)	15000*3	45000
16.	Data Entry Operator (two)	8000*2*3	48000
17.	Assistant (two)*	10000*2*3	60000
18.	Accountant(One)	10000*3	30000
19.	Clerks (three)*	8000*3*3	72000
20.	Peons (three)*	5000*3*3	45000
21.	Driver	5000*3	15000
	Total		645000

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 120 teachers can be deployed in a blocks as BRCCs/CRCCs. All the schools in the district have been divided into 101 clusters & 6 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.