

***SARVA SHIKSHA ABHIYAN  
HIMACHAL PRADESH***

***DISTT. KINNAUR***

***PERSPECTIVE WORK PLAN & BUDGET  
2003-11***

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

***Sarva Shiksha Abhiyan –Himachal Pradesh  
Perspective Work Plan 2003-11 distt. - Kinnaur***

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***SARVA SHIKSHA ABHIYAN  
DISTRICT KINNAUR  
PLANNING TEAM***

***Deputy Commissioner*** : ***Sh. Muneesh Garg***

***Assistant Commissioner*** : ***Sh.P.K.Thakur***

***Deputy Director (Secondary)*** : ***Sh. Tashi Dawa***

***Deputy Director (primary)*** : ***Sh Amar Singh Bhogal***

***Principal DIET*** : ***Ms.Sunila Negi***

***Lecturer (DIET)*** : ***Sh. Bipal Chander***

***Lecturer (DIET)*** : ***Sh. Sanjay Negi.***

# CHAPTER-1

## STATE PROFILE

### *INTRODUCTION :-*

Verly, to know Himachal completely, knowing the background of the Himalayas is of the greatest significance. The Himalayas are the world's highest, largest and youngest mountain ranges. Geopolitically speaking the Himalaya encompasses Jammu & Kashmir, Uttaranchal, Nepal, Himachal Pradesh, Darjeeling Hills, Sikkim Bhutan and Arunachal Pradesh. There are also the perennial source of great river systems of India and Pakistan, Viz., The Brahmaputra, the Ganges, the Indus including their tributaries. Himalayas are Sacred to the Hindus in many ways especially because it is believed the greatest Hindu God Lord Shiva has his abode on the sacred mountain Kailash and married Parvati, the daughter of Himachal. According to the great Hindu epic Mahabharata Pandvas led by Yudhishthira set out on foot on their last journey to the Himalayas. River Beas takes its name after the Himalayan Sage Vyasa. Gautama and Budha was born at Lumbini 563 B.C. at the foot hills of Nepal Himalayas. Many Sikh Gurus did valuable Spiritual discussion with a number of sages living in the Himalayas. Poet Kalidasa in Kumar Sambhava and Meghduta gives a fine description of the Himalayas. To every Indian, the Himalayas is a part of history, tradition, culture and heritage.

Himachal Pradesh comprising the North Western Himalayas is situated in the North West corner of India. It is surrounded by Jammu & 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 Degree 22 minutes and 30 Degree 12 Minutes North latitude and between 75 Degree 47 Minutes and 79 Degree 4 Minutes East longitude, The state is entirely mountainous with altitudes ranging from 460 to 6600 meters 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 river are snow-fed and hence perennial. The natural reservoirs and the large drops available in the river courses provided immense potential for hydel power generation at low cost. The state is also well know for its horticulture and tourism potentials.

Himachal Pradesh was originally formed as centrally administrated territory on the 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 3 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 & Spiti districts and the Nalagarh Tehsil of Ambala district and area of Hoshiarpur and Gurdaspur Districts). Himachal Pradesh was re-organized in to 10 districts and declared a state on January 25, 1971 with Shimla as its capital. In 1972-73, the district were reshuffled bringing up their number to 12 spiral over an area of 55673.

Spread over an area of 55673 sq.Km. Himachal Pradesh has a population of 6,077,248 person in 2001 with a density 109 person per sq.km and a sex ratio of 970 females per 1000 males. As per 1991 census 91.30 % of the population lived in rural area while 8.70 % inhabitat the urban area. The SC comprised25.34 % of the population while ST accounted for 4.22% Himachal pradesh achived a literacy rate of 77.13 % in 2001. The rate for male and female literacy (2001)area 86.02 % and 68.08 % respectively. The literacy rate for SC population was 53.20 % and that for ST 47.09 % in 1991.

## CHAPTER-2

### DISTT. PROFILE DISTT KINNAUR

The mountainous extraordinary rugged Scheduled Tribe district of Kinnaur is located in the North East of Himachal Pradesh Lying on the both banks of Sutlej river in its Higher reaches, the district is situated between 70 Degree 45 Minutes and 79 Degree 00 minutes 35 seconds East altitude and between 31 degree 05 minutes 50 seconds and 32 degree 05 minutes and 15 seconds North Longitude District Kinnaur touches Tibet to its East, on South-East the boundary is shared with Uttranchal, while on South-West lies the district Shimla and North West Boundary touch Lahaul and Spiti district. The head quarter of Kinnaur District is at Reckong Peo. It has 662 villages out of which 215 are inhabited and the remaining 447 are uninhabited spread in 62 panchayats.

Kinnaur had a total population of 71270 with 26.87% SC and 55.58% ST population as per 1991 census. Sex ratio in Kinnaur district was 856. According to 2001 census the population of Kinnaur is 83950 and sex ratio is 851. Kinnaur was carved out of Chini Tehsil and 14 villages of Rampur Bushehar Tehsil of Mahasu district in the year 1960. District has a total Area of 6401 sq. kms and a low population density of 11 persons per sq. kms. This district now consists of 3 Divisions namely Kalpa, Nichar and Pooh and 5 Tehsils ( Nichar, Kalpa, Sangla, Pooh and Moorang) and one sub-Tehsil i.e Hangrang. Entire Kinnaur district remains covered with snow for 3 to 4 months in a year and so continues reeling in cold for that period. Main crops of the area are Barley, minor millets, wheat, maize, ranagi etc. Dry fruits like almond, walnut, chilgoza and fruits such as -: apple, apricot and grapes are grown in abundance.

#### 2.1 Capacity building for planning for SSA

In order to build the capacity of the district planning team following orientation programmes were conducted

1. Orientation of the Dy. Director (Pry) and DIET principals for preparing the plans for Pre Project activities at Shimla on 22<sup>nd</sup>. Nov 2000.
2. Pre Project activities follow up workshop at Shimla on 11<sup>th</sup>. Dec. 2000.
3. State level orientation of all the Dy. Director (Pry.) Principal DIETS, Deputy Project Officers from DPEP districts on SSA, EGS & AIE at Shimla on July 28, 2001
4. One Lecturer from SIEMAT HP attend 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 attend the workshop on perspective Planning for UEE conducted by NSDART at Mussorie w.e.f. Aug 28<sup>th</sup>- Sep 1 2001
6. The core planning team from the District will participate in the State level workshop for School mapping and habitation level planning at Shimla w.e.f Sept. 27-29, 2001 at Shimla.
7. House Hold Survey was conducted during the month of October and November 2001 in the district.

8. One day workshop was organized on 3<sup>rd</sup> December , 2001 for Deputy Directors (Primary Education ) and Principal DIETs to discuss about the status of consolidation of data at various levels and further planning for Sarva Shiksha Abhiyan.
9. District teams visited State Project Office on 18.12.2001 & 19.12.2001 for working out the strategies to complete the House hold data with the State team.
10. Principal DIET and lecturers attended the workshop on School Mapping Exercise under SSA and EGS & AIE on 5<sup>th</sup> January , 2002 at State Project Office.
11. Annual Work Plan & Budget for the year 2001-02 was prepared and got the appraisal of the same from the Appraisal team of Government of India on 23-24 January, 2002.
12. One Lecturer from DIET attended a workshop on Quality issues in Primary Education conducted by NSDART Mussorie, w.e.f. March 18<sup>th</sup> to march 22<sup>nd</sup> , 2002.
13. Principal DIET and two lecturers attended a workshop on development of Perspective plan and Annual Work Plan & Budget at HIPA, Shimla-12 on 26<sup>th</sup> and March ,2002.
14. One Lecturer from DIET attended a training programme on multi category resource teacher in IED w.e.f. April 8<sup>th</sup> to April 29<sup>th</sup> and May 7<sup>th</sup> to May 30<sup>th</sup> 2002 at DIET Nahan
15. Principal DIET along with one lecturer attended a training programme regarding planning and budgeting on dated 10-05-2002 at office of the mission Director SSA Shimla.
16. one lecture from DIET attended a workshop for sustainability of IED in DPEP and to develop strategies for SSA in the state project office (SSA& DPEP ) Shimla on dated 22<sup>nd</sup> July,2002.
17. Five coordinators as Ex –officio teacher training incharge, gender coordinator, evaluation coordinator, IED coordinator and distance education coordinator attended a five day workshop on orientation in various type of activities to be carried out in SSA in different fields w.e.f. 2<sup>nd</sup> –6<sup>th</sup> Sept, 2002. at state project office (SSA & DPEP) Shimla H.P.
18. The IED coordinator along with Distance Education Coordinator attended a two workshop to develop home based programme for disabled children w.e.f 13<sup>th</sup> –14<sup>th</sup> Sept,2002 at Kullu.

## 2.2 Sources of Information for the Perspective Plan

### Feedback from household data and habitaion level planning

#### Households , Population and literacy DATA from 1991 CENSUS Report.

House holds and Population –District Kinnaur

	NO Of Households	Population			Density	Sex ratio
		Total	Male	female		
Total	16439	7120	38394	32876	11	856
Rural	16439	71270	38394	32876	11	856
Urban	-	-	-	-	-	-

Source :- report-1991

SC and ST Population –District Kinnaur

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

Source:- Census report –1991

Literacy Rates- District Kinnaur

	Total			SC			ST		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kinnaur	58.36	72.04	42.04	45.67	60.01	30.28	59.03	74.13	45.34
H.P.	63.86	75.36	52.13	52.20	64.98	41.09	47.09	62.74	31.18

Source:- Census Report- 1991

**FEEDBACK FROM CENSUS 2001**

***GEOGRAPHICAL AREA***

Distt.	Geographical area sq. km.	% to total area of the State	Rank in HP Out of 12	All India Rank out of 593
Kinnaur	6401	14.02	4	171

***POPULATION***

Distt.	Population	% to total population of the state	Rank in HP out of 12	All India Rank out of 593
Kinnaur	83950	1.33	11	575

***DENSITY (HP 2001-99/Sq. Km***

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



**SEX RATIO ( H.P. 2001-970/1000)**

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

Source of Census Data :-CENSUS OF INDIA 2001 Series-3 Himachal Pradesh March 2001 and CENSUS OF INDIA 2001 Series-1 India provisional population tables paper-1 of 2001 supplement DISTRICT TOTALS June 2001& Micro planning Data.Projection SC Population

**PROJECTION IN POPULATION (ALL CATEGORIES)**

2001	83950
2002	85352
2003	86778
2004	88227
2005	89700
2006	91198
2007	92721
2008	94269
2009	95843
2010	97444

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**PROJECTION IN POPULATION CATEGORY WISE**

YEAR	SC	ST	GENERAL
2001	22557	46659	14734
2002	22934	47438	14980
2003	23317	48230	15231
2004	23706	49035	15486
2005	24102	49854	15744
2006	24505	50687	16006
2007	24914	51533	16274
2008	25330	52394	16545
2009	25753	53269	16821
2010	26183	54159	17102

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## EDUCATIONAL PROFILE OF THE DISTRICT

### PRE PRIMARY EDUCATION

There are no formal pre primary facilities in the schools. However, a few nursery schools are run by the Welfare department. The pre school education is being catered to mainly by the Social and Women Welfare Department, through the ICDS network. There are 150 ICDS centers catering to the pre school and nutritional needs of 5844 children in the 0 -6 year age group and the mother of 0 to 6 months children.

### ICDS FACILITIES IN THE DISTRICT

CD Block	Number ICDS Centres	0-3 years age beneficiaries	3-6 years age beneficiaries	Total number of beneficiaries
Kalpa	55	1315	931	2246
Pooh	53	921	523	1444
Nichar	42	1298	856	2154
Total	150	3534	2310	5844

Source : Social & Women Welfare Department H.P, ICDS Report for the month of June 2001

### PROJECTION IN ICDS FACILITIES IN KINNAUR DISTT.

YEAR	KALPA			POOH			NICHAR			Grand Total
	0-3 Year age	3-6 Year age	Total	0-3 Year age	3-6 Year age	Total	0-3 Year age	3-6 Year age	Total	
2001	1315	931	2246	921	523	1444	1298	856	2154	5844
2002	1337	946	2283	936	532	1468	1320	870	2190	5941
2003	1359	962	2321	952	541	1493	1342	885	2227	6041
2004	1382	978	2360	968	550	1518	1364	900	2264	6142
2005	1405	994	2399	984	559	1543	1387	915	2302	6244
2006	1428	1011	2439	1000	568	1568	1410	930	2340	6347
2007	1452	1028	2480	1017	577	1594	1434	946	2380	6454
2008	1476	1045	2521	1034	587	1621	1457	962	2419	6561
2009	1501	1062	2563	1051	597	1648	1481	978	2459	6670
2010	1526	1080	2606	1069	607	1676	1506	994	2500	6782

## PRIMARY EDUCATION

The primary education in the district is being looked after by the Directorate of Primary Education through a Deputy Director Primary (DDP) at the district level. There is District Institute of Education and Training (DIET) at the district level at Reckong Peo which is providing pre- service and in- service training to the primary school teacher. The DDP is supported by a Block Primary Education Officer (BPEO) at the block level. The Kinnaur district is divided in 3 Educational blocks (Kalpa, Pooch, and Nichar) There are 189 Govt.primary schools (class I -V) are clustered into 37 centre schools along with 10 private primary schools are functioning in the District Each centre has approximately 5 primary schools attached to it and is manned by a Centre Head Teacher (CHT).The primary school are being manned by primary school teacher 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. There after additional teacher is provided for every addition of 40 or part there of students. The primary school teachers comprise the JBT trained teachers (with 2 years pre-service training ), contract Teachers (T G Ts with B.Ed. qualification and C&V teachers i.e. Shastries, Drawing Teachers, PETs etc.), Volunteer Teachers (Matriculates, now absorbed as regular teacher after putting in more than 5 years service and has been gone under condensed course in-service training at the DIETs) and Vidya Upasaks (Para - Teachers on fixed honorarium basis). The primary school teacher 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 school to the Gram Panchayats. The average size of primary school in Kinnaur is very small in comparison to the other district.

### PRIMARY EDUCATION – DISTRICT KINNAUR (as on 30-9-2000)

#### *Govt.Primary Schools*

Distt.	Education block	No. of Centres	No of Pry. Schools	No. of students			Average School Size
				Boys	Girls	Total	
Kinnaur	3	37	189	4257	4390	8647	45.75

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

#### **GOVT. PRIMARY SCHOOL TEACHER AND PTR**

Distt.	No. of Schools	No. of students class I-V	Total No. of teacher including CHTs	· PTR
Kinnaur	189	8647	505	17.12

Source :- Emis 2000-01 based on DISE data

**PRIVATE PRIMARY SCHOOL TEACHERS & PTR**

Distt.	NO. of Schools	No. of Students Class I-V	Total No. of Teachers .	PTR
Kinnaur	10	1016	45	22.58

Source:- Micro planning Data.

**EDUCATIONAL STATISTICS (PRIMARY EDUCATION) AS ON 30-9-2001***Block wise Educational Statistics (Primary Classes)*

Block Name	No of Cluster Centres	No of Schools	Students	Average School Size	Teachers	PTR	Class Rooms	No of Sections
Kalpa	10	51	3111	61	157	19.82	163	231
Pooh	13	64	2406	37.59	164	14.67	182	280
Nichar	14	74	3130	42.29	184	17.01	210	320
<b>TOTAL</b>	<b>37</b>	<b>189</b>	<b>8647</b>	<b>45.75</b>	<b>505</b>	<b>17.12</b>	<b>555</b>	<b>831</b>

Source :- Micro planning data.

**PROJECTION IN PRIMARY ENROLMENT.**

YEAR	KALPA	POOH	NICHAR	TOTAL
2000	3111	2406	3130	8647
2001	3163	2446	3182	8781
2002	3216	2487	3235	8938
2003	3270	2529	3289	9088
2004	3325	2571	3344	9240
2005	3381	2614	3400	9395
2006	3437	2658	3457	9552
2007	3494	2702	3515	9718
2008	3552	2747	3574	9873
2009	3611	2793	3634	10038
2010	3671	2840	3695	10206

**DISTRICT KINNAUR ENROLMENT SUMMARY (EDUCATION BLOCK WISE)**

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

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

**PROJECTION ENROLLMENT IN SC IN PRIMARY.**

YEAR	KALPA	POOH	NICHAR	TOTAL
2000	1442	695	1470	3607
2001	1466	707	1495	3668
2002	1490	719	1520	3729
2003	1515	731	1545	3791
2004	1540	743	1541	3824
2005	1566	755	1597	3918
2006	1592	768	1624	3984
2007	1619	781	1651	4051
2008	1646	794	1679	4119
2009	1673	807	1707	4187
2010	1701	820	1736	4257

**PROJECTION IN ST ENROLLMENT IN PRIMARY.**

YEAR	KALPA	POOH	NICHAR	TOTAL
2000	1181	1448	1428	4057
2001	1201	1472	1452	4125
2002	1221	1497	1476	4194
2003	1241	1522	1501	4264
2004	1262	1547	1526	4335
2005	1283	1573	1551	4407
2006	1304	1599	1577	4480
2007	1326	1626	1603	4555
2008	1348	1653	1630	4631
2009	1371	1681	1657	4709
2010	1394	1709	1685	4788

**PROJECTION IN GENERAL CATEGORY ENROLLMENT IN PRIMARY.**

YEAR	KALPA	POOH	NICHAR	TOTAL
2000	488	263	228	979
2001	496	267	232	995
2002	504	271	236	1011
2003	512	276	240	1028
2004	521	281	244	1046
2005	530	286	248	1064
2006	539	291	252	1082
2007	548	296	256	1100
2008	557	301	260	1118
2009	567	306	265	1138
2010	576	311	270	1157

**Table E15 ENROLLMENT IN PRIMARY SCHOOL AS ON 30-9-2000**

Class	General enrolment			SC enrolment			ST enrolment			OBC enrolment			Total enrolment		
	B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total
1 <sup>st</sup>	138	120	258	371	388	759	385	413	798	0	0	0	894	921	1815
2 <sup>nd</sup>	125	108	233	356	349	705	353	397	750	0	0	0	834	854	1688
3 <sup>rd</sup>	97	84	181	365	370	735	382	404	786	0	0	0	844	858	1702
4 <sup>th</sup>	98	78	176	347	405	752	406	481	887	0	0	0	851	964	1815
5 <sup>th</sup>	79	56	135	326	330	656	429	407	836	0	0	0	834	793	1627
Total	537	446	983	1765	1842	3607	1955	2102	4057	0	0	0	4257	4390	8647

Source : EMIS 2000-01 based on DISE data.

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

The upper primary education in the district is being looked after by the department of secondary education through Deputy Director Secondary (DDS). There are three types of upper primary school units in the district as follows.

S. No.	Type of upper primary units	Total No. of units
1	Independent Middle Schools with class VI-VIII	33
2	Middle Schools functioning with in high schools	25
3	Middle Schools functioning with in senior secondary schools	12
4	TOTAL	70

Source :- Micro Planning Dat

In addition to these middle schools three private middle schools are also functioning in the district. The middle schools are manned by Trained Graduate Teachers (TGT) Arts./ Science, Language Teachers (LT/Shastri) Drawing Teachers and PETs.

**TABLE E-16-A ENROLLMENT IN GOVT. UPPER PRIMARY SCHOOLS AS ON 30-9-2001**

Class	General enrolment			SC enrolment			ST enrolment			OBC enrolment			Total enrolment		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
6 <sup>th</sup>	16	40	56	343	301	644	473	452	925	5	4	9	837	797	1634
7 <sup>th</sup>	34	42	76	269	252	521	346	416	762	11	4	15	660	714	1374
8 <sup>th</sup>	83	24	107	220	242	462	368	415	783	7	1	8	678	682	1360
Total	133	106	239	832	795	1627	1187	1283	2470	23	9	32	2175	2193	4368

Source : DD(S) Distt. Kinnaur

**PROJECTION IN UPPER PRIMARY ENROLLEMENT.**

YEAR	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	TOTAL
2001	1634	1374	1360	4368
2002	1661	1397	1383	4431
2003	1689	1420	1406	4515
2004	1717	1444	1429	4590
2005	1746	1468	1453	4667
2006	1775	1493	1477	4745
2007	1805	1518	1502	4825
2008	1835	1543	1527	4905
2009	1866	1569	1553	4988
2010	1897	1595	1579	5071

**PROJECTION IN SC. ENROLLMENT IN UPPER PRIMARY.**

YEAR	BOYS	GIRLS	TOTAL
2001	832	795	1627
2002	846	808	1654
2003	860	821	1681
2004	874	835	1709
2005	889	849	1738
2006	904	863	1767
2007	919	877	1796
2008	934	892	1826
2009	950	907	1857
2010	966	922	1888

**PROJECTION IN ST. ENROLLMENT IN UPPER PRIMARY**

YEAR	BOYS	GIRLS	TOTAL
2001	1187	1283	2470
2002	1207	1304	2511
2003	1227	1326	2553
2004	1247	1348	2595
2005	1268	1371	2639
2006	1289	1394	2683
2007	1311	1417	2728
2008	1333	1441	2774
2009	1355	1465	2820
2010	1378	1490	2868

**PROJECTION IN OBC. ENROLLMENT IN UPPER- PRIMARY.**

YEAR	BOYS	GIRLS	TOTAL
2001	23	9	32
2002	23	9	32
2003	24	9	33
2004	24	10	34
2005	25	10	35
2006	25	10	35
2007	26	11	37
2008	26	11	37
2009	27	11	37
2010	27	12	39

**PROJECTION IN GENERAL CATEGORY IN UPPER PRIMARY.**

YEAR	BOYS	GIRLS	TOTAL
2001	133	106	239
2002	135	108	243
2003	137	110	247
2004	139	112	251
2005	141	114	255
2006	143	116	259
2007	145	118	263
2008	147	120	267
2009	149	122	271
2010	152	124	276



**RATIO OF PRIMARY SCHOOL TO MIDDLE SCHOOLS AS ON 30-9-2001**

Distt.	Number of primary school	Number of Middle Schools/Units	Ratio Primary : Middle
Kinnaur	189	70	2.7 :1

*Table E-16 -B ENROLLMENT IN PRIVATE UPPER PRIMARY SCHOOLS AS ON 30-9-2001*

Class	General enrolment			SC enrolment			ST enrolment			OBC enrolment			Total enrolment		
	B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total
6 <sup>th</sup>	45	33	78	16	12	28	58	26	84	3	2	5	122	73	195
7 <sup>th</sup>	37	21	58	11	8	19	31	30	61	0	3	3	79	62	141
8 <sup>th</sup>	30	29	59	9	5	14	23	16	39	5	4	9	67	54	121
Total	112	83	195	36	25	61	112	72	184	8	9	17	268	189	457

Source:- Micro Planning Data.

**HIGHER EDUCATION**

There are 25 high schools (classes VI-X), 12 senior secondary schools (classes VI-XII) and 1 degree collage in the district catering to the higher education sector. In addition one ITBP high school and one DAV centenary public high school at Reckong Peo and one senior secondary project school and one Shivalik Public Sr.Sec.School at Bhawanagar are also functioning in the district. The high schools are manned by TGTs and headed by Headmasters/Headmistresses. The senior secondary schools function under the control of Principals and have post graduate teachers for +2 sections in addition to the TGTs .

# CHAPTER - 111

## SSA-AN INTRODUCTION

### 3.0 Basic Feature of Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan is an effort to universalize education by community ownership of the school system. It is the response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

### 3.1 What is Sarva Shiksha Abhiyan

- A programme with the clear **time frame** for universal elementary education.
- A response to the demand for **quality basic education** all over the country.
- An opportunity for promoting **social justice** through basic education.
- An effort at **effectively involving** the Panchayati Raj Institutions, School Management committees,
- Village and Urban Slum level Education committees, Parent's Teacher's associations, Mother Teacher associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of **political will** for universal elementary Education across the country.
- **A partnership** between the Central, State and the Local Government.
- An opportunity for states to develop their **own vision** of elementary education.

### 3.2 Aims of Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, Regional and gender gaps, with the active participation of the community in the management of school. Sarva Shiksha Abhiyan realizes the importance of early childhood care and education and looks at the 0 to 14 each as a continuum. All effort to support pre-school learning in ICDS Centres or special Pre-school Centres in non ICDS area will be made to supplement the efforts being made by the department of women and child development.

### 3.3 Objectives of Sarva Shiksha Abhiyan

- *All children in school*, education guarantee Centre, alternate school, 'back to school' camp by **2003**.
- All children *complete 5 years* of primary schooling by **2007**.
- All children *complete 8 year* of elementary schooling by **2010**.
- Focus on elementary education of *satisfactory quality* with emphasis on education for life.
- *Bridge all gender and social category gaps* at primary stage by **2007** and at elementary education level by **2010**.
- Universal *retention* by **2010**.
- 

### 3.4 Why a framework for implementation (And not a Guideline)

- To allow states to formulate context specific guidelines within the overall framework.
- To encourage districts in states and UTs to reflect local specificity
- To promote local need based planning based on broad national policy norms
- To make planning a realistic exercise by adopting broad national policy norms

### 3.5 Sarva Shiksha Abhiyan as a Framework and as a Programme

SSA has two aspects-1) It provides a wide convergent framework for implementation of elementary Education schemes. 2) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary education sector from the state the central plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the few years. As a programme, it reflects the additional resource provision for UEE

### 3.6 Broad Strategies Central to SSA Programme

**Institutional Reforms-** As part of the SSA, the central and the State government will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including administrative, achievement levels in schools, financial issues, decentralization and community ownership, review of State Education Act, rationalization of teacher deployment and teachers, monitoring and evaluation status of education of girls SC/ST and disadvantaged groups, policy regarding private schools and ECCS. Many states have already carried out several changes to improve the delivery for elementary education.

**Sustainable Financing-** The SSA is based on the premise that financing of elementary education interventions has to be *sustainable*. This called for a long-term perspective on *financial partnership* between the Central and the State governments.

**Community Ownership** – The programme calls for community ownership of school-based intervention through *effective decentralization*. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj Institutions.

**Institutional Capacity Building-** The SSA conceives a major capacity building role for national state and district level institutions like NIEPA /NCERT/ NCTE/SCERT/ SIEMAT/DIET.

**Improvement in quality** requires a sustainable support system of resource and institutions.

**Improving Mainstream Education Administration -** It calls for *improvement of mainstream Education administration* by institutional development, infusion of new approaches and by adoption of cost effective methods.

**Community Based Monitoring with Full Transparency –** The programme will have a community based Monitoring system. **The Education Management Information System (EMIS)** Will correlate school level data with community-based information from micro planning and surveys. Beside this every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose. **Habitation as a Unit of Planning –**The SSA work on a *community based approach* to planning with Habitation as a unit of planning. Habitation plans will be the basis for formulating district.

**Plans. Accountability to Community –** SSA envisages *cooperation* between teachers, parents and PRI's as well as *accountability* and transparency to the community

**Priority to Education of Girls –** Education of girls, especially those belonging to the scheduled castes and schedule tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.

**Focus on Special Groups –** There will be a focus on the inclusion and participation of children from SC/ST, Minority groups, urban deprived children disadvantages group and the children with special needs, in the education process.

**Pre-Project Phase –** SSA will commence throughout the country with a well planned per-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based micro planning and school mapping, training of community leaders, school level activities, support for setting up information system. Office equipment, diagnostic studies.etc.

**Thrust on Quality –** SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.

**Role of teachers –** SSA recognizes the critical and central role of teachers and advocates a focus on their Development needs. Setting up of Block Resource Centre s/ Cluster Resource Centres, recruitment of Qualified teachers for teachers development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

***District Elementary Education Plans*** – As per the SSA framework each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach. There will be perspective plan that will be frame work of activities over a longer time frame to achieve UEE . There will also be an Annual work plan and budget that will list the prioritized activities to be carried out in that year. The perspective plan will also be a dynamic document subject to constant improvement in the course of programme Implementation.

### **3.7 Public-Private Partnership in SSA**

SSA takes note of the fact that provision of elementary education is largely made by the government and government aided schools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not abled to afford the fees charged in private school in many parts of the country. There are also private schools that charges relatively modest fees and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encourage all efforts at equity and 'access to all 'in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made Government , Local Body, and government aided schools would be covered under the SSA , as is the practice under the Mid Day meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school efforts to develop a partnership would be made within the broad parameters of state policy in this regard Depending on the state polices, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional cost are to be met by these private bodies..

## CHAPTER-IV

### PLANNING PROCESS

#### *In the Context of UEE (SSA)*

Several interventions have been made since independence for the universalisation of elementary education both in terms of quality and quantity. Yet, the objective of UEE is not realized. Perhaps, the basic reason may be not having concerted steps attempting the problem in a comprehensive way. Therefore, a new intervention for the Universalisation of Elementary Education viz., SSA- a programme With clear time frame for universal elementary education, a response to demand for quality basic education and an opportunity for promoting social justice through basic education is launched in the district. Specifically it is an expression of political will & commitment for UEE.

#### **Planning Process**

The achievement of universalisation of elementary education is depend on the quality and the extent of community participation in planning, implementation and monitoring of its various expects. Until and unless community on the educational aspects of the children, the UEE cannot be realized in its true spirit. Decentralization without participation i.e involvement of PRIs and other local groups in the process of providing basic education to all the children will however remain an elusive goal. The pre-project activities in the district have been started with the promise that the community can plan and participate in the process of implementation of the plan for the improvement of education in the habitation.

#### **Formation of Core Groups on Planning – District Core Group**

*A district core group was found with Deputy Commissioner as the chairman and Deputy Director (Primary) as member secretary with following other members :*

*	Deputy Commissioner Kinnaur	Chairman
*	Assistant Commissioner Kinnaur	Member
*	Deputy Director Primary	Member Secretary
*	Deputy Director Secondary	Member
*	Project Officer DRDA	-do-
*	Project Office ITDP	-do-
*	Project Officer Adult Education	-do-
*	Chairman Zila Parishad	-do-
*	Chairman BDC's Kalpa, Pooh& Nichar	-do-
*	C.M.O. Kinnaur	-do-

*	C.D.P.O	-do-
*	District Welfare Officer	-do-
*	Chairperson P.I.C.	-do-
*	BPEO's Kalpa, Pooh & Nichar	-do-
*	Principal DIET	-do-
*	5 DIET Lecturers	-do-
*	District Statistical Officer	-do-
*	District Supports Officer	-do-
*	D.P.R.O	Member
*	D.F.S.C	-do-
*	XEN HPPWD Kalpa, Pooh & Karchham	-do-
*	XEN IPH Kalpa & Pooh	-do-
*	District Panchyat Officer	-do-
*	District Manager SC/ST Corp.	-do-
*	Labour Inspector	-do-
*	President Beopar Mandal	-do-

#### **BLOCK LEVEL CORE GROUP**

*	A.D.M./S.D.M.	Chairman
*	B.D.O.	Member
*	B.P.E.O.	Member Secretary
*	Chairman Block Samiti	Member
*	One Member from each- VEC, MTA, PTA, NGOs & CRCs	
*	Selected Headmasters and teachers	

#### **CLUSTER LEVEL CORE GROUP**

*	Panchyat Pradhan	Chairman
*	Centre Head Teacher	Member Secretary
*	One Member from Each – VEC, MTA, PTA & NGOs	
*	Selected Teachers	
*	SC/ST Members	
*	One Member from the parents of disabled children	

#### **VILLAGE EDUCATION COMMITTEE (VEC)**

*	Panchayat Pradhan	Chairman
*	Head of the respective school	Member Secretary
*	One Member from each – MTA & PTA	
*	SC/ST Member	
*	Anganwari worker	Member
*	Educationist	Member
*	Parents of disabled	Member
*	One Member of <i>Minority</i> Group	Member

## **DEVELOPMENT OF DATABASE-*Conduct of household survey***

The accurate detail of children, who are in school and out of school and the particulars of out of school children i.e., the nature of work they are involved with, along with other family background which is very much necessary for planning UEE. This can form the basis to work out various strategies for the schooling of out of school children i.e. never-enrolled and dropped out simultaneously in the age group of 5-14 years.

Therefore family survey was planned and conducted in all the habitations of the district. The required information was collected in a Proforma titled as 'Family Sheet' to capture the information of children aged 0-14 year family-wise and habitation-wise in each and every school catchment area. The information is pertained to children education viz., enrollment, institution where studying, dropouts, reasons for out of school children, nature of disability if any, social status, in addition to capturing children's family background.

### **Training and capacity building**

The district-level core teams were oriented at state level by the state-level core team at state project office, DPEP. These core teams further trained district level core team. Further all the Block-Level core teams have been trained at Block level in a two-day orientation programme.

The Block-level core teams have conducted a one-day orientation programme to all habitation-level core teams at Block headquarters along with distribution of survey sheets, and guidelines. The family survey was conducted during October and November in all the habitations monitored by Block Level core teams. The village core team has developed a list of out school children manually both never enrolled and dropped out along with other particulars and displayed at every school. However, all the family survey sheets have been computerized and checked the output as a process of validation, involving the community in all the habitations.

### **School Mapping Exercise**

The school mapping exercise was held at Block level in order to train the teachers in school mapping. On the basis of feedback the requirement of new primary schools in the district is four primary schools in Kalpa Block and 4 in Pooh Block are required. But the habitations are with less population and PTR is also less so there is no proposal for new primary schools. Only 6 upper primary schools are proposed to be opened i.e. one in Kalpa Block 3 in Pooh block and 2 in Nichar block.

### **Community Mobilization.**

Under the Chairmanship of Deputy Commissioner all the officers (Gazetted) of the different departments have been appointed as adoption officers in 62 Gram Panchayats to mobilize and convene village wise meetings to oversee all types of developmental activities specially in primary education. The first prioritized item among all other activities is the protection of child rights and enrollment of the out of school children. During these meetings it is found that 142 students are out of school and efforts are being made for readiness in sending them to the school. This momentum is being continued for achieving UEE and also led to preparation of habitation education plans.



# CHAPATER-V

## ISSUES, STRATEGIES AND ACTIVITIES

The important aspects of UEE to be addressed under SSA are as follows

- \* Access
- \* Enrollment and Retention
- \* Quality Issues
- \* Coverage of Special focus group, out of school children.
- \* Improving school infrastructure etc.

Following are the major issues that are emerged as a result o micro planning exercise conducted in all the habitations of the three blocks with active involvement of community, teachers for which suitable interventions were planned at habitation level which are analyzed at block level and as well as at district level and thus formulated District Elementary Education Plan as follows :

### 5.1 Access

One of the main objective of SSA is that all children in school, Education Guarantee Centre, Alternative Schools, back to school camp by 2003. To realize this objective the primary education facilities are to be provided to all the children with in a walking distance of 1 km. and the most urgent need to ensure the access and first priority of the district is to ensure access to the children of all the sections by way of providing new formal primary schools. In the district habitations are much scattered. The habitations are covered with forests, streams and hills.

#### 5.1.1 New Primary Schools

There is a need to open new formal primary schools in 8 school less habitation where the populatcn is 100 and above along with provision of 2 teachers per school as per SSA norms. But the PTR in the district to much low in comparison to the national level PTR and state level PTR so no new primary school is being proposed.

#### 5.1.2 Upgradation of Primary Schools to Upper Primary Schools

During the participatory planning exercise it was observed that in some habitations childrens discontinued there studies especially girl children, after completion of class V in their habitation because of non-availability of upper primary facilities in their habitation or near by habitator with in the radius of 4 km. In many habitations it was resolved in the gram panchayat for the upgradation of exiting primary schools in to upper primary schools for the continuity of their children's education. Depending upon the pupil's strength 6 primary schools are proposed for upgradation in to upper primary schools and sanctioned in 2002-03 plan. In Pooh Block of the district there are some habitations having primary schools with less number of children.

Therefore according to SSA norms upper primary schools can not be opened in these habitations. Keeping in view the continuation of the education of girl children , one girls hostel is proposed to be constructed at Pooh under innovative activities for girls, while boys hostels are already functioning in all the Blocks of the district.

#### Teacher Requirement

As per SSA norms 3 teachers are required for the upper primary school i.e. 2 TGTs (1 Arts & 1 Science) and 1 Language teacher (i.e. Hindi ) Therefore 3 teacher are proposed for each of the upgraded upper primary school and sanctioned in 2002-03 plan.

#### Infrastructure

No primary school has adequate class rooms run to the upper primary sections. Therefore 4 additional Classrooms are proposed for each of the upgraded upper primary school. The details are as follows :

No. of primary schools to be upgraded	No of teachers required		Additional class rooms required
	TGTs	Language Teachers	
6	12	6	24

**Table 5.1.2**

*Access – Upgradation of Primary Schools to Upper Primary Schools*

Block Name	No. of Primary Schools to be upgraded	No.of teachers required		No of additional rooms required
		TGTs	Language teachers	
Kapla	1	2	1	4
Pooh	3	6	3	12
Nichar	2	4	2	8
<b>TOTAL</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>24</b>

#### 5.2 Enrollment and Retention

Continuous efforts are being made for mass enrollment in the district some of the children have discontinued their studies mainly because they are not interested in studying and partially due to household work ..

**Table 5.2 .1**

*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 year)	Boys	7355	7273	82	1.11
	Girls	7283	7215	68	0.93
	Total	14638	14488	150	1.02

Source : Micro Planning SSA.

**Table 5.2 .2**

**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.	%
Kalpa	2738	2713	25	0.91	2770	2742	28	1.01
Pooh	1850	1808	42	2.27	1755	1727	28	1.60
Nichar	2767	2752	15	0.54	2758	2746	12	0.44
<b>Total</b>	<b>7355</b>	<b>7273</b>	<b>82</b>	<b>1.11</b>	<b>7283</b>	<b>7215</b>	<b>68</b>	<b>0.93</b>

Source : DD(P&S) Office Kinnaur

**Interventions for Enrollment and Retention**

**5.2.1 Provision of additional teachers to the upper primary schools**

The habitation education plans revealed that there is no requirement of teachers to the existing upper primary schools..

**5.2.2. Provision of Additional Classrooms**

During the micro planning exercise it is observed that some upper primary schools i.e. 19 in numbers are running in other departments buildings or in rented building therefore 4 rooms (three class rooms and one headmaster room) per school is proposed for the 19 schools as per SSA norms. In case of primary schools some additional rooms are required, but the required amount for the construction of these class rooms is already sanctioned by the Deputy Commissioner Kinnaur so there is no requirement of additional rooms in primary schools in the district.

**Table E1**

**Additional Classrooms Requirements**

Total No. of Teachers in Schools/Units		Total No. Classrooms available in school/Units		Additional requirement of Class rooms in schools/Units	
Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
505	350	555	153	0	100

**Table E-2**

***Block-Wise-Requirement of Additional class-rooms***

Name of Educational Block	Total No. of Teachers in Schools/Units		Total No. of Class-Rooms available in School/Units		Additional requirement of classrooms in schools/Units	
	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
Kalpa	157	121	163	42	0	36
Pooh	164	105	182	57	0	36
Nichar	184	61	210	54	0	28
<b>Total</b>	<b>505</b>	<b>350</b>	<b>555</b>	<b>153</b>	<b>0</b>	<b>100</b>

Source : DD(P&S) Distt. Kinnaur

**5.2.3 Free Text Books**

To encourage children for their regular schooling Govt. of Himachal Pradesh is already providing the free text books up to 5th class to all the children. With regards to upper primary school children all the children except general category children are provided free textbooks. Therefore provision for 133 general category girls in upper primary sections is proposed for free text books.

**Projection in general category girls**

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010
Girls	106	133	135	137	139	141	143	145	147

**5.2.4 Repair and Maintenance of School Buildings.**

During planning programme VEC resolved to take up repairs to the existing school building viz. Repairs to walls Black boards, flooring, doors, windows etc.

**Table Q-17**

***Particular of Schools Requiring Major & Minor Repair***

No. of Schools requiring repairs					
Primary			Middle		
Minor Repair	Major Repair	Total	Minor Repair	Major Repair	Total
189	0	189	29	41	70

Source : DD(P&S) Distt. Kinnaur

**Table Q-18**

**BLOCK WISE PARTICULARS OF SCHOOLS REQUIRING MAJOR & MINOR REPAIR**

Name of the Education Block	No of Schools requiring repairs					
	Primary			Upper primary		
	Minor Repair	Major Repair	Total	Minor Repair	Major Repair	Total
Kalpa	31	20	51	7	15	22
Pooh	53	11	64	11	14	25
Nichar	69	5	74	11	12	23
<b>Total</b>	<b>153</b>	<b>36</b>	<b>189</b>	<b>29</b>	<b>41</b>	<b>70</b>

Source : DD(P&S) Distt. Kinnaur

**5.2.5 Mainstreaming of out of school children**

The SSA is an efforts to universalize elementary education through community participation. Efforts will be taken to bridge social and gender gaps through active participation of the local community. Special initiatives will be taken up to see all the children in schools back to school by 2003. Therefore the major focus will be on the out of school children who are never enrolled, drop outs, etc. The planning reveals that there are 150 out of schools children .

**Table A7- Age group wise out of school children particulars (All students)**

Block Name	Above 5& up to 8 Years			Above 8& up to 11 years			Above 11 & up to 14 years			Above 5& up to 14 years		
	B	G	T	B	G	T	B	G	T	B	G	T
	Kalpa	9	5	14	3	5	8	13	18	31	25	28
Pooh	30	17	47	7	6	13	5	5	10	42	28	70
Nichar	2	4	6	5	2	7	8	6	14	15	12	27
<b>Total</b>	<b>41</b>	<b>26</b>	<b>67</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>26</b>	<b>29</b>	<b>55</b>	<b>82</b>	<b>68</b>	<b>150</b>

Source : DIET Kinnaur

**Table-A8**

**Age Group wise Out of School Children Particulars (All Students)**

Age-Group	Out of School Children		
	Boys	Girls	Total
Above 5 and up to 8 years	41	26	67
Above 8 and up to 11 years	15	13	28
Above 11 and up to 14 years	26	29	55
<b>Above 5 and up to 14years</b>	<b>82</b>	<b>68</b>	<b>150</b>

Source : DII Kinnaur

### Strategies for Main streaming

- a) Campaign and community mobilization regarding educational issues in all the habitations Objectives
- To involve community i.e. parents, local youth village education committees, self help groups and panchayats for the cause of children education.
  - To strengthen existing government schools through VECs and Gram Panchayats
  - To increase their commitment towards the children and the schools.

During the planning process, out of schools children were identified along with nature of work they are involved in. Further negotiations have been made with parents and as well as community on the schooling of the children. Further necessary assistance will be given schools committees to take up mobilization for the mainstreaming for their children.

**Table E-3**

Campaign in the habitation	Orientation to VEC members @ 8 per habitation
265	2120

b) Conduct of non-Residential Bridge courses for mainstreaming of out of school children

It is proposed to conduct non-residential bridge courses in the habitations wherever there are 10 and more out of school children are in a habitation for providing basic education for a period of 3-6 months and mainstream in the near by school depending upon the age and performance.

Local Volunteers identified by school committee for the purpose of mobilization will conduct these bridge courses for mainstreaming of children. Therefore two Education Guarantee Centres, one at Reta khan (korti) was proposed in an annual plan 2002-03 and sanctioned and one at Nesang Zulha in Pooh block is proposed in the perspective plan to give the elementary education to the children of the above mentioned habitations.

There are thirty seven children at Reta khan, out of these only twenty children are going to nearby primary school which is at a distance of five kms. Most of the school going girls are of the age 10-12 studying in second class only. If the educational insituation did not provided in the habitation then the girls may drop out of the school due to their age. There are 17 children

at Nesang Zulha who are not going to the school due to non availability of the primary school in the habitation. The nearby primary schools are at a distance of 6-7 kms. At Det Ralli there are scattered habitations all belongs to BRO's engineering wing laborers. There are 15 children between the age of 5-10 years. Out of which only 5 children are going to GPS Ralli are in the first class even at the age of 8-10 years. So there is a need of one EGS centre for these children proposed in the perspective plan. Necessary training and other material support will be given to the Volunteers in addition to provision of TLM & text books to the children.

**Table A-9**

***Requirement of Non-Residential Bridge courses***

No. of Non-residential bridge course proposed on a pilot basis
4

**Table : A10**

***Block wise list of Non residential bridge courses***

Name of Block	No. of Non Residential Bridge Courses proposed on pilot basis
Kalpa	2
Pooh	1
Nichar	1
Total	4

Source : DIET Kinnaur

# CHAPTER-VI

## QUALITY ISSUES IN ELEMENTARY EDUCATION

### **6.0 Pedagogy and Teacher Training**

The focus of entire pedagogy process is on the needs of the children and their developmental processes requirement will form the basis for providing the class rooms learning experience for the children. Top priority will be given to basic skills of language and arithmetic and providing children friendly environment in the class rooms. Following are the guidelines for taking various initiatives under pedagogy and teacher trainings. Some of the concerns in the contemporary field practice, which need to be addressed, is as follows.

#### **a) Pedagogy of affection**

In majority of the class rooms, it is observed that children are treated with strict discipline with restricted movements Using cane, practice of home work and assignment during and after school hours, less interaction between peers, no interactive material, with limited pupil teacher interaction are some of the happenings in the classroom which discourages pupils initiative and their participation. The basic pedagogy, which can create vibrant class rooms, is the pedagogy of affection. Children should be treated with tenderness, love, affection and care, which alone can motivate the children for their full participation in learning process and for their continuation in the school. Therefore necessary orientation will be planned to the teachers comprising these aspects, along with exposure visits for additional charges.

#### **b) Pedagogy of Retention**

Majority of children of the schools are first generation literates, whose family background is not much encouraging for their full participation in the school and in other educative processes. It is also found that child abuse is prominent in the school with the pretext that the students are often without school uniform, incomplete home work not having adequate note books, pencils and other teaching learning material. This discourages children and creates aversion towards school, which leads to absenteeism and eventually resulting in the dropout.

Therefore teacher need to be oriented thoroughly on this subject of pupils retention vis-à-vis his family background. Wherever teacher are well acquainted with the family background of student their interest towards children regular attendance and retention is quite encouraging evident. An atmosphere will be created in the school for improved home school contacts. Teacher will be sensitized in these aspects through orientation.

#### **(c) Curricular approaches - the model of providing information vs developing the abilities among the children.**

The education especially elementary education became increasingly text book centered and teacher centered. Children are over overburdened with more textual material with more and more information added in repeated text book revision. This snubs the creativity and thinking potential of the children. There is no scope for originality, self-expression and imagination on the part of the pupil in the process of knowledge generation. The objective of primary education along with subject wise objectives are never fully reflected in the text books as well as in pupil assessment procedures.



Therefore the component of development of children innate abilities through available textual material and other interactive material will be taken up and teacher will be oriented having this as one of the component in teacher training programmes.

### 6.1 *Academic Conventions –Networking and linkages*

Teachers will be encouraged to adopt and work further on the methodology that they think it result in the improvement of pupil achievement and build up teacher momentum for a quality change in class rooms and pupil out put by providing necessary support from SSA.

Therefore, it is proposed to encourage some of the interesting teachers who come forward to implement improved practices in schools for the development of competencies and abilities of the children. The changes will be implemented in class rooms as perceived by the teachers and these initiatives will be propagated to other schools by way of discussion, deliberations and field visits etc.

**Following are the initiatives proposed to be taken up :**

- \* Language improvement programme
- \* Mathematics improvement programme
- \* Science improvement programme
- \* Programme for sensitizing the community regarding educational issues.

### 6.2 *Quality Teaching and Learning-Teacher Training*

It is proposed to orient all the teachers both in service and as well as newly recruited. Accordingly a ten days training programme will be organized for the regular teachers and a 20 days orientation programme to be conducted to the freshly recruited teachers as per the financial norms of SSA. The training will be conducted in a cascade mode viz. Training of DRG by state resource group which inturn train the BRG and this BRG ultimately trains the teachers at Block level/ Cluster level.

**Table Q-2**

#### ***Training personal to be trained***

No. Of DRG	No. of BRG @ 15 members perBlock	No.of teachers				BPEO/BRP @ 12 members per Block
		In-service		Newly recruited		
		P	M	P	M	
40	45	505	368	0	0	39

**Table Q-3*****Block wise training personal to be trained***

Education Block	No of BRG @ 15 members per Block	No of teachers						BPEO/BRP @ 12 members per Block
		In service			Newly recruited			
		P	M	T	P	M	T	
Kalpa	15	157	113	270	0	0	0	13
Pooh	15	164	134	298	0	0	0	13
Nichar	15	184	121	305	0	0	0	13
Total	45	505	368	873	0	0	0	39

Source : DD (P&S) office Kinnaur

**Table Q-4*****Quality Improvement Training Requirements***

Name of the Block	No. of Schools	No. of Teachers
Kalpa	74	270
Pooh	92	298
Nichar	99	305
Total	265	873

***Constitution of DRG & BRG******District resource groups***

Since the training is in cascade mode, it is proposed to constitute district resource group (DRG) with the persons representing from DIETs, Headmasters, Teachers, Block resources person educationist, interested & dedicated personal from different departments & NGO,s covering all subject areas of primary and upper primary schools this DRG will be exposed to various type of new initiatives on the professional development aspects of teacher and improved class rooms practices with in the out side of the district. DRG formation in the district is under process

***Block Resource Group (BRG)***

Block resource groups will be constituted with BRCC's' active headmaster, teachers of primary and upper primary schools covering various curricular areas , who will be exposed to navel practices in addition to orientation by DRG Group how in turn provide training and orientation to the regular teachers and freshly recruited teachers, Vidya Upasks and Volunteers etc.

### 6.3 -School Support / Profession Support Structures

National policy on education 1986 laid down a vibrant role for DIETs in the quality improvement of elementary education .In practice the role of DIETs have been limited to imparting pre-service training programmes and seldom monitor and provide on job support to the elementary school teacher in addition to in service training programmes. Therefore the DIETs are proposed to take up various quality improvement initiatives which are as follows

- \* Academic monitoring of schools
- \* As a part of DRG service training programmes to the teachers, headmasters, Block resource Groups monitoring and supervisory staff etc.
- \* Take up research and evaluation activities
- \* Participates in the planning processes i.e. perspective as well as annual work plan budgets
- Conduct of achievement surveys and appraisal of various initiatives therefore it is proposed for strengthening of DIET by way of providing following support
- \* Provision of Library books
- \* Assistance to take up academic monitoring of schools-provision of vehicle

#### ***b) Block Resource Centres (BRC)***

BRCs are the resource centres proposed to be established at block level under SSA to cater to the professional requirement of primary school teachers. Each BRC will be Provided with 2 Block resource persons for providing continuous on job support to the Primary and upper primary teachers and conduct of various in service training programmes at block level BEC and BRPs will be working as a team for the improvement of quality of class room transaction. All BRC's will be provided with a pucca building for conduct of various training programmes and as well as for the functioning of BECs from this offices.Each BRC is provided with Rs. 12500/- as contingency grant annually, meetings and travel allowances Rs. 500/- monthly and Rs. 5000/- as TLM grant annually.

**Table Q-5-**

#### ***Details of Block Resource Coordinators & Block Resource Persons to be Trained***

Block resource Coordinators	Block resource Persons @ 12 per block
3+3	36

**Table Q6****Block –Wise Details**

Name of Education Block	Block Resource Coordinators	Block Resource Person
Kalpa	2	12
Pooh	2	12
Nichar	2	12
Total	6	36

**Functional aspects of BRCs/BRPs**

- \* All the schools in the block will be divided among 12 BRPs for effective monitoring supervision.
- Each BRP will visit all the schools in his cluster once in a fortnight and monitor the attendance of pupil and teachers and provide necessary guidance. Each BRP also records his impressions in the academic guidance register
- Each BRC will maintain the information on various aspects of primary and upper primary education pertaining to all the habitations in the form of registers and records viz.. Block profile, School profile Stock File, School Monitoring returns, Enrolment & Retention School-wise details habitation education plan register BRP handbook, etc.
- In addition to monitoring the schools, the BRP also visits early ECCE centres and meets the VEC members. Several orientation programmes have been planned for BRPs in the field of pedagogy, girl education, ECCEs, community mobilization etc. for their capacity building and enable them to take up monitoring and supervision effectively for UEE.

**a) Cluster Resource Centres**

Cluster Resource Centres are center level structures where primary teachers shall meet once in a month for professional exchange and to debate on the new innovations, ideas, TLM and other issues. Each CRC provided with Rs 2500/- as annual grant, Rs. 200/- pm. as meeting and travel allowance and Rs. 1000/- annual grant for TLM . The detail of CRCs is as follows :

**Table Q-7****Details of Block & Centres**

Block Resource Centres	Centre Resource Centres
3	37

**Table Q-8***Block wise list of Centres*

Name of Education Block	No. of Block Resource Centres	No of Centres
Kalpa	1	10
Pooh	1	13
Nichar	1	14
Total	3	37

**Functional Aspects**

- The BEC and BRPs will be attending the cluster level meetings regularly and take part in the deliberations.
- The broader agenda for the Cluster level meeting will be discussed and finalized DRG and BRG meeting within which they can have district-specific, Block-specific, school-specific activities.
- Further it is Proposed to have theme-specific activities / trainings /workshops at VEC level
- Greater importance will be given for the development of innovative Teaching Learning Material on various curricular and non-curricular area.
- The teacher will be encouraged to share their innovative practices and take away the prepared TLM to schools.

**6.3 Quality Teaching – School, Teacher and Teacher Centre Grants**

In order to improve school infrastructure facilities and class room practices. It is planned to provide annual grants to school @ Rs 2000 per year per school to improve school facilities and annual teachers grants @ 500 per year per teacher for acquiring the required teaching learning material him/her to implement the child-centred activities based on pedagogy in the classrooms. It is also planned to provide annual grants to the cluster resource center @ Rs.2500/- year per teacher center for stationery, meetings and travel allowance @ Rs.200 pm and TLM grant @Rs.1000 annually to be used in the VEC meeting.

**Table Q-9***Particulars of grant for Schools . Teacher and Teacher Centres*

No. of Schools			No. of Teacher			No. of Teachers Centres
P	M	T	P	M	T	
189	76	265	505	368	873	37

**Table Q-10**

***Block wise Particulars of Grants for-School, Teachers & Teacher Centres***

Name of Education Block	No. of Schools			No. of Teachers						No. of Centres
				In Service			Newly Recruited			
	P	M	T	P	M	T	P	M	T	
Kalpa	51	23	74	157	113	270	0	0	0	10
Pooh	64	28	92	164	134	298	0	0	0	13
Nichar	74	25	99	184	121	305	0	0	0	14
Total	189	76	265	505	368	873	0	0	0	37

**6.5 Teaching Learning Equipment to Upper Primary Schools**

Only 16 upper primary schools have been covered under Operation Black Board in the district. 20 schools were sanctioned during 2001-02. The balance 40 (34 existing and 6 new upper primary schools) have been proposed in the perspective plan. Therefore it is proposed to provide assistance to these upper primary schools towards procurement of TLE through village education committees @ Rs. 50,000/- per school. The procurement will be based on items selected based on the requirement to be determined by the teachers and village education committees.

**Table Q-11**

***Particulars of Upper Primary Schools to be provided with teaching learning Equipment***

No of Blocks	No. of Upper Primary Schools
3	40

**Table Q-12**

***Particular of Block wise detail of upper primary schools to be provided with teaching learning equipments. (TLE)***

Name of Blocks	No. of Upper Primary Schools
Kalpa	9
Pooh	18
Nichar	13
Total	40

**6.6 - Improved school management- Training to Headmasters**

The school Headmasters leadership plays a vital role for managing change in class room and school as a whole. The Headmaster is supposed to play a key role as an initiator for the conduct of various programmes in the school viz with community, school committees, youth activists, parents, teachers for the improvement of children education there are plenty of evidences for significant impact of effective school need on school improvement. The school heads shall play a vital role in the process of school effectiveness. Therefore it is proposed to provide an orientation on the management of school, school development initiatives, community mobilization home school links, Schooling of out of school children etc.

**Table Q-13**

***Particulars of block primary education officer, primary school Heads & upper-primary school heads to be provided with management Training.***

No. of Block Primary Education officers	No of Primary Head Teachers and Central Head Teachers	No. of upper-primary (Middle)school Head Master
3	97	70

**Table Q14**

***Block wise particulars of Block Primary Education Officers, Primary School Heads & Primary School Heads to be provided with Management Training***

Name of Education Block	No. of Block Primary Education Officers	No of Primary Head Teacher & Central Head Teachers	No of Upper-Primary (Middle)Schools Head Master
Kalpa	1	39	22
Pooh	1	23	25
Nichar	1	35	23
Total	3	97	70

#### **6.7- Academic monitoring of schools by DEITs**

DIETs in the state mostly concentrate on the pre-service training aspects and there is less participation with respect to field interaction viz, visiting the schools meeting the teachers, discussing with School Committee members, interacting with pupil, etc. It is also found that the interaction between DIETs, Deputy Director Primary and his office staff is not encouraging. Therefore, it is proposed to involve DIET faculty in academic monitoring of the schools. In addition to it, the DIET staff should also attend Cluster level meetings which are scheduled to be conducted at cluster level once in the month and participate in the deliberations of professional exchange. support from DIET staff shall improve the schools in a wholistic way and helps in exchange of ideas in addition to identification of teachers and schools. Necessary support in terms of travel allowance (Vehicle) stationery support, etc. will be provided to the DEITs. The field interaction will be shared the district core group meeting. The issues thus emerging will be reviewed and necessary initiatives taken for further improvement.

## CHAPTER VII

### Coverage of Special Focus Groups

#### 7.1 *Girls Education*

The Planning process taken up as a part of pre-project activities revealed the presence of 65 girls who are out of school. Majority of these girl children are in the age group of 10-14 years, who are dropped out and few are never enrolled. Education of Girls especially those belonging to the SC, ST and other backward classes is the primary focus of SSA. Following are the strategies proposed for mainstreaming of girl children who are out of school.

- Mobilization at the habitation/ village level using women groups viz., and other self help groups for sensitizing the community, parents and child rights for universalisation of elementary education.
- Convening meetings and grama sabhas, discussion on issue of girl children who are involved in sibling care, domestic work etc., and their educational issues.
- Conduct of back to school camps (Residential) for adolescent girls
- Conduct of habitation based alternative schools/ back to school camps (Non-reside exclusively for girls keeping in view of various minority groups.
- Conduct of regular attendance monitoring of the children especially girls and involving the community to taken up the issue of irregular girl children
- Monitoring the school children especially girls for their regular schooling especially in case of children who mainstreamed through alternative types of systems.
- Improved classroom environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the primary upper primary schools).
- Special focus on deprived pockets such as remote tribal areas.
- Developing a forum of women teacher to take up awareness campaigns on girls education especially low female literacy block.

#### 7.2 *Early Childhood Care and Education*

ECE is an important initiative for achieving the UEE by reducing the gaps in enrollment, dropout and learning achievements between gender and social groups.

ECCE is an effort for the school readiness of the children in the age group of 3-6 and a support service for working women of the disadvantaged sections of the society.



Table E- 4 Particulars of Child Care & Education (ECCE)

No. of Blocks	NO. of Villages	NO. of Habitations	Children in the age group above 3 & up to 6 yrs			ECCE Proposed	Anganw -adies existing
			Boys	Girls	Total		
3	215	296	1137	1173	2310	11	150

Table E 5 Block wise Particulars of Early Child & Education (ECCE)

Name of Blocks	No of Villages	No. of Habitations	Children in the age group above 3 & up to 5 yrs			ECCE Proposed	Anganwad ies existing
			Boys	Girls	Total		
Pooh	NA	NA	250	273	523	0	53
Nichar	NA	NA	431	425	856	4	42
Kalpa	NA	NA	456	475	931	7	55
Total	215	296	1137	1173	2310	11	150

#### Input under ECCE

- Establishment of new ECE centers in the habitations wher ICDS Anganwadies are not in existence.
- Assisting voluntary organization for conduct of ECE centers.
- Strengthening of pre-school component of ICDS by way of convergence and to provide a stimulating environment for the children through strengthening of training and TLM component.

### 7.3 Intervention of Disabled Children

The list of disabled children habitation –wise, name wise has been generated based on the family Survey conducted as a part of pre-project activities. In view of guide lines provided under SSA following initiatives have been proposed.

- Identification of children with Special Education Needs.
- Assessment of disability in all habitations of the block through camps.
- Mainstreaming of Disabled children into school depending upon the type and extent of disability.
- Efforts for integration the disabled with the mainstream schools.
- Development of TLM and other training material for the teachers and as well as pupils
- Providing resource support to school through Special Resources Teachers. Convergence with other departments working for the disabled viz., Health , Disabled Welfare, Social Welfare, Women & Child Welfare, Tribal Welfare etc.,
- Procurement and supply of aids and appliances through various sources of GOHP and GOI.
- Conduct of training and capacity building programmes to the Teacher and district resources groups .

*Table E 6 Particulars of Integrated Education for Disabled (IED) Child*

Kind Deformity	No. of Children in the age group above 5 & up to 14 yrs			No. of Children in the age group above 5 yrs & up to 14 yrs going to school.			No. of children in the age group above 5 & up to 14 yrs not going to school.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Physically handicapped	27	15	42	16	12	28	11	3	14
Mentally retarded	4	2	6	1	2	3	3	0	3
Visually impaired	6	10	16	3	7	10	3	3	6
Hearing Impaired	4	2	6	2	2	4	2	0	2
Learning disabilities	1	7	8	1	6	7	0	1	1
Total	42	36	78	23	29	52	19	7	26

Table E- 7 Deformity-wise –Particulars of Integrated Education for Disabled (IED) Child

A:- Physically handicapped

Education –Block	NO. of Children in the age group above 5 & up to 14 yrs`			NO. of Children in the age group above 5 & up to 14 yrs going to school.			No. of Children in the age group above 5 & up to 14 yrs not going to school		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Kalpa	7	5	12	5	3	8	2	2	4
Pooh	6	2	8	1	1	2	5	1	6
Nichar	14	8	22	10	8	18	4	0	4
Total	27	15	42	16	12	28	11	3	14

Table E- 8 Deformity-wise –Particulars of Integrated Education for Disabled (IED) Child

B:- Mentally retarded

Education – Block	NO. of Children in the age group above 5 & up to 14 yrs`			NO. of Children in the age group above 5 & up to 14 yrs going to school.			No. of Children in the age group above 5 & up to 14 yrs not going to school		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Kalpa	2	2	4	1	2	3	1	0	1
Pooh	1	0	1	0	0	0	1	0	1
Nichar	1	0	1	0	0	0	1	0	1
Total	4	2	6	1	2	3	3	0	3

*Table E -9 Deformity-wise –Particulars of Integrated Education for Disabled (IED) Child*

*C:- Visually impaired*

Education – Block	NO. of Children in the age group above 5 & up to 14 yrs`			NO. of Children in the age group above 5 & up to 14 yrs going to school.			No. of Children in the age group above 5 & up to 14 yrs not going to school		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Kalpa	1	5	6	1	3	4	0	2	2
Pooh	1	0	1	0	0	0	1	0	1
Nichar	4	5	9	2	4	6	2	1	3
Total	6	10	16	3	7	10	3	3	6

*Table E 10 Deformity-wise –Particulars of Integrated Education for Disabled (IED) Child*

*D:- Hearing Impaired.*

Education – Block	NO. of Children in the age group above 5 & up to 14 yrs`			NO. of Children in the age group above 5 & up to 14 yrs going to school.			No. of Children in the age group above 5 & up to 14 yrs not going to school		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Kalpa	2	1	3	1	1	2	1	0	1
Pooh	1	0	1	0	0	0	1	0	1
Nichar	1	1	2	1	1	2	0	0	0
Total	4	2	6	2	2	4	2	0	2

*Table E 11 Deformity-wise –Particulars of Integrated Education for Disabled (IED) Child*

*E:- Learning Disabilities*

Education –Block	NO. of Children in the age group above 5 & up to 14 yrs`			NO. of Children in the age group above 5 & up to 14 yrs going to school.			No. of Children in the age group above 5 & up to 14 yrs not going to school		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Kalpa	0	2	2	0	2	2	0	0	0
Pooh	0	1	1	0	0	0	0	1	1
Nichar	1	4	5	1	4	5	0	0	0
Total	1	7	8	1	6	7	0	1	1

#### **7.4 SC/ST Children Education**

Following strategies will be adopted for the improvement of education of tribal Children and ensure UEE in the stipulated time.

- Campaigns and mobilization in SC habitations.
- Involvement of NGOs for providing alternative schooling facilities in un-served habitations to the SC groups especially.
- Conduct of residential and non residential , back to school camps.
- Development of TLM, which are bilingual in nature along with special training to the teachers.
- Provision of School and Teachers grants.
- Constitution of BRCs and Teacher Centers , School Complex in all blocks and close monitoring of schools along with on job support to teachers.
- Academic monitoring through DIET staff.
- Free textbooks, Uniforms, TLM.

Table E- 12 Age-group wise out of School Children Particulars (Scheduled Castes)

Block Name	Above 5 and up to 8 yrs			Above 8 and up to 11 yrs			Above 11 and up to 14 yrs			Total Above 5 & up to 14 yrs		
	B	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
Kalpa	2	0	2	0	3	3	8	10	18	10	13	23
Pooh	3	0	3	1	3	4	3	1	4	7	4	11
Nichar	1	4	5	1	1	2	6	2	8	8	7	15
Total	6	4	10	2	7	9	17	13	30	25	24	49

Table E- 13 Age-group wise out of School Children Particulars (Scheduled Tribes)

Block Name	Above 5 and up to 8 yrs			Above 8 and up to 11 yrs			Above 11 and up to 14 yrs			Total Above 5 & up to 14 yrs		
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
Kalpa	4	5	9	2	0	2	2	4	6	8	9	17
Pooh	2	0	2	3	3	6	2	3	5	7	6	13
Nichar	1	0	1	4	1	5	2	3	5	7	4	11
Total	7	5	12	9	4	13	6	10	16	22	19	41

Table E 14 Age-group wise out of School Children Particulars (Other Backward Class)

Block Name	Above 5 and up to 8 yrs			Above 8 and up to 11 yrs			Above 11 and up to 14 yrs			Total Above 5 & up to 14 yrs		
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
Kalpa	0	0	0	0	0	0	0	0	0	0	0	0
Pooh	0	0	0	0	0	0	0	0	0	0	0	0
Nichar	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0

## Chapter – VIII

### Improving School Infrastructure facilities and other Civil Works

8.0 Several initiatives have been taken up for providing an atmosphere of School to the existing schools by way of providing minimum required building/ classrooms and other infrastructure facilities like compound wall, toilets, drinking facilities etc. School and classrooms must be attractive to provide an interesting and stimulating climate to the children.

The planning process taken up as a part of pre- project activities revealed over crowded classrooms in adequate classrooms, running multiple classes simultaneously in single classroom/ verandah with two teachers etc. Majority schools do not possess proper space for storage and also security for the available audiovisual equipment and other TLM.

The expenditure on school building and their infrastructure facilities will be a one time expenditure so that concentration will be focused on other quality aspects in subsequent years.

#### Execution of Civil Works

Community participation will be the means for undertaking Civil works in the improvement of school facilities. The School VEC will be given the responsibilities of undertaking construction work of new school buildings, additional classrooms and block resources centers in addition to repair and maintenance of school buildings.

#### *Community contribution*

In addition to execution of civil works, the community agreed for contributing in following ways as decided in the Grama Sabhas while developing habitation educational plans.

- Providing land for the construction of new school buildings (about 1000 Sq Yards per new school) and adequate space for the additional classrooms..
- Participation of the community/ school community for the quality construction and monitoring for progress.
- Support for providing local material and other cost effective material (Cash, Kind & Service).

## Civil Works

### 8.1 Buildings to New Schools & Existing Schools.

As a part of expansion of access for the schooling facilities to all the children in the age group of 5-14. it was proposed to open 6 formal upper Primary School in the 2002-2003 one year plan and sanctioned .In addition to provision of four regular teachers per School it is also provide a building viz. , four room verandah to each of the 6 new upper primary schools .An amount of Rs.1 lakhs per room is estimated for the construction of new buildings. The school committees will be the executive agencies for the construction of school building.

In addition to New upper primary Schools buildings there are 19 Middle schools having no buildings running in private rented buildings. Therefore 76 rooms are required for these existing upper primary sections and are proposed is a phase manners in the perspective plane. 6 rooms have been sanctioned in the annual plan 2002-03. There are 77 rooms in the existing primary and upper primary schools, which are old and in bad shape. So another 77 rooms are proposed in the perspective plan.

### 8.2 Construction of Building to Block Resource Center (BRC)

BRCs has been evolved as successful school support structures in DEEP districts wherein buildings have been provided to all the BRCs.

Therefore it is proposed to provide Block Resources Centres at Block level to cater to the needs of providing in service training to the teacher and other field functionaries along with functioning of BRCs from this office and provide on job support to the teachers. In addition it is a center for various resources such as library books, TLM etc., and teacher will be regularly using these centers for their professional growth and for interaction. BRCC and BRP's will be functioning from this BRC. BRC will be supported with other add on facilities such as computers, furniture, equipment, stationery and other contingencies. Therefore it is proposed to provide building to all the 3 Blocks in a phased manner, which serves as office cum training center.

No. of Blocks	No. of BRC Buildings	Implementation agency
3	3	Block Education Committees

An amount of Rs.6.00 lakhs is estimated for the construction of each BRC building .The Block Education Committee is the executing agency for the construction of BRC building. The amount of Rs. 6.00 Lacs was proposed in the 2001-02 plan and sanctioned.



### 8.3 Construction of Building to Cluster Resource Centre (CRC)

At the cluster level in the primary section there is a provision of two room for the cluster resource center to give the job support to the teachers. Therefore it is proposed to provide building to all the 37 clusters in a phased manner in the perspective plan. An amount of Rs. 2.00 lacs is estimated to construct each CRC building i.e 2 rooms.

*Table Q 15 Particulars of Buildings to be constructed for BRCs & CRCs*

No. of Blocks	No. of Building for Block Resources Centres to be Constructed	No. of rooms Centre Resources Centres to be constructed
3	3	37

*Table Q 16 Block – Wise Particulars of buildings to be constructed for Block Resources & Centre Resource*

Education Blocks	No of Buildings for Block Resources Centres to be constructed	No . of rooms for Centre Resource Centres to be constructed
Kalpa	1	10
Pooh	1	13
Nichar	1	14
Total	3	37

### 8.3 Maintenance and repairs of School buildings

The habitational education plans were developed by the active participation of the community, revealed requirement of assistance towards maintenance and repairs of school buildings. This includes

- Repairs to windows and doors.
- Cement work on walls and doors.
- White washing.
- Providing storage facilities.
- Repairs to furniture, black boards etc

# CHAPTER –IX

## Project Management

### 9.1 OVERVIEW OF PROJECT MANAGEMENT

To implement SSA in H.P. a 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.

### 9.2 Management Structure at State level

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

- i) Government 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 advise the Society in the implementation of the programme.

### 9.3 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 departments etc. For better convergence of the various schemes to promote elementary education, this committee will also have represented from Panchayati Raj institutions and Zillah Parishad besides Non Government Organizations. Deputy Director Secondary and Principal DIET will be member and the Deputy Director Primary 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 Deputy Director Primary . 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 Deputy Director Primary will be the ex-officio District Project Coordinator of the district SSA. The District Coordinator will be assisted by principal, District Institute of Education and Training. He/ She shall have the power and responsibilities to carry out the various initiative for Universalisation of Elementary Education in consultation with the Deputy Director Primary 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 of DPO is as follows:-

Sr.No.	Staff	From
1.	District Project Coordinator	Ex-officio Deputy Director Primary
2.	Deputy Project Officer	Ex- officio Principal DIET
3.	Teacher Training Incharge	Ex- officio Lecturer DIET
4.	Gender & ECCE Coordinator	Ex- officio Lecturer DIET
5.	Research and Evaluation Coordinator	Ex- officio Lecturer DIET
6.	IED Coordinator	Ex- officio Lecturer (Special Edu ) DIET
7.	Distance Education Coordinator	Ex -officio Lecturer (ET ) DIET
8.	EGS/ ALS Coordinator	Ex- officio lecturer DIET
9.	S.O ( F& A)	By Deputation from F &A Finance Deptt.
10.	Junior Engineer	By Deputation/ Contract
11.	Computer Programmer (MIS Incharge) One	By Deputation/ Contract
12.	Data Entry Operator (one)	By Deputation / Contract
13.	Accountant ( one)	By Deputation/ Scondment
14.	Assistant (one)	By Deputation/ Secondment
15.	Clerks ( one)	By Deputation/ Secandment
16.	Peon (one)	By Deputation/ Secandment

#### **9.4 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 the 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 of planning, implementation, monitoring and evaluation at Primary and Upper Primary level.

#### **9.5 Management Structure at Cluster (Center level)**

There will be a planning team at Center level under the Chairmanship of CRCC. The Center Head Teacher will work as CRCC. Then team will consist at least one teacher from Upper Primary and selected teacher from Primary schools of the center. There will be 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 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. These plans at habitation, village and school level will be prepared, implemented, monitored and evaluated by these committees through participatory processes.

#### **9.6 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. The head teacher of the institution be the member secretary of the VEC. 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.

**9.7 Costing and Budgeting (2003-07)**

Sr.No	Activity	Unit cost	2003-04		2004-05		2005-06		2006-03		2003-07	
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1.	Furniture for DPO	2.00	1	2.00	0	0.00	0	0.00	0	0.00	1	2.00
2.	Equipment for DPO	2.00	0	0.00	1	2.00	0	0.00	0	0.00	1	2.00
3.	Contingency expenditure at DPO			0.70		0.70		1.20		1.10		3.70
4.	Salaries of DPO staff			5.40		5.40		5.52		5.52		21.84
5.	TA & DA			0.50		0.50		0.90		.62		2.52
6.	Taxi charges			0.50		0.50		0.60		0.60		2.20
7.	Consultancy etc to be spent at state level			1.90		1.95		2.58		2.50		8.93
8.	Total			11.00		11.05		10.80		10.34		43.19

**9.8 Costing and Budgeting (2007-11)**

No.	Activity	Unit cost	2007-08		2008-09		2009-10		2010-11		2007-11		2003-11	
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1.	Furniture for DPO	2.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	2.00
2.	Equipment for DPO	2.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	2.00
3.	Contingency expenditure at DPO			0.82		.85		.80		.80		3.27		6.97
4.	Salaries of DPO staff			5.64		5.64		5.76		5.76		22.80		44.72
5.	TA & DA			.80		.75		.70		.70		2.95		5.47
6.	Taxi charges			.64		.66		.64		.70		2.64		4.84
7.	Consultancy etc. to be spent at state level			2.60		2.60		2.60		2.44		10.24		19.17
8	Total			10.5		10.5		10.5		10.5		41.90		85.09

## Chapter-X Convergence with other Department

As SSA is an additional support to existing educational system and not a parallel body to the present education system. SSA is providing various facilities as per national norms. If the target related to various activities and intervention are not covered by the end of year 2010-11 under SSA the remaining work will be completed with the convergence of various departments i.e Primary department, Secondary Department, Irrigation and Public Health Department, Social, Women and SC/ST. Welfare Department, Health Department and Tribal Development etc.

1. **Pre-primary** :- The main objective of SSA is to provide education for the children of the age group 6-14 years. The enrolment of class I in primary schools is directly effected by pre-school education of the child. For pre-primary education ICDS project through Social and Women Welfare Department is separately working in the district. There are 150 Anganwaris providing pre-school education to 2310 children of the age group 3-6 years and the beneficiaries of the age group 0-6 years are 5844 in the district as on 30.6.2001.
2. **Primary Department**:- There are 189 Govt. Primary Schools in the district. Civil works in addition to SSA are in process for which budget is allocated to primary education department in kinnaur for year 2001-02 under various heads as follows:-

Sr.No	Scheme	Year	Financial	Physical
1.	OBB	2001-02	20.00000/-	20 Rooms.
2.	PMGY	2001-02	20.00000/-	20 Rooms.
3.	SBVSY	2001-02	43.00000/-	43 Rooms.
4.	Common Pool	2001-02	2.0000/-	2 Rooms.

3. **Upper Primary**:- District Kinnaur 33 independent Middle schools having classes 6<sup>th</sup> – 8<sup>th</sup>, 25 high schools having classes 6<sup>th</sup> – 10<sup>th</sup> and 12 Senior Secondary schools having classes 6<sup>th</sup> – 12<sup>th</sup> level are there. Being a Tribal district there are various extra facilities provided to the district. In the district most of the population belongs to SC/ ST. So they have been provided free education upto elementary level. Only general category children, very less in number are there in the district. Text books for general girls have been proposed in the perspective plan.

Regarding civil works Rs. 1,09,72,100/- has been given to the district for building purpose for different upper primary schools. Under Gurukul Awas Yojna an amount of Rs. 12,44,000/- per school has been given to three high schools to construct the residential hostels in the respective schools during the year 2001-02. In SSA we have proposed the civil work for upper primary sections. If the target was not achieved, then the remaining work will be completed with the convergence of Secondary Department

4. **Irrigation and Public Health Department:-** This Department is also supporting the education department by providing the drinking water facilities to the schools. We will converge with this department for better drinking water facilities in addition to the facilities proposed in the perspective plan.
5. **Health Department:-** Health Department in the district is playing a very important role through local dispensary doctors by taking necessary checkup of children time to time.

### Activities at a glance

Activity	Target Required	Already Sanction 2001-03	Proposed for 2003-07	Proposed for 2007-11	Balance
Class rooms	179	6	108	59	6
Toilet	262	17	127	118	Nil
Drinking water	251	17	15	219	Nil
Boundary wall	259	18	115	126	Nil
BRC Construct	3	1	2	-	Nil
CRC Construct	37	-	10	16	11

**Kinnaur**

Sr. No	Particulars	Unit Cost	Sanctioned 2001-2002		Sanctioned 2002-2003		Sanctioned(Total) 2001-2003	
			Physical	Financial	Physical	Financial	Physical	Financial
<b>PRIMARY SCHOOL</b>								
1	No. of New Schools /EGS/ALS							
1.1	New Schools	0	0	0.00	0	0	0.00	
1.2	EGS	0.00845	0	0.00	0.00845	25	0.21	25 0.21125
1.3	ALS			0.00			0.00	
2	Salary of New Teach	0.30	0	0.00	0.30	0	0.00	0 0
3	Teaching learning Equipment for new primary schools	0.1	0	0.00	0.1	0	0.00	0 0
<b>UPPER PRIMARY SCHC</b>								
Physical								
4	No. of New Schools	0	0	0.00	0	5	0.00	6 0
5	Salary of New Teach	0	0	0.00	0.35	13	6.30	18 6.3
6	Teaching Learning Equipment for New and existing upper primary section	0.5	20	10.00	0.5	0	0.00	20 10
7	Primary School & Upper Primary School			18.00			0.14	
7.1	School Grant	0.02	260	5.20	0.02	0	0.00	260 5.2
7.2	Teacher Grant	0.005	763	3.815	0.005	27	0.14	790 3.95
7.3	Teacher training for 2	0.007	763	5.34	0.007	0	0.00	763 5.341
7.4	Research & Evaluation	0.014	260	3.64	0.014	0	0.00	260 3.64
8	Block Resource Centre			3.53			2.81	
8.1	Furniture Grant	1	3	3.00	1	0	0.00	3 3
8.2	Contingency grant	0.125	3	0.38	0.125	3	0.38	6 0.76
8.3	Salary (Rs. 2500/ for 1months for 2001-02 & for 7 month 2002-03 ) for for BRC( Pry.)	0.025	6	0.15	0.175	6	1.05	12 1.2
8.4	Salary (Rs. 5000/ for 9 months) for persons for BRC( Upper.Pry.)	0.6	0	0.00	0.35	3	1.05	3 1.05
8.5	Meeting TA at BRC	0.06	0	0.00	0.06	3	0.18	3 0.18
8.6	TLM grant at BRC	0.05	0	0.00	0.05	3	0.15	3 0.15
9	Cluster Resource Centre			4.88			1.26	
9.1	Furniture Grant	0.1	39	3.90	0.1	0	0.00	39 3.9
9.2	Contingency grant	0.025	39	0.98	0.025	0	0.00	39 0.975
9.3	Salary of CRCs for p	0	0	0.00	0	0	0.00	0 0
9.4	Meeting TA at CRC	0.024	0	0.00	0.024	37	0.89	37 0.888
9.5	TLM grant at CRC	0.01	0	0.00	0.01	37	0.37	37 0.37
10	Community Training(2 Integrated Education for disabled	0.0048	215	1.03	0.0012	265	0.32	480 1.35
11	Innovation for education of girls. (SC, ST, ECCE)	0.012	34	0.41	0.012	34	0.41	68 0.816
12	Maintenance Grants	0.05	260	13.00	0.05	0	0.00	
13	Free text books for general girls	0.0015	0	0.00	0.0015	106	0.16	106 0.16
14	ACTIVITY COST			80.84			11.59	
15	Management Cost			6.60			1.00	
16	%age			5.95			5.44	
17	Civil works			23.5			6.00	
18	%age			21 183385				22,774603
17.1	Classrooms	1	0	0.00	1	6	8.00	6 8.00
17.2	BRC Construction	6	1	6.00	6	0	0.00	1 6.00
17.3	CRC Construction	2	0	0.00	2	0	0.00	0 0.00
17.4	Boundary walls	0.5	18	9.00	0.5	0	0.00	18 9.00
17.5	Toilets	0.3	17	5.10	0.3	0	0.00	17 5.1
17.6	Drinking Water	0.2	17	3.40	0.2	0	0.00	17 3.40
<b>GRAND TOTAL</b>				110.84			18.59	129.53



Kinnaur												
Sr. No	Particular	Unit Cost	2003-2004		2004-2005		2005-2006		2006-2007		2003-2007	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
<b>PRIMARY SCHOOL</b>												
1	No. of New Schools /EGS/A/ALS											
1.1	New Scho	0	0	0.00							0	0
1.2	EGS	0.00845	66	0.56	67	0.57	66	0.56	69	0.59	271	2.288333
1.3	ALS	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0
2	Salary of	0.30	0	0.00	0	0	0	0.00	0	0.00	0	0
3	Teaching Learning Equipment for new primary schools	0.1	0	0.00	0	0	0	0	0	0.00	0	0
<b>UPPER PRIMARY SCHOOLS</b>												
4	No. of Ne	0	0	0	0	0	0	0	0	0	0	0
5	Salary of	0.6	18	10.80	18	10.80	18	10.8	18	10.8	72	43.2
6	Teaching Learning Equipment for New and existing upper primary section	0.5	17	8.5	17	8.5	6	3	0	0	40	20
7	Primary School & Upper Primary School			25.60		25.597		25.60		25.60		102.388
7.1	School Gr	0.02	285	5.3	265	5.3	285	5.3	285	5.3	1060	21.2
7.2	Teacher	0.005	873	4.365	873	4.37	873	4.37	873	4.37	3492	17.46
7.3	Teacher tr	0.014	873	12.22	873	12.22	873	12.22	873	12.2	3492	48.888
7.4	Research	0.014	285	3.71	285	3.71	265	3.71	285	3.71	1060	14.84
8	Block Resource Centre			3.405		3.405		3.41		3.41		13.62
8.1	Furniture	1.0	0	0	0	0	0	0	0	0	0	0
8.2	Contingen	0.125	3	0.38	3	0.38	3	0.38	3	0.38	12	1.5
8.3	Salary (Rs. 2500/ for 12 months) for BRC (Pry.)	0.3	3	0.90	3	0.90	3	0.90	3	0.90	12	3.6
8.4	Salary (Rs. 5000/ for 9 months) for persons for BRC (Upper. Pry.)	0.6	3	1.80	3	1.80	3	1.80	3	1.80	12	7.2
8.5	Meeting	0.08	3	0.18	3	0.18	3	0.18	3	0.18	12	0.72
8.6	TLM grant	0.05	3	0.15	3	0.15	3	0.15	3	0.15	12	0.6
9	Cluster Resource Centre			2.18		2.183		2.18		2.18		8.732
9.1	Furniture	0.1	0	0	0	0	0	0	0	0	0	0
9.2	Contingen	0.025	37	0.925	37	0.925	37	0.925	37	0.925	148	3.7
9.3	Salary of	0	0	0	0	0	0	0	0	0	0	0
9.4	Meeting	0.024	37	0.89	37	0.89	37	0.89	37	0.89	148	3.552
9.5	TLM grant	0.01	37	0.37	37	0.37	37	0.37	37	0.37	148	1.48
10	Communit	0.0048	265	1.27	265	1.27	265	1.27	265	1.27	1060	5.088
11	Integrated Education for disabled	0.012	78	0.936	79	0.95	81	0.97	82	0.98	320	3.840559
12	Innovation (for education of girls, SC, ST, EC) (CE)			50.00		50.00		50.00		50.00		200
13	Maintenan	0.05	265	13.25	265	13.25	265	13.25	265	13.25	1060	53
14	Free text books for general girls	0.0015	133	0.20	135	0.20	138	0.21	140	0.21	546	0.818561
15	ACTIVITY COST			116.70		116.73		111.28		108.29		452.9755
16	Management Cost			11		11.05		10.80		10.34		43.19
17	Civil works			61.3		61.1		59		57.2		238.6
17.1	Classroo	1	25	25	27	27.00	34	34	22	22	108	108.00
17.2	BRC Con	6	1	6	1	6	0	0	0	0	2	12
17.3	CRC Con	2	1	2	1	2	4	8	4	8	10	20
17.4	Boundary	0.5	30	15	37	18.5	20	10	28	14	115	57.5
17.5	Toilets	0.3	41	12.3	22	6.6	20	6	44	13.2	127	38.1
17.6	Drinking	0.2	5	1	5	1	5	1	0	0	15	3
<b>GRAND TOTAL</b>				189.00		188.88		181.06		175.83		734.77
				4.23		4.24		4.42		4.55		4.36

Sr. No	Particulars	Unit Cost	2007-2008		2008-2009		2009-2010		2010-2011		2007-2011		2003-2011		Project cost			
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	2001-2011	
																	Physical	Financial
<b>PRIMARY SCHOOL</b>																		
1	No. of New Schools /EGS/ALS																	
1.1	New School	0	0	0.00														
1.2	EGS	0.00845	35	0.30	36	0.30	36	0.31	37	0.31	144	1.21	414	3.50	439	3.71		
1.3	ALS		0	0.00	0	0.00	0	0.00	0	0.00	0	0	0	0	0	0	0	
2	Salary of N	0.30	2	0.60	2	0.6	2	0.60	2	0.60	8	2.4	8	2.4	8	2.4		
3	Teaching learning Equipment for new primary schools	0.1	1	0.10	0	0	0	0	0	0	1	0.1	1	0.1	1	0.1		
<b>UPPER PRIMARY SCHOOLS</b>																		
4	No. of New Physical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5	Salary of N	0.6	18	10.80	18	10.80	18	10.8	18	10.8	72	43.2	144	86.4	162	92.7		
6	Teaching Learning Equipment for New and existing upper primary section	0.5	0	0	0	0	0	0	0	0	0	0	40	20	80	30		
7	Primary School & Upper Primary School			25.67		25.669		25.67		25.67		102.676	0	205.064	0	223.195		
7.1	School Gra	0.02	266	5.32	266	5.32	266	5.32	266	5.32	1064	21.28	2124	42.48	2384	47.68		
7.2	Teacher Gr	0.005	875	4.375	875	4.38	875	4.38	875	4.38	3500	17.5	6992	34.96	7782	38.91		
7.3	Teacher tra	0.014	875	12.25	875	12.25	875	12.25	875	12.3	3500	49	6992	97.888	7755	103.228		
7.4	Research &	0.014	266	3.72	266	3.72	266	3.72	266	3.72	1064	14.896	2124	29.738	2384	33.376		
8	Block Resource Centre			3.405		3.405		3.41		3.41		13.82	0	27.24	0	33.57		
8.1	Furniture Gr	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	
8.2	Contingenc	0.125	3	0.38	3	0.38	3	0.38	3	0.38	12	1.5	24	3	30	3.76		
8.3	Salary (Rs. 2500/ for 12months) for for BRC( Pry.)	0.3	3	0.90	3	0.90	3	0.90	3	0.90	12	3.6	24	7.2	36	8.4		
8.4	Salary (Rs. 5000/ for 9 months) for persons for BRC( Upper.Pry.)	0.6	3	1.80	3	1.80	3	1.80	3	1.80	12	7.2	24	14.4	27	15.45		
8.5	Meeting, TA	0.06	3	0.18	3	0.18	3	0.18	3	0.18	12	0.72	24	1.44	27	1.62		
8.6	TLM grant a	0.05	3	0.15	3	0.15	3	0.15	3	0.15	12	0.6	24	1.20	27	1.35		
9	Cluster Resource Centre			2.18		2.18		2.18		2.18		8.73	0	17.46	0	23.60		
9.1	Furniture Gr	0.1	0	0	0	0	0	0.00	0	0	0	0	0	0	39	3.9		
9.2	Contingenc	0.025	37	0.93	37	0.93	37	0.93	37	0.93	148	3.7	296	7.4	335	8.38		
9.3	Salary of C	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
9.4	Meeting, TA	0.024	37	0.89	37	0.89	37	0.89	37	0.89	148	3.55	296	7.10	333	7.99		
9.5	TLM grant a	0.01	37	0.37	37	0.37	37	0.37	37	0.37	148	1.48	296	2.96	333	3.33		
10	Community Integrated Education for disabled	0.0048	266	1.28	266	1.28	266	1.28	266	1.28	1064	5.11	2124	10.20	2604	11.55		
11	Innovation( or education of girls. SC,ST,ECC E)	0.012	82	0.98	83	1.00	85	1.02	86	1.04	338	4.04	657	7.88	725	8.69		
12	Maintenanc	0.05		50.00		50.00		50.00		50.00		200	0	400	0	430		
13	Free text books for general girls	0.0015	143	0.21	145	0.22	148	0.22	151	0.23	587	0.88	1132	1.70	1238	1.86		
<b>ACTIVITY COST</b>				108.83		108.75		108.78		108.81		435.17		888.14		980.57		
16	Management Cost			10.5		10.5		10.50		10.50		42.00		85.19		92.79		
	%age			5.91		5.93		5.91		5.90		5.91		5.89		5.89		
17	Civil works			58.30		57.80		58.50		58.60		233.20		471.80		501.30		
	%age			32.62		32.65		32.91		32.94		32.83		32.65		32.65		
17.1	Classrooms	1	18	18	11	11.00	21	21	11	11	59	59	167	167	173	173		
17.2	BRC Constr	6	0	0	0	0	0	0	0	0	0	0	2	12	3	18		
17.3	CRC Const	2	4	8	4	8	4	8	4	8	16	32	26	52	26	52		
17.4	Boundary w	0.5	23	11.5	45	22.5	30	15	28	14	126	63	241	120.5	259	129.50		
17.5	Toilets	0.3	36	11.4	21	6.3	15	4.5	44	13.2	118	35.4	245	73.5	262	76.60		
17.6	Drinking W	0.2	57	11.4	50	10	50	10	62	12.4	219	43.8	234	46.8	251	50.20		
<b>GRAND TOTAL</b>				177.63		177.05		177.78		177.91		710.37		1445.133		1574.684		
				4.504		4.518		4.500		4.497		4.505		4.429		4.445		

**INTERVENTION-WISE JUSTIFICATION.**

Kinnaur		
Sr.No.	Particulars	Justification.
	<b>PRIMARY SCHOOL</b>	
1.	No. Of Primary School/ EGS/ ALS	
1.1	New School	No Primary School has been proposed in the perspective plan
1.2	EGS	One EGS was proposed in the year 2002-03 and sanctioned. Another 2 EGS are proposed in two different habitations in perspective plan
1.3	ALS	No ALS is proposed.
2.	Salary of Teacher	No teacher salary has been proposed.
3.	Teaching Learning Equipment for New Primary Schools	One EGS at Reta khan (korti) sanctioned in 2002-03 is proposed to be upgraded to regular primary school in the year 2007-08. So TLE for one primary school is proposed in the perspective plan
	<b>UPPER PRIMARY SCHOOL</b>	
	<b>Physical</b>	
4.	No. of New School	6 new upper primary schools were propose in the year 2002-03 and sanctioned. No other upper primary school has been proposed in perspective plan.
5.	Salary of Teacher	Salary of 18 teachers for 6 new upper primary schools has been proposed in the perspective plan.
6.	Teaching Learning Equipment for New and Existing Upper Primary Section	70 existing and 6 new upper primary section are there in the district. 16 sections have already been covered under operation black board. TLE for 20 sections have been proposed in the year 2001-02.TLE for 17 existing primary sections in the year 2003-04. for 17 upper primary sections in the year 2004-05 and for 6 new primary schools in the year 2005-06 has been proposed in the perspective plan.
7.	Primary School and Upper Primary School	
7.1	School Grant	School grant for 265 Govt. school (189 primary school & 76 upper primary sections including 6 primary schools) have been proposed in the perspective plan up to year 2006-07 and grant for one new regular primary school from 2007-08 is proposed there is no Government aided private school in district
7.2	Teacher Grant	Teacher grant for 505 primary teachers. 350 teachers from existing upper primary sections and 18 teachers from new upper primary school and 2 teachers from new regular primary school from 2007-08 is proposed.
7.3	Teacher training	20 days teacher training for 873 teachers for each year has been proposed in the perspective plan.
7.4	Research Evaluation supervision, monitoring.	Rs. 1400/- as state & schools share for research, evaluation, supervision & monitoring for 265 Govt. schools each year has been proposed in the perspective plan for new regular primary schools Rs. 1400/- is proposed from the year 2007-08 budget plan in the perspective plan.
8.	Block Resource Centre	
8.1	Furniture	All the 3 BRCs have already been covered during the year 2001-02, therefore there is no fresh proposal in the perspective plan.
8.2	Contingency	Contingency Grant for all 3 BRCs have been purposed year wise in the perspective plan as per norms.
8.3	Salary (Rs.2500/ for 12 months) for BRC (Pry.)	Replacement by para teachers
	Salary ( Rs.5000/ for 12 months) for person for BRC(Upper Pry.)	Replacement by contract teachers
8.5	Meeting, T	As per Norms for all 3 BRCs
8.6	TLM grant	As per Norms for all 3 BRCs
	Cluster Resource Centre	
9.	Furniture Grant	Where as the furniture grant received for 39 centres during 2001-02 budget plan. The grant of 2 centres will be transfer to DIET Kangra at Dharamshala. Because there are only 37 centres in the district.

9.2	Contingency	Contingency grant has been proposed for all 37 CRCs year wise in the perspective plans.
9.3	Salary of CRCC's	Ex-Officio CHTs
9.4	Meeting, Travel allowance	Meeting and travel allowance for all 37 CRCC's has been proposed year wise as per Norms.
9.5	TLM grant	TLM grant for all 37 CRC's has been proposed year wise as per Norms.
10.	Training of Community leaders	All villages will be covered each year @ Rs. 30 per member for 2 days for 8 persons per village.
11.	Integrated Education for disabled	There are 78 disabled children in the district. So the sum of Rs. 1200 per child has been proposed per year in the perspective plan.
12.	Innovation (for education of girl, SC, ST, ECCE)	For Innovative activities Rs 30 lac has been sanctioned during the year 2001-02 budget plan and Rs 50 lac has been proposed for each year in the prospective plans.
13.	Maintenance and repair of school buildings	Maintenance and repair of 259 schools has been proposed in perspective plan for every year and Maintenance and repair of 6 upper primary schools has been proposed from the year 2007-08 onwards.
14.	Free text books for general girls	There were 106 general girls in upper primary sections during the year 2002-03, the number of general girls raised to 133 after micro planning so free text books for 133 girls along with projection is proposed in the perspective plan.
15.	ACTIVITY COST	
16.	Management Cost	Justification are given separately in chapter XI. Out of the total 6 % management cost for the district. 1.5 % will be utilized at state level for consultancies and other related states support.
	%age	
17.	Civil works	
	% age	
17.1	Classrooms	There are 19 existing upper primary schools without buildings , so 76 rooms are proposed. 6 new upper primary schools were also proposed in the plan 2002-03 and sanctioned along with 6 rooms. One EGS is proposed to upgrade to new primary school from 2007-08. Therefore 2 rooms for this EGS proposed in the perspective plan. There are 77 rooms in the existing primary and upper primary schools in bad condition, therefore another 77 rooms are proposed in the perspective plan
17.2	BRC Construction	Construction of One BRC was proposed during 2001-02 budget with in 5 % limit and sanctioned. Construction of another BRC was proposed during 2002-03 budget , but not sanctioned. Therefore remaining 2 BRC's are proposed in the year 2003-04 and 2004-05 perspective budget one each year .
17.3	CRC Construction	There are 37 CRC's in the district. Construction of 10 CRC's is proposed during the 2003-07 perspective budget plan and construction of 16 CRC's is proposed during 2007-11 perspective budget plan with in 5 % limit
17.4	Boundary walls	The amount for the construction of 18 boundary walls have been sanctioned during 2001-02 budget. The amount for 115 boundary walls is proposed during 2003-07 perspective budget plan and amount for 126 boundary walls is proposed during 2007-11 perspective budget plan.
17.5	Toilets	The amount for the construction of 17 toilets have been sanctioned during 2001-02 budget. The amount for 127 toilets is proposed during 2003-07 perspective budget plan and amount for 118 toilets is proposed during 2007-11 perspective budget plan.
17.6	Drinking	The amount for drinking water to 17 schools have been sanctioned during 2001-02 budget. The amount for drinking water to 1115 schools is proposed during 2003-07 perspective budget plan and amount for drinking water to 219 schools is proposed during 2007-11 perspective budget plan.

### Justification of Salaries of DPO Staff

S.No	Staff	Salaries	2003-04	2004-05	2005-06	2006-07	2003-07
1.	District Project coordinator	Ex- officio					
2.	District Project officer	-do-					
3.	Teacher Training Incharge	-do-					
4.	Gender & ECCE coordinator	-do-					
5.	Research & evaluation coordinator	-do-					
6.	IED coordinator	-do-					
7.	Distance Education coordinator	-do-					
8.	Section officer	0.12*12	1.44	1.44	1.50	1.50	5.88
9.	Junior Engineers (One)	0.05*12	0.60	0.60	0.60	0.60	2.40
10.	Computer Programmer (MIS Incharge)	0.06*12	0.72	0.72	0.72	0.72	2.88
11.	Data Entry Operator (One)	0.04*12	0.48	0.48	0.48	0.48	1.92
12.	Assistant (One)	0.10*12	1.20	1.20	1.26	1.26	4.92
13.	Accountant (One)	0.05*12	0.60	0.60	0.60	0.60	2.40
14.	Clerks (One)	0.03*12	0.36	0.36	0.36	0.36	1.44
15.	Peon (One)	Ex-Officio					
	<b>Total</b>		<b>5.40</b>	<b>5.40</b>	<b>5.52</b>	<b>5.52</b>	<b>21.84</b>

S.No	Staff	Salaries	2007-08	2008-09	2009-10	2010-11	2003-11
1.	District Project coordinator	Ex- officio					
2.	District Project officer	-do-					
3.	Teacher Training Incharge	-do-					
4.	Gender & ECCE coordinator	-do-					
5.	Research & evaluation coordinator	-do-					
6.	IED coordinator	-do-					
7.	Distance Education coordinator	-do-					
8.	Section officer	0.13*12	1.56	1.56	1.62	1.62	6.36
9.	Junior Engineers (One)	0.05*12	0.60	0.60	0.60	0.60	2.40
10.	Computer Programmer (MIS Incharge)	0.06*12	0.72	0.72	0.72	0.72	2.88
11.	Data Entry Operator (One)	0.04*12	0.48	0.48	0.48	0.48	1.92
12.	Assistant (One)	0.11*12	1.32	1.32	1.38	1.38	5.40
13.	Accountant (One)	0.05*12	0.60	0.60	0.60	0.60	2.40
14.	Clerks (One)	0.03*12	0.36	0.36	0.36	0.36	1.44
15.	Peon (One)	Ex -officio					
	<b>Total</b>		<b>5.64</b>	<b>5.64</b>	<b>5.76</b>	<b>5.76</b>	<b>22.80</b>