

A Quest for Quality Education in Himachal Pradesh 02

**A STRATEGIC PLAN TO IMPROVE
LEARNING AND TEACHING**

Through Effective School Leadership

2013

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CHAPTER – 1

INTRODUCTION

1.1 DEMOGRAPHY

According to 2011 census provisional statistics Himachal Pradesh has a population of 68, 56,509 with 50.6 percent males and 50.4 percent females. The state has 0.56 percent of the country's total population. District Kangra with a population of 15, 07,223 is the most populated district having 21.98 percent of the total population of the state. Lahaul and Spiti district has the lowest population of 31,528, which is 0.46 percent of the total population of the state.

Map of HIMACHAL PRADESH



1.2 PROPORTION OF RURAL-URBAN POPULATION

Himachal is the least urbanized state in the country with 90 percent of the total population living in rural areas. Lahaul -Spiti and Kinnaur districts have no urban areas.

a) SEX RATIO

The sex ratio of Himachal Pradesh is 974 females per 1,000 males as per 2011 census. Hamirpur has highest sex ratio of 1,096 females per 1,000 males followed by Kangra (1,025), Mandi (1,012), Chamba (989), Bilaspur (981), Una (977), Kullu (950), Shimla and Lahaul-Spiti (916), Sirmour (915), Solan (884) and Kinnaur (818). In remaining seven districts sex ratio is below the state average. Kinnaur district has the lowest sex ratio of 818.

b) SEX RATIO IN THE AGE GROUP OF 0-6 YEARS

Total sex ratio in the age group of 0-6 is 906 females per 1,000 males. This ratio is highest in Lahaul-Spiti (1013) and lowest in Una (870).

1.3 EDUCATIONAL INDICATORS

Indicators	2006-07	2010-11	2011-12	2012-13
Primary schools (Government. + Aided)	10612	10715	10580	10613
Upper Primary schools (Government.+ Aided)	3878	4385	4394	4439
Total Primary Enrolment	676245	625518	619300	611774
Total Upper Primary Enrolment	405596	410109	386642	375715
Total Elementary Enrolment	1081841	1035627	1005942	987489
GER Primary	104.54	111.44	110.03	107.36
NER Primary	83.79	99.70	99.49	99.53
GER Upper Primary	122.87	130.68	124.77	106.36
NER Upper Primary	85.00	99.76	99.66	99.74
Teachers in Government. Schools	46620	48058	46820	45712
Out of School Children	9724	2854	4659	3562
PTR				
Primary	20	16	16	15
Upper Primary	17	14	13	18
Average School Size				
Primary	49	39	38	36
Upper Primary	87	71	64	59
Single Teacher Schools				
Primary	1211	890	877	1170
Upper Primary	67	59	50	63

Source: DISE 2012

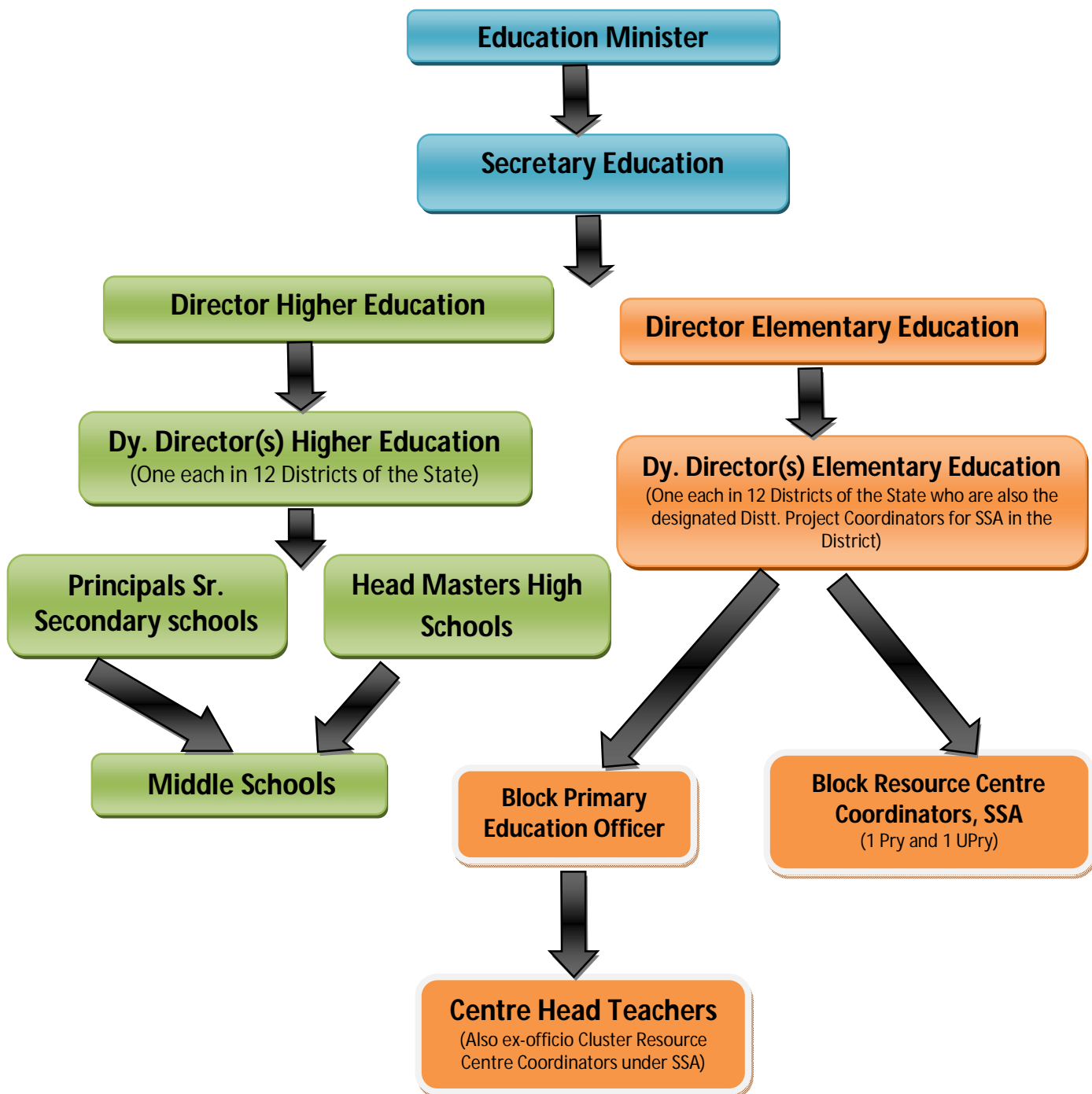
Year	Enrolment (Primary)			% Increase/Decrease		
	Boys	Girls	Total	Boys	Girls	Total
2012-13	188357	192342	380699	-6.13	-5.26	-5.69
2011-12	199911	202458	402369	-5.44	-4.67	-5.05
2010-11	210809	211951	422760	-5.08	-3.55	-4.31
2009-10	221517	219473	440990	-6.03	-5.29	-5.66
2008-09	234869	231091	465960	-6.03	-5.31	-5.67
2007-08	249036	243366	492402	-6.55	-6.12	-6.34

Source: DISE 2012

Enrolment (Upper Primary)				% Increase/Decrease		
Year	Boys	Girls	Total	Boys	Girls	Total
2012-13	132404	130347	262751	-7.34	-6.47	-6.91
2011-12	142120	138778	280898	-11.67	-10.20	-10.95
2010-11	158707	152930	311637	-4.60	-5.20	-4.89
2009-10	166005	160877	326882	-3.24	-2.69	-2.97
2008-09	171384	165203	336587	-3.48	-2.82	-3.16
2007-08	177349	169864	347213	3.18	3.59	3.38

Source: DISE 2012

2.1 SCHOOL EDUCATION HIERARCHY IN H.P.



1.5 SCHOOLS IN HIMACHAL PRADESH

At present the State is having 4 categories of Schools being run in the Govt. sector as detailed below:-

- i. Primary Schools with class I to V headed by Centre Head Teachers (CHTs)-cum-CRCCs
- ii. Standalone Middle Schools with class VI to VIII headed by In-charge and come under High or Senior Secondary School complex
- iii. High Schools with grades VI to X headed by Head Master
- iv. Senior Secondary Schools for class VI to XII headed by Principal

First and second category Schools are under the control of Directorate of Elementary Education whereas third and fourth category Schools are being controlled jointly by both the Directorate of Elementary and Higher Education as three classes (VI to VIII) are common.

Primary Schools in Himachal Pradesh are functioning as separate units. Other category School authorities do not have any control over the functioning of these Schools. Primary Schools with Junior Basic Teachers (JBTs) are being monitored by the Head Teachers (HTs) and the Centre Head Teachers (CHTs) who are also Cluster Resource Coordinators for implementing SSA and RTE. At the block level there are Block Primary Education Officers (BPEOs) who are promoted from the posts of Centre Head Teachers on seniority basis.

There are 124 Educational Blocks in the State and for smooth functioning of SSA and RMSA, one Block Project Officer-cum-Principal (School Education) has also been appointed in each Education Block of the State.

Dy. Directors Elementary and Higher Education are the authorities at the District level to monitor and supervise the implementation of Elementary and higher education respectively.

Majority of the Schools are located in the rural areas where School Heads often struggle with the day-to-day functioning of Schools due to various factors like; inability to carry out diagnostic exercise and effective planning for implementing academic programmes in Schools, inefficiency in the identification and management of physical, human, financial and material resources for the development of the School, irregular participation of SMC members in School development activities, reduced communication, managerial and monitoring skills in processing various development tasks, inadequate decision-making powers, poor learning environment, etc.

CHAPTER – 2

SITUATIONAL ANALYSIS

2.1 SWOT ANALYSIS OF EDUCATIONAL SYSTEM IN HP

The state is committed to improve the quality of education in schools with special emphasis to enhance learning and teaching in schools through effective school leadership. National University of Educational Planning and Administration (NUEPA) agreed to hold State Level Consultation with all stakeholders. The meet was held on 17-09-2013 under the expertise of faculty from National Centre for School Leadership (NUEPA). The event was attended by various educationists and faculty from various institutions like Himachal Pradesh Institute of Public Administration (HIPA), Himachal Pradesh University (HPU), SCERT, Colleges of Teachers Education, Deputy Director offices, District Project offices, Senior secondary Schools, High Schools, Centre Govt. Primary Schools, representatives from teachers organisation/NGO's etc. The purpose of holding this meet was:

1. To share the National Perspective of school leadership for building leadership capacity of school leaders of Himachal Pradesh.
2. To build partnership with institutions and professionals working in the area of school leadership in the state of HP (By NUEPA).
3. To discuss and share the state plan on school leadership and to review and solicit feedback from the state level education authorities (By SSA).

To translate and contextualize the national perspective, immediately after the consultation meet four days' workshop was held w.e.f. 18th Sept. to 21st Sept.2013 at Shimla to develop the strategic plan for quality improvement in schools through effective leadership. The state level resource group (comprising Deputy Directors, District Project Officers (SSA), School Principals, Head Masters, CHTs, BRCCs, DIET faculties and state coordinators from State Project Office SSA) were involved in the process of state strategic plan development. The plan preparation was supported with the expertise of national resource persons from NUEPA and Save the Children. Coordinators from SPO and DIETs who had to UK under International Best Practices leading to Innovation in SSA Program to get exposure and training on school leadership development were also involved in the process. The main focus of the workshop was to:

- Develop the vision for Quality Improvement
- Discuss the situational analysis through SWOT (Strengths, Weaknesses, Opportunities and Threats) separately for Primary, Middle, High and Senior Secondary School levels.
- Setting common goals and objectives.
- Formulation of strategies and activities/interventions to achieve the goals and objectives.
- Finalize the implementation strategies for short and long term period.

The draft document was shared in National Workshop organized by the MHRD and Save the Children at Jaipur from 28-30 September, 2013 and modified thereafter taking feedback and comments into consideration.

SWOT Analysis

After doing level wise SWOT analysis, common strengths, weaknesses, opportunities and threats identified are as under:

2.2 COMMON STRENGTHS

Indicators	Availability of facilities/tools/resources	Govt. Primary Schools (%)	Govt. Middle Schools (%)	Govt. High Schools (%)	Govt. Sr. Sec. Schools (%)
a) Physical Infrastructure					
i.	School building	100	100	100	100
ii.	Drinking Water	99	98	99	99
iii.	Classroom	100	100	100	100
iv.	HM Room*	20	100	100	100
v.	Girls Toilets	97	97	99	98
vi.	Staff Room*	Not available	Not available	100	100
vii.	Electricity	93	87	97	99
viii.	Kitchen Shed	88	81	88	90
ix.	Furniture*	Partially available	100	100	100
x.	Boundary Wall	61	64	65	71
b) Human Resource					
i.	Qualified and Trained Teachers	100	100	100	100 (school lectures are partially trained)
ii.	Subject wise Teachers*	Not available	100	100	100
iii.	Q School Management Committees	100	100	100	100
iv.	Designated HM/ HT / Principals*	No provision except in Centre schools where CHTs are designated heads and in few schools there are HTs.	Only in-charge.	100	100
c) Financial Resources					
i.	Funds Available for managing Schools	100	100	100	100
ii.	Transparency in utilization	100	100	100	100
d) Teaching Learning Process					
i.	Time table is in place*	Time table is not prepared by all the schools.	100	100	100
ii.	Working hours observed	100	100	100	100
iii.	Availability of teachers	100(MGT Situation is there)	100	100	100
iv.	Morning assembly organized	100	100	100	100
v.	Library books	100	100	100	100
vi.	Laboratory equipment*	TLM is available	79	100	100

vii.	Technology (availability of computers)	1	13	48	100
viii.	Teaching aids	100	100	100	100
ix.	Term tests	100	100	100	100
x.	Medical Check-up	91	88	95	96
e) Support services					
i.	Text books(provision has been made up to elementary level)*	100	100	100	100
ii.	Uniform(provision has been made up to secondary level)*	100	100	100	100
iii.	Mid-Day Meal(provision has been made up to elementary level)*	100	100	100	100
f) Monitoring and supervision					
i.	Inspection/ monitoring formats in place	100	100	100	100
g) Teacher Training		100	100	100	100

*School specific situation.

2.3 COMMON WEAKNESSES

Indicators	Availability of facilities / tools / recourse	Govt. Primary Schools (%)	Govt. Middle Schools (%)	Govt. High Schools (%)	Govt. Sr. Sec. Schools (%)
a) Physical Infrastructure					
	School Safety Plan	N/Available	N/Available	N/Available	N/Available

Indicators	Availability of facilities / tools / recourse	Govt. Primary Schools (%)	Govt. Middle Schools (%)	Govt. High Schools (%)	Govt. Sr. Sec. Schools (%)
b) Human Resource					
i.	Qualified and trained teachers	Vacant Posts and MGT situation	Vacant Posts	Vacant Posts	Vacant Posts
ii.	Teacher Vacancy	Vacant posts do exist.			
iii.	Frequent transfers	Yes	Yes	Yes	Yes

Indicators	Availability of facilities / tools / recourse	Govt. Primary Schools (%)	Govt. Middle Schools (%)	Govt. High Schools (%)	Govt. Sr. Sec. Schools (%)
c) Financial Resources					
	Funds available for managing Schools	Non utilization of funds			

d) Teaching Learning Process

i. Low learning levels of students:

The Crisis of Quality: Learning levels of children in government schools (both primary and upper primary) are very poor. While a large number of primary school students are not able to read and write properly, the students at elementary level have abysmally low understanding of mathematics, science,

social sciences and languages. The elementary education in Himachal is in deep crisis and there is a need to take immediate remedial measures. The situation calls for putting in place immediate, short-term and long-term strategies so that the gains of Himachal in elementary education in last five decades which have resulted in universal access, universal retention, gender parity and high transition rate from primary to upper primary and higher classes are not lost. The conclusion is that the elementary education (and as a result higher education) in Himachal is in a state of emergency is not anecdotal, but based on several studies and reports. **The findings** are as under:

Scholarship Test: In January 2013, The Department of Elementary Education conducted test to select students for scholarship under Medhavi Chatrvriti Yojna. The students studying in Class VI, who had been graded B and above in Class V through CCE at the school level appeared in this Test. In all 13777 students took the test. Results are shocking to say the least. Out of the 13777 students, only 231 (2%) got A Grade (80-100%) in Hindi and only 21 students got A Grade in English. While only 24 students got A Grade in Mathematics, the number was only 13 in EVS. What is more shocking is that a majority failed to get more than 34% marks in the test. The **failure rate** (*and these are the brightest students in Class VI*) is as follows:

- Hindi (boys: 60%, girls: 53%),
- English (boys: 92%, girls: 89%),
- Mathematics (boys: 92%, girls: 94%) and
- EVS (boys: 94, girls: 96%).

These results reflect the learning levels of the best students in our government schools as these are not results of a random sample survey but the students who appeared in this test are those who got B and above grade in Class V in all the government schools of the state in the terminal assessment under the system of Continuous Comprehensive Evaluation (CCE). The results raise doubts about the manner in which CCE is being implemented in the state. The State Abstract of the results is as under.

STATE Average Results							
Subject	% marks	Grade	Boys	%	Girls	%	Total
Hindi	80-100	A	78	1	153	2	231
	65-79	B	330	6	558	7	888
	50-64	C	661	11	1054	14	1715
	35-49	D	1301	22	1863	24	3164
	<34	E	3606	60	4173	53	7779
		Total		5976	100	7801	100
Maths	80-100	A	16	0	8	0	24
	65-79	B	54	1	33	0	87
	50-64	C	98	2	86	1	184

	35-49	D	315	5	349	4	664
	<34	E	5493	92	7325	94	12818
		Total	5976	100	7801	100	13777
ENGLISH	80-100	A	11	0	10	0	21
	65-79	B	50	1	71	1	121
	50-64	C	107	2	208	3	315
	35-49	D	347	6	591	8	938
	<34	E	5461	91	6921	89	12382
		Total	5976	100	7801	100	13777
EVS	80-100	A	7	0	6	0	13
	65-79	B	10	0	28	0	38
	50-64	C	61	1	45	1	106
	35-49	D	265	4	255	3	520
	<34	E	5633	94	7467	96	13100
		Total	5976	100	7801	100	13777

The PISA Shocker: OECD (Organisation for Economic Co-operation and Development) conducts tests to assess the learning levels of students across countries. The test is known as **PISA (Programme for International Student Assessment)**. Students from Himachal and Tamilnadu represented India in the latest PISA Test and the results came out in January 2012. These have come as a shocker. These results have put India at the 2nd from bottom position out of 73 countries that participated. PISA tests three subjects – Mathematics, Reading and Science – India has ended either last or in the bottom three in all three subjects.

- In *reading* of the 74 regions participating in PISA 2009 or 2009+ these two states beat out only Kyrgyzstan.
- In *mathematics* of the 74 regions participating the two states finished second and third to last, again beating only Kyrgyzstan.
- In *science* the results were even worse, Himachal Pradesh came in dead last, behind Kyrgyzstan, while Tamil Nadu inched ahead to finish 72nd of 74.

Internal Monitoring: The Monitoring Team of SSA went to Kullu and Spiti in November 2012 and conducted a test to check the learning levels of children in schools of Kullu and Spiti. The results are as under:

%Age comparison of the correct responses of children in three grades in mathematics

Class	Total Number of Students tested	Number and Percentage of Students who gave correct answer				
		Q.1: Converting fraction into decimal	Q.2: Converting fraction into %age	Q.3: Converting decimal into fraction	Q.4: Operation on decimal/ addition/ subtraction	Q.5: Operation on decimal division
Class 5 th	66	2 (3%)	14 (21%)	21 (32%)	6 (9%)	0 (0%)
Class 8 th	95	5 (5%)	30 (32%)	28 (28%)	8 (8%)	4 (4%)
Class 9 th	168	11 (7%)	26 (15%)	45 (27%)	29 (17%)	1 (0%)

%Age comparison of the correct responses of children in three grades in science

Class	Total Number of Students tested	Number and Percentage of Students who gave correct answer				
		Q.1: Related to Food	Q.2: Related to Agriculture	Q.3: Related to Habitation	Q.4: Related to Agriculture	Q.5: Related to energy
Class 5 th	66	0(0%)	16(24%)	24(35%)	21(32%)	2(3%)
Class 8 th	95	48(48%)	24(24%)	66(66%)	42(43%)	18(19%)
Class 9 th	168	60(36%)	54(32%)	69(41%)	42(25%)	26(15%)

ASER Reports: Pratham does annual survey on the state of elementary education in the country since 2003. The results are published as ASER (Annual Survey of Education Report) every year. The survey tests basic skills of reading and arithmetic among elementary school children. While analyzing and interpreting these results it must be kept in mind that these tests evaluate very basic skills and a good performance in ASER is not an indication of “good” but a poor showing in ASER definitely means that “elementary education is in a mess”. The Reading Test conducted in the Survey tests the ability of children to read **Letters** (set of commonly used letters of Hindi alphabet), **Words** (common familiar words with two letters and one or two matras), **Level 1 Text** based on the learning level expected from a student of Standard I (set of four simple linked sentences which are familiar to students) and **Level 2 Text** based on the learning level expected from a student of Standard II (a short story of seven linked sentences. Sample Test is attached as **Annexure 3**. Those who can read letters are asked to read the words and those who read the words are asked to read the Level I test and if they can do it, these students are asked to read Level II text.

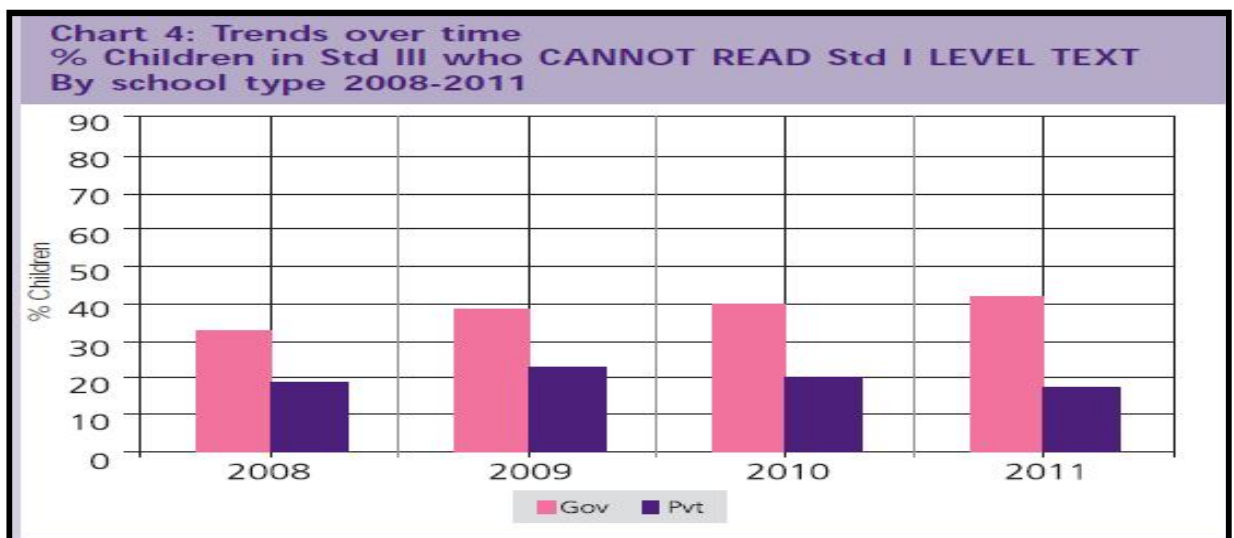
In Arithmetic the students are asked to **recognize numbers** (randomly chosen numbers from 1 to 9 and 11 to 99), **subtraction** (two digit numerical problem with borrowing) and **division** (3 digit by 1 numerical problems). The results in both reading and arithmetic are very poor.

Reading Ability is Pathetic: Nearly 70% students studying in Standard III are unable to read the simple paragraph based on Standard I textbook and 26% students in Standard V are unable to read the story based on Standard II textbook. The ASER 2011 gives the following results:

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	12.1	51.0	27.1	5.6	4.2	100
II	3.6	19.4	43.5	20.4	13.2	100
III	2.1	8.5	22.6	35.5	31.3	100
IV	1.1	4.7	8.0	30.2	56.0	100
V	0.2	2.0	5.7	18.2	73.9	100
VI	0.0	1.4	1.5	10.8	86.3	100
VII	0.5	0.4	1.2	6.5	91.5	100
VIII	0.1	0.4	0.4	3.4	95.8	100
Total	2.4	10.5	13.6	16.5	57.0	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 2.1% children cannot even read letters, 8.5% can read letters but not more, 22.6% can read words but not Std 1 text or higher, 35.5% can read Std 1 text but not Std 2 level text, and 31.3% can read Std 2 level text. In sum, for each class, the total of all these exclusive categories is 100%.

What is alarming is that over the years the learning levels of these children are declining. In 2008 nearly 33% children in Class III (in the government schools of the state) could not read Level I text but this percentage has gone up to >40% in 2011. Similarly the number of children in Standard V who cannot read Level II text has gone up between 2008 to 2011:



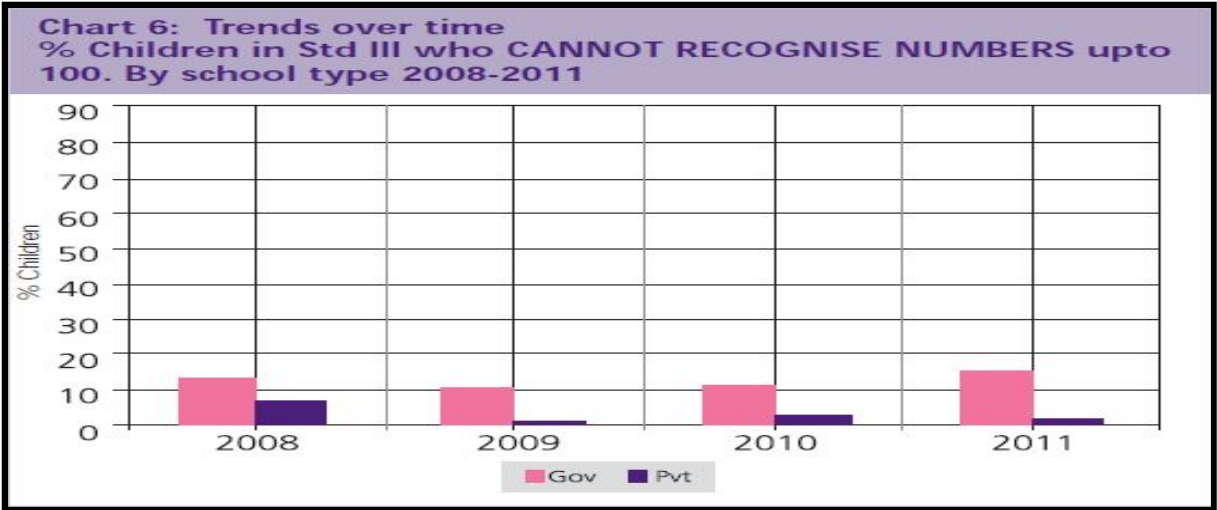
Numerical Abilities are Worse: The Arithmetic tests conducted under ASER are enough to draw immediate attention of the department. 57% students from Standard III cannot do a simple 2 digit subtraction sum and 87% students failed to solve a 2 digit division sum. Table 6 (page 5) shows the arithmetic skills of students.

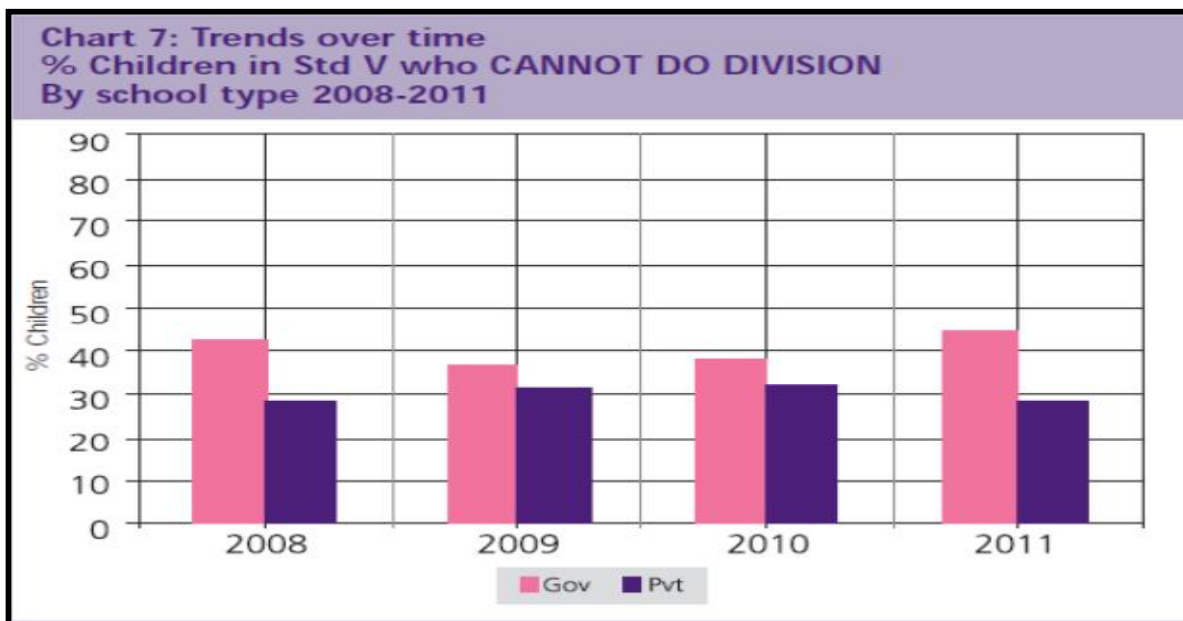
**Table 6: % Children by class and ARITHMETIC level
All schools 2011**

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	7.9	46.0	38.1	6.2	1.8	100
II	1.6	20.5	49.2	24.4	4.4	100
III	0.7	10.0	32.3	43.5	13.4	100
IV	0.6	5.2	14.4	44.0	35.8	100
V	0.3	2.0	9.5	28.4	59.8	100
VI	0.0	1.5	6.2	20.4	71.9	100
VII	0.4	0.3	7.0	13.9	78.4	100
VIII	0.5	0.4	3.3	15.7	80.1	100
Total	1.4	10.3	19.7	24.9	43.6	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std III, 0.7% children cannot even recognize numbers 1-9, 10% children can recognize numbers up to 9 but not more, 32.3% can recognize numbers to 99 but cannot do subtraction, 43.5% can do subtraction but not division, and 13.4% can do division. In sum, for each class, the total of all these exclusive categories is 100%.

Again, just like reading skills the ability to solve simple arithmetic problems has declined between 2008 and 2011. Though the private schools show some improvement in this period, yet we must bear in mind that ASER test is for very basic and the minimum levels of learning. The desired competencies are much higher.





The fact that we fare better than many states in the country in ASER is no consolation. ASER results show us the mirror every year and emphasize that there is a need to put in place a comprehensive strategic plan to improve the learning level of the children.

There is no doubt that Himachal has achieved commendable success in elementary education in terms of universal access, enrolment and retention at Primary Level and the transition rate from Primary to Upper Primary is one of the highest in the country. There is no discrimination between boys and girls when it comes to schooling. The drop-out rate is negligible. Differently abled children have either been mainstreamed in the regular schools or they are being catered to through Home Based Education. There are very few children who are out of school. For them too, non-residential special training is being imparted.

But the real challenge now is that of QUALITY. The children have come to the school but they are not learning. The reason is not far to seek: the teachers are not teaching, quality of classroom transaction has gone down, the accountability seems to have disappeared. The result is that even after spending 5 to 8 years in the schools children gain nothing. There is a state of emergency and we must act now. Himachal must not squander the gains of decades in education. Amartya Sen, the noble laureate, rates India as one of the best states along with Kerala and Tamilnadu, in terms of human development and one of the reasons is success in elementary education. We have crossed the first hurdle and attained universal access, enrolment and retention but the poor and declining learning levels among students at elementary level demand urgent and comprehensive action.

Dimensions of the Crisis: The learning levels of the children establish beyond doubt that the quality of classroom transaction is very poor. A sincere dialogue with the teachers throws up several

reasons but nothing can justify poor performance in our schools. The teachers admit that at primary level the focus is no longer on 3Rs and at elementary level the subject based teaching has taken back seat. The reasons are: multi-grade situation (not having one teacher for each class), frequent transfers, non-rational deployment, load of non-teaching activities, paper work, migration of students from better off sections of society to private schools, non-cooperative community. Each of the reasons listed above has some merit to it and need not be ignored.

Wrong focus is one of the main reasons for declining learning levels: One of the main reasons for declining learning levels among the children in government schools is only to create infrastructure and to recruit teachers. Himachal had already done a lot in terms of access and retention even before the start of SSA and DPEP.

The PROBE (Public Report on Basic Education) had in 1995 called the elementary education situation in Himachal “a miracle” and had devoted a separate chapter (The Education Revolution in Himachal) on Himachal trying to understand the success. The researchers had found that the state had realized the dream of universal primary education (a dream that was so elusive for rest of the country at that time), schools in Himachal were functional, the teachers were motivated, the students were learning and parents (including those of SC/ST students) were highly motivated. The distinguishing factor of Himachal was that the success was result of state intervention through public sector investment in education and that the private schools were conspicuous by their absence. In 2006 when the PROBE team revisited their report after ten years all they had to say about Himachal was “Himachal is Different”. Though the PROBE 2006 in its report PROBE Revisited had found that Himachal was a cut above the rest as it was in 1996, it had noticed that the country had made good progress on access indicators by opening more schools, recruiting more teachers and bringing out of school children to schools. This was commendable achievement of DPEP and SSA. There is a need to put quality where it belongs: right in the middle of it and to plan strategically for it. We may be late but the state can still rise to the challenge and put a reversal plan in place.

- ii. No proper lesson planning. Teaching is happening in the classrooms without deciding what learning experiences to be provided or shared with students before the start of lesson delivery, in what ways to deliver and evaluate the quality of teaching at the end of the lesson.
- iii. Sample checking of home assignments is not done regularly by the school teachers/heads. It has been found through internal monitoring that generally school teachers/heads do not plan to check the home work of all students on sample basis.

- iv. Regular checking of home assignment is not done by the teachers. Large gap has been found in majority of the schools in the frequency of checking the note books of the children.
- v. Seating arrangements/Classrooms management is not effective for students.
- vi. Students are not being motivated to use the library books and there is no plan with the schools to use library books in daily teaching learning situations.
- vii. Students are neither encouraged nor opportunities given to them for doing project work to explore their knowledge.
- viii. School culture/classroom culture is not developed to create healthy relationships between school head-teacher, teacher-community, teacher-teacher, teacher- student and student-student.
- ix. All students are not given opportunities to take students to science labs to conduct experiments even while teaching science at secondary level. They are also not exposed to use the laboratory equipments.
- x. Strategies like; innovative methods of teaching, field visits, interaction with community etc. are rarely followed.
- xi. TLM is usually found exhibited in the classrooms as material for display items only.
- xii. Important days to organize various events are not celebrated to support the curriculum.
- xiii. Teaching is happening with inadequate learning experiences that too without capturing the previous knowledge and learning experiences of the students.
- xiv. Regular health check-up of students is not ensured.
- xv. There is no awareness about and planning for disaster management in schools despite the fact that H.P. falls in multi hazard zones.
- xvi. Non-linkage of pre-primary with primary education. Both these sections work independently.
- xvii. Teachers are teaching but expected learning is not taking place.
- xviii. CCE is not being understood and implemented by the teacher the way it should be. It is rather wrongly been blamed for low learning levels in the state.
- xix. Emphasis is not given to reading, writing, arithmetic and communication skills especially in the primary grades.
- xx. Inspection and compliance mechanism is poor. Though the Directorates of Higher and Elementary Education have designed the inspection formats for different levels but these are not being used and implemented regularly. There is also no effective inspection mechanism in place.

- xxi. Absence of grievance redressal mechanism. School heads, students and teachers face many volatile situations and problems in implementing education in view of various legislations, rules, processes procedures etc. for which there is no agency at the local level to take care the grievances of schools.
- xxii. Education code not being implemented in letter and spirit.
- xxiii. Peer learning is not happening due to significantly low enrolment in majority of the schools. This is also an evidence for low learning level.

xxiv. **There is no accountability**

The age old wisdom expressed by clichéd phrases such as *what gets measured gets done* and *we must keep the score* has been abandoned by the education department. The formal supervisory structure of Head Teacher, Centre Head Teacher, Headmaster/Principal and Deputy Director/Director is no longer doing their duty as far as quality is concerned. There are no formal or informal inspections. The so called supportive supervision has not taken root and there is near absent assessment and analysis of the learning levels of the children at supervisory levels. One reason is no one is asking questions, so no one feels obliged to answer.

- xxv. Where technology is available teachers are not encouraged and motivated to use the same in the classrooms. This weakness has been pointed out by the monitoring institutions during the PAB meeting held on 11-02-2013 in Delhi.

xxvi. **Multi-grade situation in majority of the primary schools**

One reason for the low levels of quality is multi-grade situation in many of our primary schools. Though some schools will remain multi-grade for a long time to come, yet the state can definitely take steps to reduce single teacher schools.

The concern of the teachers that mid-day meal, filling up of various forms and reports that are to be sent periodically, some non-important meetings puts lot of pressure on them is not without justification.

The ASER data on multi grade situation in our schools shows that ground level multi-grade situation is quite alarming. This leads to difficulties in imparting quality content in the schools.

Though the state has taken steps to tackle multi-grade situation in the schools through trainings and development of multi-grade teaching module, yet the situation needs to be tackled at several levels. On one hand there is a need to train teachers in a better way so that they can handle multi-

grade situation in a better manner, on the other hand we need to take steps to reduce the number of single teacher schools.

% Schools with:	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
Std II children sitting with one or more other classes	60.8	57.4	58.7	50.7	80.0	54.6	58.1	74.5
Std IV children sitting with one or more other classes	54.6	53.7	54.0	44.8	61.5	40.0	49.2	65.2

If we look at the number of teachers and the schools in ASER 2011 we find that nearly 50% schools in the sample (sample 272 schools) were having one or two teachers.

In our schools the students are enrolled as per classes and the textbooks are also class-based but the teaching happens in multi-grade situations. This creates practical difficulties. As the government schools will not have one teacher to a class (which is also the case as per RTE Act, which talks about minimum two teachers in a Primary School) for a long time to come, the class and textbook

Number of teachers	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1	37	16.7	45	18.7
2	80	36.0	98	40.7
3	39	17.6	46	19.1
4	24	10.8	20	8.3
5	17	7.7	18	7.5
6	11	5.0	5	2.1
>=7	14	6.3	9	3.7
TOTAL	222	100	241	100

as per the classes is a misnomer, instead the state should develop level-wise books and reading material. But even if we group students as per age groups, then also we need to have minimum three teachers in a Primary School, as three groups are needed in a primary school. Curriculum and books will also need revision accordingly.

ASER is based on Sample Survey. DISE, the annual database of the education department which captures information from each school gives the following figures for single teacher schools, and schools where PTR is high.

Table 18: RTE norms: Pupil-teacher ratio 2010 and 2011

School enrollment	RTE Teacher Norms	2010	2011
		% Schools that do not meet PTR norms	
1-60	2	32.4	30.2
61-90	3	42.6	32.1
91-120	4	47.6	38.9
121-150	5	61.5	55.0
151-200	5 + HM	20.0	40.0
> 200	see note	57.1	100.0
TOTAL		39.4	34.7

Note : For schools with enrollment above 200 children the PTR shall not exceed 40 excluding the Head Teacher

Social elite, including government school teachers, have withdrawn their children from government schools. The other important persons in the village/school community (PRIs, businessmen, employees) have been shifting their wards gradually to private schools. This trend has led to a crisis of trust about the government schools.

- xxvii. **Gender Discrimination** - One important factor is that while there are more boys in private schools, the number of girls in the government schools is more. This indicates subtle gender discrimination in the state. As the perceived quality of a private school is better compared to the government school and the fees and other costs are almost negligible in the government schools, the decision of parents to send the girl child to a so called "low quality" school and their son to a "preferred better school" speaks volumes about the socio-cultural norms in the state.
- xxviii. Though the schools are making efforts to develop the school development plan but these don't have any mention about class-wise academic activities for a particular year. Complete school development plans are not available in schools as also noticed during internal monitoring visits.
- xxix. Learning experiences from trainings are not going into the classrooms for the improvement of learning levels of students. The evidence has been found in various state/ national and international reports.

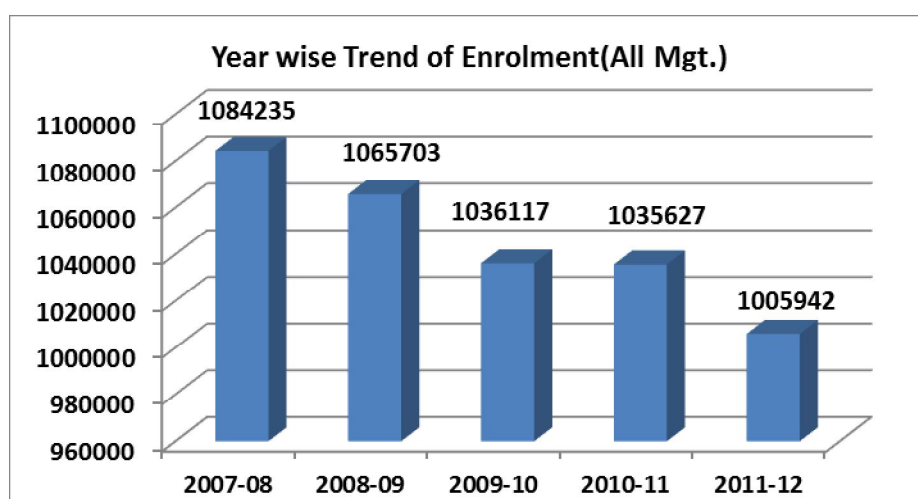
2.4 OPPORTUNITIES

- i. Various schemes/programmes funded by the State and Central Govt. viz. SSA, RMSA, ICT, Vocational Education, IEDSS and INSPIRE etc.
- ii. Donor organizations/individuals/NGOs coming forward to support schools in various ways.
- iii. Educated unemployed Youth are ready to serve as volunteers in schools.
- iv. School Leadership Development Programmes.
- v. Opportunities being given to teachers/educational administrators for their professional development in various national and international institutions.
- vi. Per child expenditure on education is very high as compare to other states
- vii. 17.6% budget of SDP is for education only.

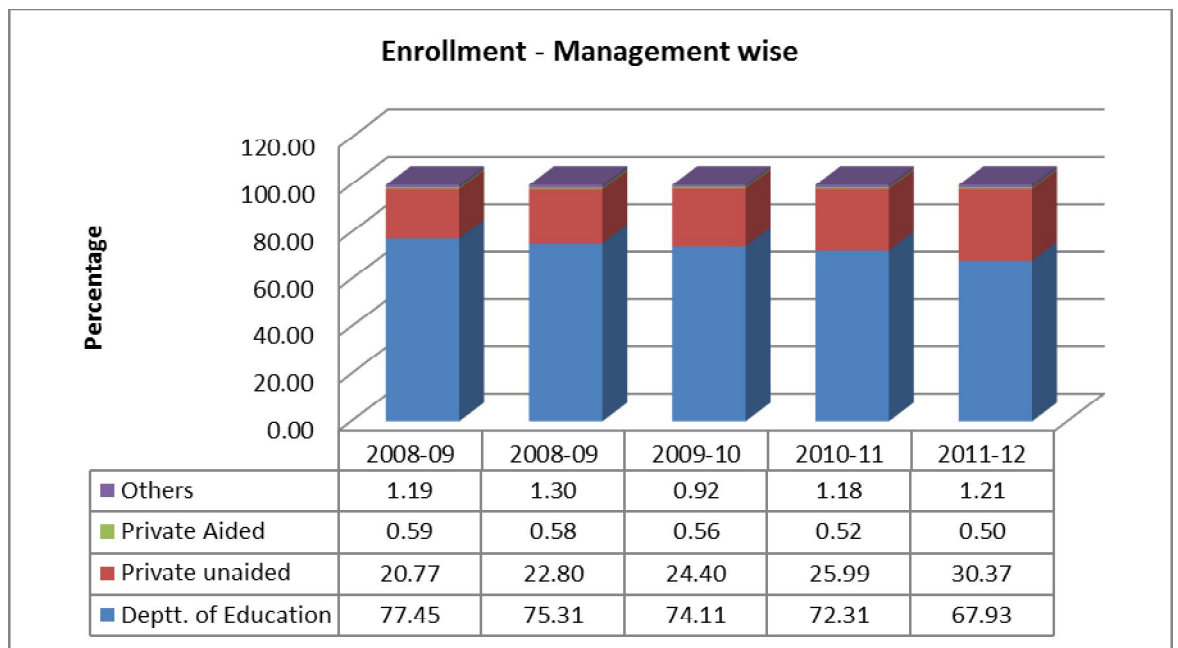
2.5 THREATS

i. Declining trends of enrolment in Govt. schools:

Though there is overall decline in school enrolment in the state due to overall decline in population, yet there is a clear trend to establish migration of students away from the government schools. Private schools are opening in rural areas and the parents perceive that these are better than government schools because they teach English, dress is smarter, there is one teacher to a class and the "teaching" is better. These reasons are not just anecdotal but are those that have come up as a result of several interactions with parents, teachers and field visits. It is worthwhile to look at the following trends in enrolment:-



Source: DISE



Source: DISE

- ii. Drug addiction among secondary and senior secondary students.
- iii. Lack of involvement of Teacher associations in enhancing the quality of teaching learning in the schools.
- iv. Society losing trust in Government school system.
- v. Wastage of infrastructural facilities due to declining trends in enrolment.
- vi. Appointment of school teachers reluctant to join the teaching profession.

CHAPTER - 3

VISION, GOALS AND OBJECTIVES

3.1 VISION STATEMENT

The vision statement is transformational and helps to highlight problems before they become barriers. To develop the vision, exhaustive brainstorming exercise was carried out with the representatives from different educational institutions. Each representative contributed with one perspective or the other for developing a common vision to overcome the crisis of quality education in the state. Following ideas emerged out of the discussions:-

- Vibrant and fearless teaching learning process
- Improvement in personality of teacher and taught
- Developing analytical and reflective skills in children as well as teachers.
- Healthy safe warm and encouraging environment
- Inclusion – social, economic and physical
- Use of modern technology in education
- Productive citizenship
- Ownership and responsibility by all the stakeholders
- Scholastic development
- Effective leadership

The vision statement evolved after thorough discussion is as under:-

VISION STATEMENT

*"Providing **Quality Education** in Himachal Pradesh by ensuring **Enabling Learning Environment** in the schools for **Holistic Development** of a child through **Effective School Leadership.**"*

To communicate the above vision properly to every student, teacher, school head, parents, SMC, other stakeholders in the field, it is imperative to realize and understand the **non-negotiable key terms** stressed in the vision statement to develop common goals and objectives.

Understanding and realizing the vision statement

Quality Education- Achieving knowledge, skills, values and attitudes through literacy, numeracy and oral expression so that every human being can survive, develop capacities, live and work in dignity, participate in development, improve the quality of life, make informed decisions and continue learning.



Enabling Learning Environment – Creating enabling conditions in a school/classroom environment to observe and see how and what the children learn. Also recognizing and realizing that **every** student can learn where all children in a bias free environment reach their full learning potential. Where every child is important, unique and valued for his/her contribution to the school and society.



Holistic Development- Developing the personalities of students through physical, intellectual, social, emotional and spiritual development.



Effective School Leadership- Define the vision, core values, build relationship /collaboration inside and outside the school, enhance quality of teaching and learning, enrich the curriculum, restructure, redesign and reshape conditions for teaching and learning.

3.2 GOALS AND OBJECTIVES

On the basis of common vision statement following goals are set:-

GOALS

Short and medium term

- GOAL 1:** Achievement of bench marks against class and subject-wise non-negotiable learning standards as decided by the State Government.
- GOAL 2:** Strengthening of linkages at various levels between different functionaries in the education system.

Long term

- GOAL 3:** Promoting inclusive and healthy teaching learning environment in schools for holistic development of every child.
- GOAL 4:** Strengthening the hands of school heads by developing their leadership capacities to improve the quality of learning and teaching in the schools of Himachal Pradesh.

3.2.1 SHORT TERM

GOAL 1: Achievement of bench marks against class and subject-wise non-negotiable learning standards as decided by the State government.

OBJECTIVES:

- (i) To communicate the learning standards to each teacher, school head and educational administrator by March, 2014.
- (ii) To develop learning standards for secondary schools by 2015.
- (iii) To ensure at least 10 percent continuous improvement in learning levels of students in every term test.
- (iv) To strengthen internal as well as external monitoring mechanisms to regularly watch the progress of learning achievements of the students.

GOAL 2: Strengthening of linkages at various levels between different functionaries in the education system.**OBJECTIVES:**

- (i) To ensure regular and effective communication with parents, PRIs and other partners associated with schools with special reference to student learning, well-being and developmental activities.
- (ii) To promote team work for achieving inter-personal and intra-personal relations between individuals and organizations.
- (iii) To review the prevailing levels/mechanisms of school education, pre-service/in-service teacher training institutions, recruitment, postings and transfer policy of teachers.

3.2.2 LONG TERM**GOAL 3: Promoting inclusive and healthy teaching learning environment in schools for holistic development of every child.****OBJECTIVES:**

- (i) To ensure barrier-free physical environment in every school by 2017.
- (ii) To sensitize and empower students, teachers, parents, support staff and educational administrators to create enabling learning environment in the schools.
- (iii) To ensure curricular, co-curricular and need based life skill activities for holistic development of every child.

GOAL 4: Strengthening the hands of school heads by developing their leadership capacities to improve the quality of learning and teaching in the schools of Himachal Pradesh.**OBJECTIVES:**

- (i) To build the capacities of all heads for making them effective leaders.
- (ii) To ensure that every school develops a contextual institutional plan (School Development Plan) and identifies the indicators of educational development for improving internal efficiency of the school.
- (iii) To empower school heads to take irrevokable decisions and actions against the defaulters in the matters of disobedience, harassment, exploitation, violence, mistreatment, embezzlements, any other abuse etc. directly or indirectly affecting the larger interests of students and the organization.
- (iv) To make the institutional arrangements for School Leadership Development Programme (SLDP) in the State.

CHAPTER – 4

STRATEGIES, ACTIVITIES, TIMELINES, RESOURCES AND COSTS

In order to achieve the vision, goals and objectives for quality education in the State the following strategies along with timelines, resources required and financial implications has been elaborated in the following tables.

STRATEGIES, ACTIVITIES AND TIMELINE

GOAL 1: Achievement of bench marks against class and subject-wise non-negotiable learning standards as decided by the State government						
Objective (What)	Strategies	Activities	Implementing Authorities (Who)	Time line	Resources required	Financial implication (Cost)
(i) To communicate the learning standards to each teacher, school head and educational administrator by March, 2014.	Awareness programmes at various levels	Web based orientations and discussions and feedback.	MIS unit of State and district SSA/RMSA Office	November, 2013	SPO and DPOs are fully equipped with resources for the purpose	No funds required
		Providing standards to each school, Dy. Director Office, DPO and BPOs/BRCC/CRCC.	SPO / DPOs and BPOs/BPEOs/BRCCs /CRCCs	December, 2013	Manpower and transportation	Management cost of SSA
		Organizing orientation programmes at state/district/Block/Cluster level.	<ul style="list-style-type: none"> • State Project Office (SSA/RMSA) • Dy. Director Office (Elementary Education) • DIET-cum-District Project Office (SSA/RMSA) • Block Project Office (SSA/RMSA) • Block Primary Education Office / BRC (SSA) CHTs-cum-CRCC	January-March, 2014.	SRG/DRG/BRG Print material (standards)	Funds will be managed from the training head of SSA for the year 2013-14.
		Review of the learning standards through feedback from DPCs, DPOs, SRG, school heads, teachers SMCs etc.	SPO / DPOs and BPOs/BPEOs/ BRC/CRC	Regularly in the quarterly meetings at State and district level.	Views and feedback from field level education functionaries.	As Above.
		Revisiting and modifying standards on the basis of feedback and changes in the curriculum.	State Project Office, SSA/RMSA	2017	Human resource-SRG/DRG and o All State and District level education officers and other stakeholders.	Funds from the quality interventions.
		Organizing series of workshops for the development of learning standards.	State Project Office, SSA/RMSA and the Directorate of Higher and	By March, 2015	All the DEOs, School heads, SMCs, print material etc.	Funds from the quality interventions under RMSA
(ii) To develop learning standards for secondary schools by	Preparation of draft document	Organizing series of workshops for the development of learning standards.	State Project Office, SSA/RMSA and the Directorate of Higher and	By March, 2015	All the DEOs, School heads, SMCs, print material etc.	Funds from the quality interventions under RMSA

2015.			Elementary Education			
		Sharing of document with all school heads and teachers.	SPO, DHE, District education functionaries	April 2015-September, 2015 through monthly meetings.	All the DEOs, School heads, SMCs, print material etc.	Funds from the quality component of RMSA annual plan
		Finalization/Printing of document.	SPO, DHE, District education functionaries	October-December, 2015	Manpower and transportation	Funds from the quality component of RMSA annual plan 2015-16.
		Providing standards to each school, Dy. Director Office, DPO and BPOs.	SPO, DDHE, BPOs	January, 2016-March, 2016.	School management	Funds from the quality component of RMSA annual plan 2015-16.
		Implementation	All school heads	April, 2016 onwards	Human resource-SRG/DRG and other stakeholders.	No funds required.
		Review of the learning standards through feedback from DPCs, DPOs, school heads, teachers and SMCs.	SPO / DHE	Regularly in the quarterly meetings at State and district level.	Human resource-SRG/DRG and other stakeholders	Funds from the quality interventions under RMSA.
		Revisiting and modifying standards on the basis of feedback and changes in the curriculum.	State Project Office, SSA/RMSA and DHE.	2020	Human resource-SRG/DRG and other stakeholders.	Funds from the quality interventions under RMSA.
(iii) To ensure at least 10 percent continuous improvement in learning level of student after every term test.	Organizing activity based teaching-learning events (celebration of weeks)	Baseline of every child within class will be conducted to identify the level of learning in each subject.	School heads and teachers	Beginning of the academic session: as regular feature Once in 4 months	Testing tools	No funds required
		Diagnostic and remedial teaching to be followed to bridge the learning gaps.	School heads, teachers and SMC	As Above	Teaching learning material to be developed by the concerned teacher as per requirement	Funds will be explored from the SSA-RTE annual plans.
		Primary (Class I to II) Common events for class I to II Reading week <ul style="list-style-type: none"> • Letter, word, sentence and story reading • Story telling (oral) • Newspaper reading • Cards/charts reading • Poem reciting 	As Above	As Above	Resource kit: Story books, children magazines, various pictorial coloured charts/cards for every child, maps etc.	Funds will be explored from the SSA-RTE annual plans.
		Writing week <ul style="list-style-type: none"> • Letter, word, sentence writing • Para writing (2-3 lines) • Short story writing • Creative writing 	School heads, teachers and SMC	Once in 4 months	Resource kit: Cursive writing notebook, erasers, pencils, sharpeners etc.	As Above.

		Creative activity week Drawing, Painting, clay modeling, paper folding, collage making etc.	School heads, teachers and SMC	Once in 4 months	Resource kit: Drawing sheets, water colours, crayons, clay, brush, coloured papers, erasers, pencils, sharpeners, glue stick, scale, etc.	As Above.
		Arithmetic week <ul style="list-style-type: none"> • Pre-number activities (Identification big-small, tall and short, heavy and light ,up and down , inside - outside , before and after etc.) • Counting games with cards • Numbering games • Reverse counting. • Table recitation (2-5) • Addition and subtraction of one and two digit numbers (without carry over) • Multiplication of single digit numbers. 	School heads, teachers and SMC	Once in 4 months	Resource kit: Papers, erasers, pencils, sharpeners, Number Cards, Pictorial pre-number cards.	As Above.
		High achievers to honoured Children to be honoured on the basis of grade achievement in the events organized.	School heads, teachers and SMC	Once in 4 months	Honour kit for high achievers: Colored pictorial cards containing fables, pictorial dictionary, writing material etc.	As Above.
		Common activities for class III to V children Language <ul style="list-style-type: none"> • Story Reading • Story telling (oral) • Newspaper reading • Poem reciting EVS <ul style="list-style-type: none"> • Slogan writing e.g. Water conservation, school safety school cleanliness, sanitation, pollution, conservation of forest etc. • Discussion on above issues. • Discussion with officials from Police, Forest, health, Post office, Panchayat, Bank and ICDS etc. (Inviting officials from different departments) • Debate on environmental issues related to curriculum • Painting competitions. 	School heads, teachers and SMC	Once in 4 months	For activity based teaching, learning resources as proposed above for class I and II will be used in the classroom teaching.	As Above.

		<ul style="list-style-type: none"> • Visit to local post office, Panchayat, Police station, Banks, PHCs, IPH offices, Project sites etc. • Project work and organizing exhibition. • Quiz competitions <p>Mathematics</p> <ul style="list-style-type: none"> • Table recitation (6-20) • Addition and subtraction of Two to five digits and (with carryover) • Multiplication of Two to Five digit numbers • Division of two to four digit numbers by one, two and three digit numbers. • Mental Mathematics competition. • Quiz competitions 				
		<p>Upper Primary (Class VI to VIII)</p> <p>Mandatory activities</p> <ul style="list-style-type: none"> • Project work in each subject • Field visits • Formation of reading clubs for best use of library • Inviting officials from different departments (health, forest, police, post office, PRIs, banks, agriculture, horticulture, IPH, Language and culture, Women and child Welfare etc. for interaction with children as per curriculum requirements) • Science subject to be taught in a science lab only. • Mental Mathematics competitions • Quiz competitions • Debate and Declamation • Reading, Writing, mathematics and science weeks to enhance higher order learning. • Use of multimedia 	School heads, teachers and SMC.	Once in four months.	<p>Resource Kit:</p> <p>White papers, Charts, erasers, pencils, sharpeners, scale, mental mathematics booklets etc.</p> <p>Resource Kit:</p> <p>Subject wise project/activity books for each class, CDs/DVDs etc.</p>	As Above.

(iv) To strengthen internal as well as external monitoring mechanisms to regularly watch the progress of learning achievements of the students.	To develop a tool with measurable indicators which have a direct or indirect effect on learners' achievement	<ul style="list-style-type: none"> • Identification of interventions used or provided at the input and process level of the operating system. • Development of the monitoring tool with criteria of assessing each intervention. • Providing tool to every school. • Grading of the school on the basis of score achieved. 	DEE, Dy. Directors, BEEO, BRCCs, CRCCs, etc.	2014 onwards	Team (s) of experienced officers/facilitators and financial resource	Regular Budget of the Department and SSA Interventions.
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GOAL 2: Strengthening of linkages at various levels between different functionaries in the education system.

Objective (What)	Strategies	Activities	Implementing Authorities (Who)	Time line	Resources required	Financial implication (Cost)
(i) To ensure regular and effective communication with parents, PRIs and other partners associated with schools with special reference to student learning, well being and developmental activities.	<ul style="list-style-type: none"> • By holding regular meetings • By use of technology 	<ul style="list-style-type: none"> • Organizing open houses at all levels for all stakeholders as a forum with the objective to improve the learning levels of all children. • Celebration of important days to motivate the stakeholders to participate in the events. • Face to face meeting with all stakeholders or focus group to readdress the grievances of children. • Use of electronic media. • Organizing consultation programmes for the solution of problems faced by the school, community and students. 	Schools, CRCs, BRCs, BPEOs, BPOs, DPCs, DPOs, etc.	It will be a regular feature and will happen Once in four months	All stakeholders, some print material and finance	Funds provision will be made in the SSA/RMSA annual plans
(ii) To promote team work for achieving inter-personal and intra-personal relations between individuals and organizations.	<ul style="list-style-type: none"> • Trust Building, bringing them on common platform, working as a team 	<ul style="list-style-type: none"> • Inter-personal and intra-personal communication between individuals and groups to bridge differences. • Regular meetings to reach at a consensus by exchange of ideas and negotiations. • Sharing good practices with each other and appreciating the good work through internet • Exchange of the expertise to help in achieving the targets. 	Schools, CRCs, BRCs, BPEOs, BPOs, DPCs, DPOs, etc.	It will be a regular feature and will happen Once in four months	All stakeholders, some print material and finance	Funds provision will be made in the SSA/RMSA annual plans

(iii) To review the prevailing levels/mechanisms of school education, pre-service / in-service teacher training institutions, recruitment, postings and transfer policy of teachers.	To achieve this objective, proposal to be moved to the government to review the existing linkages between different education institutions, control, roles and responsibilities etc. Separate chapter on policy issues on the basis of weaknesses identified through SWOT analyses has also been added. The issues require the intervention of the government for improving the standard of school education.
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GOAL 3: Promoting inclusive and healthy teaching learning environment in schools for holistic development of every child.						
Objective (What)	Strategies (How)	Activities (Actions required)	Implementing Authorities (Who)	Time line (When)	Resources required (Physical, material, human and financial)	Financial implication (Cost)
(i) To ensure barrier free physical environment in every school	To make every school RTE compliant	<ul style="list-style-type: none"> Situational analysis of existing physical facilities. Barrier free school building– Construction of rails, ramps child friendly toilets etc.in every school. Through BaLA features 	School, District and State	2017	Financial and manpower	Funds provision will be made in the SSA/RMSA annual plans
(ii) To sensitize and empower students, teachers, parents, support staff and educational administrators to build up enabling learning environment in the schools	Inclusion will be made part of the teacher training, curriculum, programmes and internal meetings.	Documentary film shows, case studies, role play will be ensured in training programmes for teachers and SMCs.	At all levels	Regular feature of the training programmes and events at all levels	Print material, DVDs/CDs etc	Funds provision will be made in the SSA/RMSA annual plans
		Organization of sensitization programmes for community, teachers and students	At all levels	Once in 4 months	Experts, reading material on good practices, etc.	
		Review and updation of the pre-service and in-service teacher curriculum to incorporate innovative methods of teaching.	SCERT	2015	Finance on consultation, experts, writing material workshops etc.	Funds provision will be made in the SCERT annual plans.
<ul style="list-style-type: none"> Training will be organized in actual classroom situations at cluster/ school level. Organizing school level events and important days which will be made compulsory for every school. Identification of experts in the State for different life skills to train the teachers and students. 	CRCC/School	Once in 4 months	Finance on experts, writing material etc.	Funds provision will be made in the SSA/RMSA annual plans		

(iii) To ensure curricular, co-curricular and need based life skill activities for holistic development of the every child.	Shifting present practice of transactional methods of curricular and co-curricular activities to life skills (intrapersonal, interpersonal, self management and good citizenship)	<ul style="list-style-type: none"> Assessment will be done through CCE as detailed in the Education Code. Reporting and recording will be shared and reviewed with all stake holders. 	School SPO (SSA/RMSA)	As per Education Code/ School Calendar	Teachers, students, SMCs, PRIs	Schools to arrange funds
		<ul style="list-style-type: none"> Identification of resource groups for onsite support at all levels. Training Need Assessment through feedback format workshop, e-mail, facebook-Himachal Shiksha) Development of training modules/reading materials Training of KRPs through National level Resource persons. 	SPO and DPOs (SSA and RMSA)	Regularly by March every year.	Coordinators, BRCCs and MTs and other Qualified and experienced human resource.	SSA/RMSA funds.
		Convergence meetings at all levels with other departments.	SPO and DPOs (SSA/RMSA)	Regularly.	Convergence with other departments/N GOs/ Agencies	No funds required.

GOAL 4: Strengthening the hands of school heads by developing their leadership capacities to improve the quality of learning and teaching in the schools of Himachal Pradesh.						
Objective (What)	Strategies (How)	Activities (Actions required)	Implementing Authorities (Who)	Time line (When)	Resources required (Physical, material, human and financial)	Financial implication (Cost)
(i) To build the capacities of all school heads for making them effective leaders	Continuous professional development of school heads (Implementation strategies are detailed in the separate chapter on SLDP)	Every year capacities of 400 school heads (200 HMs and Principals + 200 CHTs) will be developed in a phased manner.	Through the national and state level institutions	2023-24	All	Funds provision will be made in the SSA/RMSA/ State annual plans

(ii) To ensure that every school develops a contextual institutional plan (School Development Plan) and identifies the indicators of educational development for improving internal efficiency of the school.	To orient school heads on the concept and process of preparing SDP	<ul style="list-style-type: none"> • Diagnostic exercise of the school situation will be undertaken by the school heads along with teachers, students and SMCs. • Goal/target setting • Affordable strategies formulation • Resource allocation • Accountability • Time line • Follow-up/ internal monitoring and review etc. • State Consultation with Education Deptt functionaries and pre/in-service training institutions. 	School	All	Annual-One year Perspective- 3 years	As per requirement from the State budget
(iii) To make the institutional arrangements for School Leadership Development Programme (SLDP) in the State	Identification of resource institution for undertaking SLDP in the State	<ul style="list-style-type: none"> • Formulation of KRPs /State Resource Group at the state level. • Master trainers at district level • Training of the target group • Impact studies on SLDP through institutions such as NUEPA, HPU, SCERT, GCTE, etc. 	State/DHE	2014	All	State, SSA/RMSA budget
(iv) To empower school heads to take irrevocable decisions and actions against the defaulters in the matters of disobedience, harassment, exploitation, embezzlements, violence, any other abuse etc. directly or indirectly affecting the larger interests of students and the organization.	To achieve this objective, proposal to be moved to the government to review the existing delegation of powers to school heads to take policy decision.					

CHAPTER - 5

IMPLEMENTATION OF THE STRATEGIC PLAN THROUGH SCHOOL LEADERSHIP

5.1 STATE PERSPECTIVE ON SCHOOL LEADERSHIP

It is internationally established that school leadership is crucial for qualitative improvement of school education. The school leaders have to create appropriate opportunities and enabling conditions for ensuring student learning, well being, achievement and high expectations to carry out their leadership role effectively and adapt to the changing roles and demands of the education system. They have to be equipped with relevant skills to lead the school on the path of continuous qualitative improvement.

The programme on School Management and Leadership was started in the year 2011 in Himachal Pradesh under **MHRD and European Union initiative of "Exchange of International Best Practices Leading to Innovations in SSA"** where a Technical Cooperation Fund was created. The programme is driven by a **National Steering Committee under the Chairmanship of Prof. Govinda, Vice Chancellor of National University of Educational Planning & Administration (NUEPA). "Save the Children" is Technical Support Agency (TSA) for operationalisation of TCF.** Now NUEPA has established a **"National Centre for School Leadership"** to provide resource support to the state in carrying forward the School Leadership Development.

Before initiating the school leadership development programme in the state, training needs assessment on developing school leadership skills was done in the state level in one day workshop with different category school heads held in the month of June 2012. The key areas identified are as under:-

- a) Concept of leadership, myths about leadership, qualities of good leadership etc
- b) Situational analysis of the school.
- c) Building effective teams.
- d) Distributive leadership
- e) Communication skills
- f) Successful change.
- g) Time management

A State level consultation meet was subsequently organized in Shimla at HIPA on 17th September, 2013 by state Project Office(SSA) and NUEPA where the national perspective was shared with a group of about 70-75 educational functionaries. From the discussions, it emerged that to ensure uniformity in school leadership content transaction, all the states need to work under the umbrella of four strands that have been identified by the National Centre for School Leadership (NUEPA) at the National level.

The strands are:

1. Curriculum and Material Development
2. Capacity Building
3. Networking
4. Research & Development

5.2 CURRICULUM AND MATERIAL DEVELOPMENT

The curriculum and material development for school leadership is proposed to be developed at the national level by NCSL. In case of our State, we have already identified the key areas through TNA (as stated above) in which the capacities of the School leaders are required to be developed. Based on the identified key areas, the state has also developed the module and the resource material for the training of school leaders. However the module and the material developed so far will be revisited and aligned with the curriculum being developed by NCSL (NUEPA).

5.3 CAPACITY BUILDING

NCSL has also come forward to train and mentor the programme. The continuous professional development of the target group of 4264 school heads (1321Principals+841 Headmasters+ 2102 Centre Head Teachers) in the key areas, is proposed to be undertaken at the National and State level institutions like; NUEPA, HPU, HIPA, GCTE and SCERT.

We also propose to get two active groups of school leaders (Principals, headmasters and CHTs) trained at the institutions specified above in groups of 40 each for minimum ten days every year with proper certification. Every year we will be able to develop the capacities 400 school leaders. These groups of trained school leaders will first ensure incremental changes in their own schools and then only they will provide academic support to schools falling in their complex or cluster. Over time the school leaders developed by the State and National level institutions will also work on similar lines.

5.4 NETWORKING

A network of all the major educational institutions i.e. HP University, HIPA, SCERT, GCTE Dharamsala and DIETs will be responsible to anchor the programme for the target group.

5.5 RESEARCH & DEVELOPMENT

Research & Development work will mainly be carried out by the experts from the State/National Institutions like GCTE, SCERT, HPU, NCERT and NUEPA. However, the Action Researchproposed as an integral part of the School Leadership Development Curriculum will be emphasised to deal with on the job problems of day to day functioning of schools.

5.6 IMPLEMENTATION STRATEGIES FOR THE STRATEGIC PLAN

- ❖ The state intends to achieve the vision through strategies specified against each goal and objectives by developing the capacities of the target group of 4264 school heads exclusively in the **key identified areas** in a phased manner.
- ❖ For the successful implementation of the quality strategic plan, district level education officers (Dy. Directors of Higher Education, Dy. Directors of Elementary Education and District Project Officers, SSA) will be oriented and communicated with clear guidelines regarding goals, objectives and strategies so that they could extend the requisite academic support to the school heads. They will also be assigned the task of monitoring and mentoring of the schools in their respective districts.

- ❖ Continuous engagement will be ensured at the district level with 200 school leaders to be developed every year by the National and State level institutions.
- ❖ To avoid any dilution and compromise in imparting the training on School Leadership Development Programme (SLDP), all school heads will be trained with the support of National and State level professional institutions in a centralized manner with proper certification. However the broader ideas about school leadership will be regularly shared with the school heads during the trainings planned for them under SSA and RMSA AWP's from time to time.
- ❖ In order to implement the strategic plan effectively, professional development of school leaders through State and National institutions in the state is expected to be completed in next 10 years.

The target group coverage will be tentatively done in a following manner:-

Year	SCERT (2162: Principals and Headmasters)	State Project Office, SSA/RMSA (SIEMAT) (2102: Centre Head Teachers)	Total coverage	Remarks
2013-14	200	200	400	The resource support will be solicited from NUEPA and other State institutions
2014-15	200	200	400	
2015-16	200	200	400	
2016-17	200	200	400	
2017-18	200	200	400	
2023-24	200	200	400	

- ❖ Initially the programme will be implemented with the development of 400 School Heads (200 Principals and Headmasters + 200 Centre Head Teachers). School Leadership Development Programme (SLDP) of 10 days for these 400 Heads (200 Principals and Headmasters will be covered by SCERT and 200 Centre Head Teachers by SPO/SIEMAT). NUEPA has agreed to extend the resource support for SLDP.
- ❖ As a short term strategy, 400 School Heads will start working to bring about some incremental changes which will be observed on a periodical basis with the help of self- assessment monitoring tool developed for the purpose.
- ❖ Based upon the ground realities, the focus of the leadership development will be on the key identified areas mentioned in the above pages.
- ❖ The persons who underwent training in U.K. on School Leadership and Standards will spear head the initiative and the services of 40 MTs developed at the State level will be utilized in extending the resource support to schools. Besides, they will be responsible for transforming their own and complex schools so that their schools could become a model for other schools.
- ❖ These 400 School Heads will monitor and mentor their own Schools as well as the attached Schools in their complex/cluster.

CHAPTER - 6

RESEARCH, EVALUATION, MONITORING AND SUPERVISION (REMS)

6.1 RESEARCH & EVALUATION

Under research & evaluation following major activities would be undertaken:-

- Evaluative research
- Program evaluation
- Action research
- Case studies
- Achievement-surveys
- Reporting
- Sharing & dissemination

Research & development work will mainly be carried out by the experts from the State/National Institutions like NCERT, NUEPA, SCERT, GCTE, HPU, SPO and SIEMAT. However action research will specifically be undertaken at State, DIET, BRCC, CRCC and school level by the coordinators, faculty, teachers' etc. to address various issues related to on the job problems. The existing State Research Advisory Committee will examine and approve all the research topics.

6.2 MONITORING AND SUPERVISION

Rigorous monitoring of proposed activities in the strategic plan will be undertaken to take corrective measures at various levels. Quality monitoring formats developed by NCERT will also be used for capturing qualitative information from different quarters. The progress made by the schools against the goals and objectives of the strategic plan will be monitored and shared regularly in the monthly review meetings with all education functionaries at different levels.

State has also developed self assessment evaluation monitoring tool for schools (**Annexure - I**).The self evaluation done by the schools will be further cross-checked by the State and District monitoring teams time to time.

6.3 MONITORING AT THE STATE LEVEL

The implementation of the strategic plan at the State level would be overseen by the State Level Core committee under the chairmanship of the Principal Secretary Education (H.P). The proposed structure for the core committee is as under:

Chairman:	Principal Secretary (Education) Government of H.P.
Members:	
1)	Director HE
2)	Director EE
3)	SPD, SSA/RMSA (Member Secretary)

- 4) Special Secretary Education
- 5) Principal SCERT Solan
- 6) Principal GCTE Dharamshala
- 7) Member of Save the Children organization
- 8) State Coordinator of Save the Children organization
- 9) 1 Dy. Director HE along with 1 Principal and 1 HM to be called by rotation to make a presentation to the committee to show some visible changes including learning achievement of students in Schools
- 10) 1 Dy. Director EE along with 1 Centre Head Teacher to be called by rotation to make a presentation to the committee to show some visible changes including achievement of children in Schools
- 11) One State representative each from Principal/HM/Centre Head Teacher unions who will apprise the committee about their contribution to Schools in addressing the problems and t leading the change.
- 12) 5 overseas trainees, 3 from the field and 2 from the State Project Office (SSA/RMSA) H.P.

Tasks of the Core Committee

- (i) The committee will meet every four months in a year to review at the macro level the class-wise progress of learning achievement of students in schools against the defined standards i.e. in the last week of August, December and March every year after the completion of each term test in Schools.
- (ii) Review of the progress of goals and objectives once in a year.
- (iii) Committee will also review the micro-level **Qualitative Changes** in the Schools **indicated in the self-assessment monitoring tool designed for the schools.**

Monitoring at the District level

The Strategic plan will be regularly monitored at the District level by the Dy. Directors of both Elementary and Higher Education.

Monitoring of 400 Schools wherein small changes are expected in next 5 years.

The 400 schools being initially selected for implementation of the strategic plan shall be monitored on the basis of self assessment monitoring tool devised for the purpose which spells about the areas where perceptible changes are expected.

On the basis of above tool, school heads will themselves assess the performance of their school and paste the same on the display board for sharing it with all staff members, children and SMC. The gaps will be identified with possible solutions.

The self evaluation done by the schools will be further cross-checked by the State and District monitoring teams time to time. This will be done in the last quarter of 2013-14. The monitoring teams from the SPO, SCERT and DIET will monitor these schools as per target given below:-

State Project Office	SCERT	DIETs
80	80	240 (20 for each DIET)

CHAPTER - 7

POLICY ISSUES

- 7.1 Development of school leaders through proper certification by the state and national level educational institutions HPU, HIPA, GCTE, SCERT, NUEPA etc.** The present situation is that there is neither any induction/entry level training and orientation or **any systematic engagement** with school heads nor any regular course for their **professional development** at the state and district level so that they can provide effective leadership at school/institution level. In the light of newly enacted legislations, increased demand for quality education and modified education codes for elementary and secondary education, the capacities all school heads need to be developed so that every aspect of the school management, improvement and development is taken care of by the school management. To improve the quality of schools through effective school leaders, it is imperative to make 2 to 3 months rigorous training mandatory for all school heads after their first appointment as Principal or Headmaster or Centre Head Teacher on an analogy with officers appointed in other departments. One State level institute has to be identified for ensuring continuous engagement with school heads and their professional development. Strengthening and development of SIEMAT for this purpose should be considered which is a counterpart of NUEPA at the state level.
- 7.2 Establishing and institutionalization of teaching learning standards.** With the RTE in place and standardizing schools, PTR, and teachers qualification has taken place. The RTE also lays down that no child shall be detained till the student acquires elementary education. In order to ensure that learning does not become a casualty due to this provision of the Act, there is also urgent need to lay down learning standards which must be acquired by all the pupils at a particular level. The National Education Policy also talks about learning standards. Similarly it is important that the teachers also adhere to particular teaching methodology and techniques using the latest technological interventions so that the child moves from knowledge based learning to analytical and reflective thinking. Hence, there is need to define and lay down teaching standards too so that teaching is not a victim of individual whims and fancies.
- 7.3 Progress assessment of teachers after a period of five years.** At present there is no system of teachers' accountability. There is need to put in place objective and transparent system of evaluating progress of teachers both at the academic and professional development front. Posting, career progression of teachers should be linked to their academic performance and continuous professional development. System of providing on-site and on-line academic support to teachers should be set-up and institutionalized.
- 7.4 Use of web/portal for making the school performance (academic and non-academic) for public view and feedback.** Making the parents and community participant in the affairs of the school it is desirable that the performance of the school is shared with all stakeholders for their viewing and feedback. This exercise can make SMCs more active in academic and non-academic affairs of the school and they can play the role of catalysts for positive change. Sharing this performance through web-portal can not only generate completion amongst schools but also bring a sense of responsibility and accountability.
- 7.5 Periodic Review of pre-service and in-service training curriculum.** In order to meet the teaching learning standards and to ensure the state policies are incorporated in the curriculum, there is need of continuous and periodic review of pre-service and in-service training curriculum. There is urgent need to bring the present curriculum in line with the NCF- TE, 2009.

- 7.6 Periodic review of the school curriculum for all classes based on National Curriculum Framework.** National Curriculum Framework was last notified in 2005. The next revision of the curriculum may be round the corner but despite a lapse of so many years school text books of class III-IV are yet to be brought in conformity with it. There is urgent need to comply with NCF 2005 and put in system in place to revise curriculum as and when NCF is revised at the national level.
- 7.7 Making research activities a mandatory feature by SCERT, DIET, BRC, CRC and school to support the school improvement programme.** Research and development are important for growth and progress of any system. Universities and SCERT and DIETs should be entrusted with the task of undertaking broad based research on various aspect of school education and development. Similarly DIETs, BRC and CRC institutions should also undertake take micro research activities to improve teaching learning process and better management and administration of school affairs. These research reports should be put in public domain and result disseminated widely for application by stakeholders.
- 7.8 Teachers' Recruitment Policies.** Currently recruitment of teachers is being done under various policies such as Para Teachers, Grameen Vidya Upasaks, PTA, Contract Teachers, SMC teachers, etc. Localized recruitment of teachers in the past has compromised with quality of teachers and opened back door entries for those who could not compete through competitive recruitment process or who are not qualified to be recruited as teachers. This has impacted the quality of teaching learning activities in the schools. Payment of low salaries to these teachers has also impacted their morale. If quality of education is to be restored, teachers recruitment has to be streamlined which ensures recruitment of qualified and best teachers.
- 7.9 Reviewing transfer policy for the teachers.** Teachers are generally transferred after a period of 2-1/2 to 3 years. The fear of frequent transfers always looms over the head of a teacher and this adversely affects his working. Performance and academic concerns should be the guiding principle in transfers and posting of teachers. A teacher should be allowed to stay in school for more than 3 years too if his performance is very good and he has been working for the betterment of the students and school.
- 7.10 Induction trainings (one month) for newly recruited teachers and at least two weeks training for the promoted teachers and officials.** Training and orientation of workforce is important to understand the vision and mission of the organization. They also need to be trained and oriented and at regular intervals to update and upgrade their knowledge on various aspects of institutional working and up-gradation in technology and the way the systems are governed. Such trainings and orientations are needed for the newly recruited or promoted teachers so that their performance can be improved and system works in a cohesive way.
- 7.11 Involvement of Teacher union/association activities for supporting the quality education.** Teachers' Unions have been advocating for the cause of teachers' welfare. These unions need to be sensitized on issues which affect quality of education in the state so that their support can be generated on this issue and they also discuss this issue with their members.
- 7.12 Composite School System.** Aligning of the primary school with elementary or high or senior secondary school located in the same campus as a composite unit is important for effective and better management of the schools. Segregation of schools into primary, upper primary and senior secondary is neither good from management nor from academic point of view. The Government also needs to consider setting up of schools on the pattern of Navodya Vidyalaya with residential facilities at selected locations to overcome the issue of small size of school and reluctance of teachers to serve in remote and rural locations. There is also need to integrate educational system

at the Directorate level so that issues of quality education, personnel management, monitoring can be seen in totality.

- 7.13 Linking Pre-primary education (Anganwadi) with Primary education system.** Anganwadi Centers should be linked and wherever practicable located in the same complex for integration and smooth transitions of students from one level to another. Local studies have indicated positive impacts of such linkages and it has improved enrolment of students at primary level, one of the major issues at Govt. schools at this level.
- 7.14 Training and Monitoring Mechanism.** A separate teachers training and monitoring cadre should be in place at SCERT, DIETs, and SIEMAT. Linkage between all the institutes supplementing education needs to be ensured - SCERT, CTEs, SIEMAT, DIETs, BRCCs, CRCCs, schools. Besides integrating training institutions, training division of education department should be headed by Director of trainings. These institutions should also look after the monitoring and mentoring for schools and teachers. A policy for the posting at State/District/block educational and training institutes should be put in place. Training institutions for teachers should be strengthened and wherever needed BIETs should also be opened and residential training with adequate infrastructure should be created to cater to the training needs of teaching workforce. Refresher courses, certificate courses, provision of certification for training should be put in place so that quality and professionalism in training can be added. There is also urgent need to ensure regular monitoring of schools. The schools inspections should be conducted at regular intervals and the report should be shared through web-portals of the department for compliance and compliance. Support should be provided to schools wherever deficiency is found during inspections and schools which have problems should be visited again and again. A separate cadre of school monitoring and mentoring should be created besides utilizing the existing institutions such as Deputy Directorates, BEEOs, BRCCs and CRCs.
- 7.15 Tournament Schedule.** Tournament schedule needs a revision and schedule to be made available before the session starts. Sports tournaments should preferably be held during vacation period so that it has least impact on the academic calendar of schools.
- 7.16 School Grants.** At present the annual school grants under SSA/RMSA and other programmes is given to schools irrespective of the need, absorption capacity, performance of the school and its size. Thinking is required to allocate funds and grants on the basis of school need, utilization capacity, performance, size and other quality based parameters so that efficiency, innovation and size of the school determine the quantum of grants. It will also encourage a system of incentive and disincentive for performance.

SELF MONITORING TOOL FOR SCHOOLS

State Project Office (SSA/RMSA), Himachal Pradesh
(What the school heads will do in their own and complex / cluster schools?)

Monitoring / Self assessment tool for Principals/ Headmasters/CHTs

1. School and class room processes

(Maximum marks:44)

Assessment criteria

Yes	2
No	0

Sl. No.	Activity	Score		Detail to be mentioned
		Yes	No	
1.	Morning assembly (values inculcation, participation of every child in news reading, expressing ideas, speaking on any topic, checking personal hygiene etc.)			
2.	Is house system in place?			
3.	Is bal-Sabha organized?			
4.	Student parliament/council/cabinet constituted			
5.	Seating arrangement according to multi-level /multi-grade situations			
6.	Is teaching learning happening in groups? (Whole class instruction approach to be discouraged)			
7.	Is the work done by student displayed in the classroom without gender bias?			
8.	Does each child has access to teaching learning material and equipment?			
9.	Classroom observation			
i	Has any time table been framed for dealing with multi-grade/mono-grade situation?			
ii	Does the teacher deliver according to the lesson plan with him / her?			
iii	Method of teaching learning process a) Demonstration b) Activity c) Field visit d) None			
iv	Did the teacher give more time to children for			

	their participation in the learning process?			
v	What was the method of presenting the lesson a) Known to unknown b) Recapitulation c) By reference d) None of the above			
vi	Method of assessment while teaching a) Oral b) Written c) Group-discussion d) Activity e) None			
vii	Recording the learning of students in checklist register a) Daily b) Occasionally			
viii	Use of ICT lab (who is using and how?)			
ix	Use of CAL lab (who is using and how?)			
x	Was the teacher using the writing board			
xi	Was the teacher asking questions from children?			
xii	Role of a teacher in teaching learning a) Child centred b) Teacher centred			
xiii	Home work a) Assigned b) Not assigned			
xiv	Does the school head check the home work?			

2 What the children have learnt?

(Maximum marks:30)

Class-I to VIII

Subject	Learning standards	At the end of First term (At least 10 percent increase in grade A+ and lower to higher grade against the CCE grade achieved in the first month i.e. April of the academic session)	At the end of Second term (At least 10 percent increase in grade A+ and lower to higher grade against the CCE grade achieved in the first month i.e. August of the second term)	At the end of third term (At least 10 percent increase in grade A+ and lower to higher grade against the CCE grade achieved in the first month i.e. December of the third term)

Criteria for assessing improvement in the learning levels of children

Term test	Score		
	For 10 percent improvement	Linear	Declining
First term	25	5	0
Second term	25	5	0
Third term	25	5	0

3 Preparation of School Development Plan (SDP) according to Section 22 of RTE Act, 2009 and Rule 14 of State RTE rules on the basis of situational analysis

(Maximum marks: 8)

Assessment criteria	Maximum score
Available	1
Not-available	0

Sl. No.		Marks		Evidence
		Available	Not-available	
1.	School Development Plan prepared with the involvement of SMC, teachers, parents of children etc.) Is it updated? SDP may be compared with the previous year plans to verify.			Source: School Development Plan document to be presented
2.	Vision Statement			
3.	Prioritized targets			
a)	Qualitative (based on learning levels of children)			
b)	Quantitative (based on physical requirements of a school)			
4.	Resource (physical, financial, material and human) mobilization and its use for achieving the targets			
5.	Timeline for every priority (Month-wise)			
6.	Accountability (who is responsible?)			
7.	Implementation of SDP (Is the school moving according to the commitments made in the SDP?)			
8.	Monitoring (Internal review through meetings with teachers, students and SMC)			
Total score				

4 Conducting situational analysis of a school

(Maximum marks:18)

Assessment criteria	Maximum score
---------------------	---------------

Available/Yes	½
Not-available/No	0

Indicators of Educational Development

Sl. No.	Usable Infrastructure		Usable Learning Resources			Term wise total score for Infrastructure and Learning Resources			Total score
	Requirement of children as per RTE	Marks	Requirement of children as per RTE	Marks		1st Term	2 nd Term	3 rd Term	
		Availability		Non-availability	Availability				
1.	Has school done last two years class wise/subject wise learning achievement analysis of children?								
2.	Barrier free access		Usable dusters						
3.	Functional separate toilet for boys and girls		Chalk or markers						
4.	Safe and adequate drinking water facility (water testing, aqua guard etc.)		Charts						
5.	Hygienic kitchen shed		Learning charts						
6.	Play ground or any space where children play		Colors and other drawing material						
7.	Boundary wall/Fencing		Use of library (Text books on all subjects, reference books, news papers, magazines, story books, reading material etc.) Evidence may be collected from issue						

			register						
8.	Dust bin placed in every school		Laboratory or a space where children can experiment						
9..	Is fire extinguisher installed?		Learning walls						
10.	Is fire extinguisher usable? (Expired/live)		Sports and play material						
11.	Are teachers trained in using fire extinguisher?		Display board to display students creative work (class-wise)						
12.	Desks and benches for every class								
13.	First aid box with requisite articles and medicines								
14.	Honesty box								
15	Complaint box (grievances of children, parents and other stakeholders)								
16.	Notice board with all instructions passed on to the teachers and students								
17.	Achievement display board (Achievements of children in curricular and co-curricular areas, teachers, SMC, school in utilizing various resources, any donor etc.)								
18.	News paper stand accessible								
19.	Stretcher								
20.	Marking of emergency exits [Separate doors for entrance and exit]								
21.	Is mock drill exercise conducted? [feedback from students and SMCs] If yes, frequency of conducting the drill								

22. Core issues related to management of school affairs, learning and teaching

Identified (list must be available):

1/2

Not identified:

0

23. Action Plan to deal with identified core issues

Prepared (Document should be there and its reflection should be in the School Development Plan):

1/2

Not prepared:

0

24. School Management Committees (SMCs)

Organizing regular meetings (with proper agenda, resolutions , minutes circulated and implementation of resolutions etc.):

1/2

Not organized:

0

25. School disaster management plan/guidelines

Prepared (Document to be presented):

1/2

Not prepared:

Score for qualitative monitoring after every term test (Classroom process + achievement of children in term tests):	74
Score for quantitative monitoring after every term test (School analysis + preparation of SDP):	26
Total score for every term test:	100

Grading of schools on the basis of expected outcomes to be monitored**First term**

Marks	Grade	Level of achievement
(90-100) %	A	Excellent
(70-90)%	B	Very good
(50-70)%	C	Good
< 50 %	D	Needs Improvement

Second term

Marks	Grade	Level of achievement
(90-100) %	A	Excellent
(70-90)%	B	Very good
(50-70)%	C	Good
< 50 %	D	Needs Improvement

Third term

Marks	Grade	Level of achievement
(90-100) %	A	Excellent
(70-90)%	B	Very good
(50-70)%	C	Good
< 50 %	D	Needs Improvement

Name of school:

Name of school head:

Signature with seal

Block:

District:

Verification by the Monitoring Team

Name	Designation Date	Signature
1.		
2.		
3.		
4.		