

SARVA SHIKSHA ABHIYAN HIMACHAL PRADESH

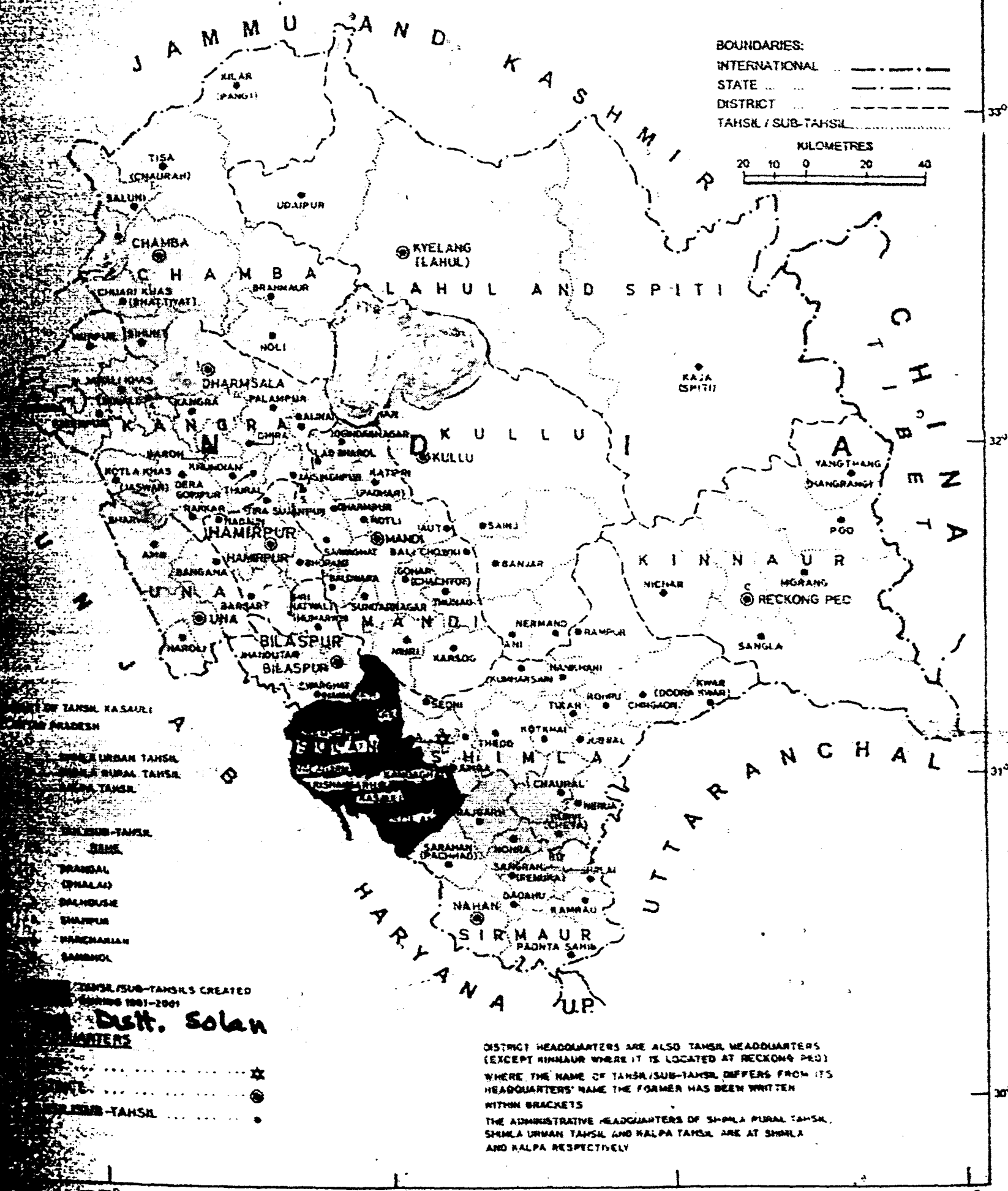
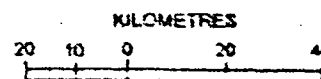
DISTT. SOLAN

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

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

HIMACHAL PRADESH ADMINISTRATIVE DIVISIONS 2001

BOUNDARIES:
INTERNATIONAL
STATE
DISTRICT
TAHSIL / SUB-TAHSIL



- DISTRICT HEADQUARTERS
- TAHSIL / SUB-TAHSIL HEADQUARTERS
- DISTRICT HEADQUARTERS (EXCEPT KINNAUR WHERE IT IS LOCATED AT RECKONG PED)
- DISTRICT HEADQUARTERS (WHERE THE NAME OF TAHSIL/SUB-TAHSIL DIFFERS FROM ITS HEADQUARTERS' NAME THE FORMER HAS BEEN WRITTEN WITHIN BRACKETS)
- DISTRICT HEADQUARTERS (THE ADMINISTRATIVE HEADQUARTERS OF SHIMLA PURAL TAHSIL, SHIMLA URBAN TAHSIL AND KALPA TAHSIL ARE AT SHIMLA AND KALPA RESPECTIVELY)

TAHSIL/SUB-TAHSILS CREATED
DURING 1991-2001

Distt. Solan

DISTRICT HEADQUARTERS ARE ALSO TAHSIL HEADQUARTERS
(EXCEPT KINNAUR WHERE IT IS LOCATED AT RECKONG PED)
WHERE THE NAME OF TAHSIL/SUB-TAHSIL DIFFERS FROM ITS
HEADQUARTERS' NAME THE FORMER HAS BEEN WRITTEN
WITHIN BRACKETS
THE ADMINISTRATIVE HEADQUARTERS OF SHIMLA PURAL TAHSIL,
SHIMLA URBAN TAHSIL AND KALPA TAHSIL ARE AT SHIMLA
AND KALPA RESPECTIVELY

75° EAST OF GREENWICH

Sarva Shiksha Abhiyan -Himachal Pradesh

Annual Work Plan 2001-2002 Distt. - SOLAN

INDEX

Sl.No	Contents	Page No
	Planning Team at the district	1.
1	Plan overview	2-24
1.1	Introduction ✓	2
1.2	District Solan ✓	3
1.3	Planning for SSA ✓	3-4
1.4	Sources of information for SSA planning ✓	5-22
1.5	Systemic issues under SSA ✓	22-24
2	Universalisation of Access ✓	25
3	Universalisation of Enrollment ✓	26-28
4	Interventions for Quality Improvement ✓	29-32
5	Programme Management ✓	33-35
6	Intervention wise details of Expenditure under SSA norms ✓	36-37
7	Justifications ✓	38

**SARVA SHIKSHA ABHIYAN
DISTRICT SOLAN**

PLANNING TEAM

Deputy Commissioner : Sh. K. Sanjaymurthy

Additional Deputy Commissioner :Sh. S.C. Kalsotra

Deputy Director (Secondary) :Sh. S. S. Ahuja

Deputy Director (Primary) :Sh. J. P. Verma

Principal DIET : Sh. S. N. Awasthi

CHAPTER- 1

PLAN OVERVIEW

1.1. INTRODUCTION

Himachal Pradesh comprising the North Western Himalayas 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 SOLAN

Famous for its off-season vegetables, stone fruits, vegetable seeds, mushrooms and the industrial areas of Parwanoo, Baddi and Nalagarh, the district is situated at the gateway of Himachal Pradesh as it has its boundaries with Haryana, Chandigarh and Punjab. The hill resorts of Kasauli and Chail are also situated in this district. Initially it formed a part of Mahasu and later on Shimla districts of Himachal Pradesh. The district of Solan came into being as a distinct administrative unit in 1972 with its headquarters at Solan town. It is spread over an area of 1936 sq kms (3.48% of H.P.) and had a population of 3,82,268 (7.39% of H.P.) in 1991 with a density of 197 persons per sq km. and a sex ratio of 909 females per 1000 males. The Solan district has 2501 revenue villages (2348 inhabited and 153 uninhabited) comprised into 195 Gram Panchayats spread over 4 sub-divisions of Arki, Nalagarh, Kandaghat and Solan. The district has 5 tehsils, 2 sub-tehsils and 5 development blocks. This district is also known for Pasture Institute (CRI) at Kasuali which produces Anti-rabies and other vaccines, Dr. Y.S. Parmar, University of Horticulture and Forestry at Nauni and Ambuja Cement works at Darlaghat. The State Council for Educational Research and Training (SCERT) and District Institute of Education and Training (DIET) are also located at Solan.

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 Honb'le 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

1. 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 Solan district was finalised and sent to GOI on 24.01.2001 for approval. The GOI sanctioned a sum of Rs.17.90 Lacs to the State Govt. for the pre project activities in district Solan 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 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 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 28th- Sept 1 2001.
6. The core planning team from the District will participate in the State level workshop for Schoolmapping and Habitation level planning at Shimla w.e.f. Sept. 27-29, 2001 at Shimla.
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.
9. State teams visited the office of Principal DIET on 6.12.2001 for working out the strategies to complete the House Hold data with the district planning teams.

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 Solan

	No. of Households	Population			Density	Sex Ratio
		Total	Male	Female		
Total	71250	382268	200238	182030	197	909
Rural	59386	334989	174274	160715	176	922
Urban	11864	47279	25964	21315	1437	821

Source :- Census report - 1991

SC and ST Population - District Solan

	SC Population (31.27%)			ST Population (0.64%)		
	Total	Male	Female	Total	Male	Female
Total	119527	61595	57932	2449	1342	1107
Rural	110003	56455	53548	2296	1246	1050
Urban	9524	5140	4384	153	96	57

Source :- Census report - 1991

Literacy Rates- District Solan

	Total			SC			ST		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Solan	63.30	74.67	50.69	53.22	65.29	40.43	57.63	71.24	40.48
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 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	39884	39548	336	0.84
	Girls	36638	36221	417	1.14
	Total	76522	75769	753	0.98

Source

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.Arki	3483	3480	03	0.08	3301	3294	7	0.21
2.Dhundand	3966	3940	26	0.66	3809	3767	42	1.1
3.Kandaghat	3667	3615	52	1.42	3579	3523	56	1.56
4.Kasauli	6901	6810	91	1.31	6136	5996	140	2.28
5.Kuthar	6503	6414	89	1.36	6232	6146	86	1.38
6.Nalagarh	8491	8416	75	0.88	7418	7332	86	1.16
7.Ramsehar	6873	6873	0	0	6163	6163	0	0
Total	39884	39548	336	0.84	36638	36221	417	1.14

1.4.2. Feedback from the School Mapping exercise

The out of school children are scattered throughout the district. These children are 0.98%. 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
Solan	5	2350'	151	3236	7

Estimated Child Population Distt Solan

Area	Estimated Child Population 6-11 years			Estimated Child Population 11-14 years		
	Boys	Girls	Total	Boys	Girls	Total
Rural	19746	21834	41580	10935	12032	22167
Urban	2765	3057	5872	1531	1685	3216
Total	22511	24891	47402	12466	13717	26183

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	3	19	54	128	886	2146	3160	3236
Population	0	6136	24926	35319	46888	141252	99347	287487	353868
No of villages	0	4	29	79	156	2082	---	---	2350
Population	0	8229	38366	52199	58613	196461	---	---	353868

Habitations with Predominant Population of SC & ST

		Habitations with predominant population of	
		SC	ST
No of Habitations		927	19
Population		78951	3178

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	
No of Habitations	543	382	833	1758	941	2699	537	3236
Population	129115	36319	73695	239129	80076	319205	34663	353868
% of this Population to Total population of district	36.49	10.26	20.83	67.58	22.63	90.20	9.80	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	%
204	126	61.76	173	84.80

Rural habitations with and without upper primary school

	Habitations with upper primary schools at a distance (in Km.) of								
	With in habita tion	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	Total
No of Habitations	137	483	725	709	2054	482	303	397	3236
Population	45719	53930	86371	73491	259511	41297	24999	28061	353868
% of this Population to Total population of district	12.92	15.24	24.41	20.77	73.34	11.67	7.06	7.93	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	%
76	26	34.21	71	93.42

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
2350	15	4	16	4

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
Solan	1936	3.48	9	497

POPULATION

Distt.	Population	% to total Population of the State	Rank in HP Out of 12	All India rank Out of 593
Solan	499,380	8.22	4	507

Distt.	Population Total	Population Male	Population Female	Population 0-6 Total	Population 0-6 Male	Population 0-6 Female
Solan	499,380	269,451	229,929	65,251	34,348	30,903

DENSITY (HP 2001-99/ Sq. Km)

Distt.	Density	Rank in HP Out of 12	All India rank Out of 593
Solan	258	4	356

POPULATION GROWTH RATE (HP 2001-17.53%)

Distt.	1991-2001 Growth rate %	Rank in HP Out of 12	All India rank Out of 593
Solan	30.64	1	80

% 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
Solan	13.07	65251	61659	3592	6

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

Distt.	Sex ratio	Rank in HP Out of 12	All India rank Out of 593
Solan	853/1000	10	543

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
Solan	900/1000	7	466

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
Solan	77.16	6	95

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

Distt.	Literacy Rate (Male)	Rank in HP Out of 12	All India rank Out of 593
Solan	85.35	7	110

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

Distt.	Literacy Rate (Female)	Rank in HP Out of 12	All India rank Out of 593
Solan	67.48	6	112

DECADAL DECREASE OF ILLETRATE PERSONS

Distt.	Number of illiterates 1991	Number of illiterates 2001	Decadal decrease	Decadal decrease %	Rank in HP Out of 12
Solan	117,660	99,165	18495	15.72	11

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
Solan	42718	34444	8274	19.37	11

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
Solan	74,942	64,721	10,221	13.64	10

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 494 ICDS centres catering to the pre school and nutritional needs of 18224 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
Dharampur	95	1440	1036	2476
Nalagarh	176	5209	3747	8956
Solan	81	1426	1019	2445
Kandaghat	43	537	463	1000
Kunihar	99	1897	1450	3347
Total	494	10509	7715	18224

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 Solan district is divided into 7 educational blocks (Arki, Dhundhan, Kasauli, Kuthar, Kandaghat, Nalagarh and Ramshehar). The 754 primary schools (Class I-V) are clustered into 149 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.

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	Teac hers	PTR	Class rooms	No. of Sectio ns
Arki	17	76	4500	59.21	230	19.57	216	278
Dhundhan	16	83	5042	60.74	238	21.18	223	397
Kandaghat	22	113	4834	42.77	306	15.80	278	528
Kasauli	25	130	8050	61.92	403	19.98	345	616
Kuthar	25	119	7983	67.08	384	20.79	344	583
Nalagarh	22	120	10565	88.04	350	30.19	302	597
Ramshahar	22	113	8873	78.52	315	28.17	272	557
Total	149	754	49847	66.11	2226	22.39	1980	3556

Source: EMIS 2000-01 based on DISE data

District Solan Enrolment Summary (Education block wise)

	Kandaghat	Kasauli	Kuthar	Arki	Dhundand	Ramshahar	Nalagarh	Total
Total Students	4834	8050	7983	4500	5042	8873	10565	49847
Boys	2387	4204	3961	2278	2495	4596	5487	25408
Girls	2447	3846	4022	2222	2547	4277	5078	24439
SC Students	2233	3919	3595	1731	1590	3102	2912	19082
SC Boys	1116	2056	1839	882	801	1612	1531	9837
SC Girls	1117	1863	1756	849	789	1490	1381	9245
ST Students	10	16	273	6	28	4	0	337
ST Boys	1	11	138	5	7	2	0	164
ST Girls	9	5	135	1	21	2	0	173
OBC Students	16	61	257	2	57	1802	1460	3655
OBC Boys	7	40	137	1	31	980	776	1972
OBC Girls	9	21	120	1	26	822	684	1683

Source: EMIS 2000-01 based on DISE data

District Solan Enrolment Summary (class wise)

Enrolment	Class					
	I	II	III	IV	V	Total
Total Students	10273	9568	10618	10365	9023	49847
Boys	5295	4883	5393	5246	4591	25408
Girls	4978	4685	5225	5119	4432	24439
SC Students	3917	3715	4078	4044	3328	19082
SC Boys	2052	1895	2095	2079	1716	9837
SC Girls	1865	1820	1983	1965	1612	9245
ST Students	65	63	74	60	75	337
ST Boys	27	33	34	31	39	164
ST Girls	38	30	40	29	36	173
OBC Students	758	681	782	780	654	3655
OBC Boys	418	363	404	422	365	1972
OBC Girls	340	318	378	358	289	1683
% SC	38.13	38.83	38.41	39.02	36.88	
% ST	0.63	0.66	0.70	0.58	0.83	
% OBC	7.38	7.12	7.36	7.53	7.25	

Source: EMIS 2000-01 based on DISE data

Enrolment by Age Group

Primary School	Age Group				Total
	<6	6-10	11-13	>13	
Total Students	4589	37704	7056	498	49847
Boys	2327	19151	3634	296	25408
Girls	2262	18553	3422	202	24439
SC Students	1576	14185	3065	256	19082
SC Boys	816	7291	1583	147	9837
SC Girls	760	6894	1482	109	9245
ST Students	28	252	55	2	337
ST Boys	9	120	33	2	164
ST Girls	19	132	22	0	173

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	64	0	64	981
21-60	398	2	400	15474
61-100	143	3	146	11271
101-140	82	3	85	9986
141-220	42	3	45	7778
221-300	4	3	7	1881
>300	5	2	7	2476
Total	738	16	754	49847

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
Arki	98.68	239	64.47	23.68	20.83
Dhundan	100.00	240	51.81	30.12	19.28
Kandaghat	100.00	238	60.18	25.66	30.94
Kasauli	94.62	240	53.85	30.00	25.51
Kuthar	95.80	235	60.50	21.01	19.77
Nalagarh	99.50	238	45.00	40.00	26.82
Ramshahar	100.00	239	55.75	23.89	20.96
Total	97.86	238	55.57	27.98	23.64

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
Arki	6.58	11.04	19.57	0.83	16.19
Dhundand	2.41	14.40	21.18	0.60	12.70
Kandaghat	0.88	11.65	15.80	0.58	9.16
Kasauli	0.77	13.28	19.98	0.65	13.07
Kuthar	4.20	11.45	20.79	0.66	13.69
Nalagarh	15.00	13.39	30.19	0.59	17.70
Ramshahar	13.27	14.37	28.17	0.57	15.93
Total	6.23	12.96	22.39	0.63	14.02

Source: EMIS 2000-01 based on DISE data

Teachers Profile

		Total Teachers		
		Rural	Urban	Grand Total
Total teachers		2127	99	2226
Teachers belonging to				
	SC	315	4	319
	ST	26	0	26
	OBC	139	1	140
	ORC	36	3	39
	General	1611	91	1702
Category				
	Principal/ Head Teacher	312	12	324
	Teacher	989	68	1057
	Assistant Teacher	4	0	4
	Stipendiary teacher	255	0	255
	Others	567	19	586
Nature of Training				
	Trained	1494	96	1590
	Deemed Trained	150	3	153
	Untrained	483	0	483

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	1	0	0	0	0	0	1	0	1
1	47	0	0	0	0	0	47	0	47
2	299	2	0	0	0	0	299	2	301
3	231	1	0	0	0	0	231	1	232
4	85	2	0	0	0	0	85	2	87
5	38	4	0	0	0	0	38	4	42
6	19	0	0	0	0	0	19	0	19
7	11	2	0	0	0	0	11	2	13
8	2	1	0	0	0	0	2	1	3
9	2	3	0	0	0	0	2	3	5
10	1	0	0	0	0	0	1	0	1
>10	2	2	0	0	0	0	2	2	4

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	930	92	0	0	0	0
Female Teachers belonging to						
SC	90	4	0	0	0	0
ST	17	0	0	0	0	0
OBC	30	1	0	0	0	0
ORC	4	1	0	0	0	0
General	789	86	0	0	0	0
Female Teachers by Category						
Principal /Head Teacher	85	9	0	0	0	0
Teacher	433	64	0	0	0	0
Assistant Teacher	1	0	0	0	0	0
Stipendiary Teacher	111	0	0	0	0	0
Others	300	19	0	0	0	0
Female Teachers by nature of training						
Trained	708	89	0	0	0	0
Deemed trained	51	3	0	0	0	0
Untrained	171	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	2519	2330	4849	3159	3008	6167
II	2524	2552	5076	2991	2944	5935
III	2879	2724	5603	3426	3276	6702
IV	2805	2796	5601	3252	3264	6516
V	2499	2142	4641	2853	701	3554
Total	13226	12544	25770	15681	13193	28874

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	5295	4978	1206	995	22.78	19.99	21.38
II	4883	4685	824	775	16.87	16.54	16.71
III	5393	5225	769	628	14.26	12.02	13.14
IV	5246	5119	622	453	11.86	8.85	10.35
V	4591	4432	119	67	2.59	1.51	2.05
Total	25408	24439	3540	2918	13.93	11.94	12.96

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 <i>English</i> Students	549	147	41	12	1	3
Chair for Teachers	592	139	6	15	0	1
Table for Teachers	293	380	64	7	9	0

Source: EMIS 2000-01 based on DISE data

Distribution of Schools by Type of Facilities

Rural Schools = 738

Urban Schools = 16

Type of Facility	No. of Schools having Facility		% of Schools having Facility		Total
	Rural	Urban	Rural	Urban	
Annual Medical Check up	375	11	51.81	68.75	51.19
Book Bank	148	4	20.05	25.00	20.16
Boundry wall	59	7	7.99	43.75	8.75
Electricity	292	13	39.57	81.25	40.45
First Aid Kit	59	0	7.99	0.00	7.82
Girls Toilet	94	2	12.74	12.50	12.73
School Bell	476	10	64.50	62.50	64.46
Toilet (General)	145	6	19.65	37.50	20.03
Wall clock	193	10	26.15	62.50	26.92

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	4.88	0.00	4.77
1	16.26	6.25	16.05
2	29.13	12.50	28.78
3	27.78	31.25	27.85
4	12.74	6.25	12.60
5	7.05	6.25	7.03
6-9	2.03	31.25	2.65
10-13	0.14	6.25	0.27
More than 13	0.00	0.00	0.00
Total	100.00	100.00	100.00
Number of schools	738	16	754

Source: EMIS 2000-01 based on DISE data

Type of School Building

Type of building	Total
Pucca	545
Partially Pucca	130
Kuccha	44
Tent	0
No building	35
Total	754

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	119	36	17	0	33	205	27.19
6-10	17	1	0	0	0	18	2.39
11-15	41	1	2	0	0	44	5.84
16-20	41	5	0	0	0	46	6.10
21-25	19	4	2	0	0	25	3.32
26-30	40	14	2	0	0	56	7.43
31-35	41	10	4	0	0	55	7.29
36-40	64	13	9	0	0	86	11.41
>40	141	42	6	0	1	190	25.20
No response	22	4	2	0	1	29	3.85
Total	545	130	44	0	35	754	100

Source: EMIS 2000-01 based on DISE data

Condition of Class Rooms

Condition of Classroom	Total
Good	1077
Requires minor repair	468
Requires major repair	435
Response not given	0
Total Class Rooms	1980

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	209	47	35	291	14.70
6-10	27	18	5	50	2.53
11-15	62	18	21	101	5.10
16-20	58	29	22	109	5.51
21-25	33	9	24	66	3.33
26-30	84	39	28	151	7.63
31-35	77	33	41	151	7.63
36-40	130	68	64	262	13.23
>40	352	194	168	714	36.06
Response not given	45	13	27	85	4.29
Total	1077	468	435	1980	100.01

Source: EMIS 2000-01 based on DISE data

Total Enrollment of disabled children in the Primary Schools 2001

Disability	Boys	Girls	Total
Visually Impaired	26	20	46
Hearing Impaired	23	22	45
Locomotor Disabled	77	71	148
Mentally Retarded & LD	103	88	191
Total	229	201	430

Source: Directorate of Primary Education.

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 *	Number of Teachers	Enrolment
1	Independent Middle schools with class VI-VIII	122	608	#
2	Middle schools (Classes VI-VIII) functioning within the high schools	64	NA	#
3	Middle schools (Classes VI-VIII) functioning within the Senior Secondary schools	35	NA	#
	Total	221		28438

* As on 30.9.2000

Separately not available

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	5577	4706	10283	1764	1461	3225	47	42	89
7 th	4991	4073	9064	1454	1186	2640	28	19	47
8 th	4927	4164	9091	1439	1215	2654	55	24	79
Total	15495	12943	28438	4657	3862	8519	130	85	215

Source :- Selected Educational statistics 2000-01 DEO Solan

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
Solan	754	221	3.41 : 1

HIGHER EDUCATION

There are 64 high schools (classes VI- X), 35 Senior Secondary Schools (classes VI-XII) and 4 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.

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. This analysis shows that the dropout rate is about 3% at primary level but it increases to about 13 % at the upper primary level.

Class 1-5

Indicators	Total	Boys	Girls
Repetition Rate	12.51	13.29	11.69
Transition Rate	83.80	82.48	85.17
Drop Out Rate	3.70	4.23	3.14

Class 6-8

Indicators	Total	Boys	Girls
Repetition Rate	10.84	11.69	9.81
Transition Rate	76.38	75.16	77.87
Drop Out Rate	12.78	13.15	12.32

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. 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 chairman ship 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 Sarwati Bal Vidya Sankalap 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, 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.
- b 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 41 % in the primary schools in Solan 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 6th. Educational Survey data, there were 3236 habitations comprising 2350 villages spread over 7 education blocks, 5 CD blocks, 7 Tehsils and Sub Tehsils and 4 Subdivisions in the district. As per 1991 census there were 71250 households in the district. The 2001 census has recorded a total population of 499380 persons (male 269451+ female 229929). Child population (0-6) comprise 13.07% of the total population of the district. The district had 564 Primary schools in 1993 and 1758 habitations catering to 67.58 % population had a primary school up to 1 Km. walking distance. At that time 941 habitations had primary school facility with in 1.1 to 2 Kms. While 537 habitations had this facility beyond 2 kms. distance , Thus there were 1478 habitation in 1993 which had primary schooling facility beyond 1 Km.

190 Primary Schools were opened after 1993 raising the strength to 754. 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 753 out of school children in the district scattered in different education blocks of the district which is only 1 % of the eligible population. The major reasons of non enrollment is poverty, disability or migration.

As per the 6th. Education survey data 2054 habitations with a population of 259511 (73.34%) were being served with an upper primary school with in a walking distance of 3 Kms.

As on date there are 494 anganwari centres, 754 government primary schools and 221 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 494 Angan-wari centres in the district catering to the pre school education needs of 18224 children in the 0-6 years age group. 49847 children were enrolled in 754 government primary schools manned by 2226 teachers as on 30.9.2000. Girls comprise 49.02% of the total enrollment at the primary level. There are 38.28 % SC children at the Primary level against 31.27 % SC population in the district. There are 0.67% ST children against 0.64 %ST population in the district. Average school size is 66.11 and PTR is 22.39 at the Primary level.

There are 221 upper primary units comprising of class 6,7&8 with an enrollment of 28438 as on 30.9.2000. Girls comprise 45.51 %of the total enrollment at the upper primary level. There are 29.96% SC and 0.76% ST students at the middle level. Girls comprise 45.33% of total SC children and 39.53% among ST children at the upper primary level.

The SIEMAT in HP has endeavored to analyze 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 is about 3% at primary level but it increases to about 13 % at the upper primary level.

Class 1-5

Indicators	Total	Boys	Girls
Repetition Rate	12.51	13.29	11.69
Transition Rate	83.80	82.48	85.17
Drop Out Rate	3.70	4.23	3.14

Class 6-8

Indicators	Total	Boys	Girls
Repetition Rate	10.84	11.69	9.81
Transition Rate	76.38	75.16	77.87
Drop Out Rate	12.78	13.15	12.32

Source :-Study by SIEMAT HP

3.2 EMERGING ISSUES

As per the household survey data there are 39884 Boys and 36638 Girls in the age group of above 5 & upto 14 years in the distt. out of which 39548 Boys & 36221 girls are enrolled in the school while 336 Boys & 417 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 45.33% of total enrollment in the district. In case of ST girls this ratio has further declined to 39.53% of total ST students. Moreover the SC students comprise 29.96% of the total students against the 31.27% 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.

This analysis of Enrollment data by the SIEMAT shows that the dropout rate is about 3% at primary level but it increases to about 13 % at the upper primary level. Thus 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 1980 classrooms in the primary schools in the district whereas the number of teachers is 2226 which means that adequate number of class rooms are required for the teachers in the schools. Even if one classroom is to be provided for every teacher, **246** additional classrooms are required to be constructed in the district. Some of the additional rooms are being provided under "Sarswati-Bal Vidya Sankalpa Yojana". The EMIS data further reveals that 35 schools in the district had no building as on 30.9.2000. besides this 16% schools had only one class room. 44 school buildings were kuccha while 130 buildings were partially pucca. Out of the total 1980 classrooms in the district 1077 were in good condition, 468 require minor repair and 435 require major repairs.

As per the sixth educational survey in respect of independent units of upper primary schools, out of a total of 83 units (122 units as on date) 42 units had Pucca buildings, 19 units had partially pucca buildings and 17 were with kuchha building while 5 units had no building. As per a communication dated 23 rd. Oct 2000 from DEO Solan addressed to Director of Education 33 middle units required additional accommodation. Thus approximately 132 additional class rooms are required in the upper primary units . The exact position of additional class-rooms, major & Minor repairs is being worked-out.

The EMIS 2000-01 data for primary schools further reveals that 20.03 % schools only had toilet facilities while 12.73 % schools only had separate toilets for girls. As per 6 th. educational survey 22.89 % upper primary schools had toilet facilities while 10.84 % upper primary units had separate toilets for Girls. Thus 655 primary and 105 upper primary units require toilet facilities for girls along with running water.

As per the EMIS 2000-01 data 607 primary schools had chairs and 300 schools had tables for all teachers while the others lacked this facility for all the teachers. 740 schools had black boards but 191 schools required seating facilities in the schools. Thus infrastructure facilities in the schools are also required to be improved further.

430 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. Repairs of all existing class rooms to improve the learning environment in the schools.
6. Construction of toilets especially for girls to facilitate their retention.
7. Provision of Boundary wall, Drinking water & Electricity for 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 22.39. But there are 6.23 % schools with single teachers. Women comprise 41% of the total teachers. There are 2226 teachers in 754 primary schools out of which 1590 are trained, 153 are deemed trained and 483 are untrained. The average working days in the primary schools are 238. The repetition rate of 12.96 has also been recorded for the primary schools. The average school size is 66.

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	727	13	477	98.24	92.86	98.15
Educational Charts	587	8	386	79.32	57.14	79.42
Globe	271	5	204	36.62	35.71	41.98
Library Book	524	11	397	70.81	78.57	81.69
Maps (Distt./State/Country/World)	564	7	377	76.22	50.00	77.57
Math Kit	461	10	356	62.30	71.43	73.25
Mini Tool Kit	467	10	354	63.11	71.43	72.84
Primary Science Kit	484	11	369	65.41	78.57	75.93
Syllabus	248	8	185	33.51	57.14	38.07
Teacher's Guide	37	0	33	5.00	0.00	6.79

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 para teachers through PRIs. There is shortage of teachers. There are about 50 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 64 primary schools (8%) have a child population of less than 20 students. With the further decline in the child population in the age group of 0-6, 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 2226 teachers at primary level, only 1590 teachers are trained, 153 are deemed trained and 483 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 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 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 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.

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 patter 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.	Draughtsman*	By deputation / Contract
14.	Junior Engineer (one per block)=7	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)

Unit Cost in Rs.

Sr No	Activity	Unit Cost	Physical Targets	Financial Targets
1.	Furniture for DPO	400000	1	400000
2.	Equipment for DPO	400000	1	400000
3.	Contingent expenditure at DPO	200000	1	200000
4.	Vehicle	400000	1	400000
5.	Operational Cost	200000	1	200000
6.	Salaries of DPO staff*		For three months	645000
7.	Rent of Office	15000	1(three months)	15000
8.	TA&DA	100000	1(three months)	100000
9.	Equipment maintenance and operation at DPO	100000	1(three months)	100000
10.	Consultancy etc. to be spent at State Level			998000
	Total			3458000

*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	5	3000000	-
	c)Construction of CRC			0	Not-proposed to be constructed for current year.
	d)Boundary Wall	50000	140	7000000	-
	e) Toilets	30000	158	4740000	-
	f)Drinking Water	20000	120	2400000	-
	g)Electrification	10000	120	1200000	-
7.	Maintenance & repair of school building	5000	975	4875000	-
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.
99.	TLE for Upper-Primary	50000	70	3500000	70 Upper-Primary Schools opened after 1993 & not covered under OBB will be given TLE during current year.
110.	School Grants	2000	975	1950000	-
111.	Teacher Grant	500	3110	1555000	-
112.	Teacher Training	10X200*	3110	6220000	10 days training will be imparted to District Resource Group , Block Resource Group & Teachers during the Current year.
113.	State Institute of Management & Training (SIEMAT)	-	-	0	Nothing is proposed for the current year.

14.	Training of Community Leaders	30X2X8	2350	1128900	All villages will be covered during the current year. *
15.	Provision for disabled	1200	800	960000	430 enrolled & 370 out-of school children are to be covered.
16.	Research, Evaluation & Supervision & Monitoring	1400	975	1365000	Development of Information System for schools including school mapping & Micro Planning. Rs. 100 per school & Rs.200 per school will be spent at National & State Level respectively.
17.	Management Cost*	-	-	3458000	Justifications are given separately in Chapter-5. Out of the total 6% management cost for the district 1.5% will be utilised at State Level for consultancies other other related State Support.
18.	Innovative Activity SC/ST, girls ECE ✓	-	-	5000000	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	14*	504000	
	3)Salary of CRCC	10000	149*	4470000	
	4) Furniture for BRCC	100000	7	700000	
	5)Furniture for CRCC	10000	149	1490000	
	6)Contingency Grant For BRCC	12500	7	87500	
	7)Contingency Grant for CRCC	2500	149	372500	
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	975	975000	
	Total			56950000	

*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 140 teachers can be deployed in a blocks as BRCCs/CRCCs. All the schools in the district have been divided into 149 clusters & 7 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.