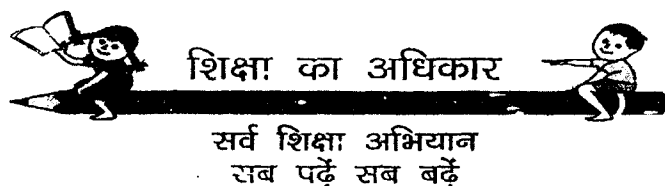


# ANNUAL WORK PLAN & BUDGET(SSA-RTE)

2014-15

HIMACHAL PRADESH



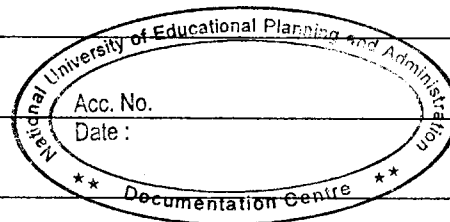
**STATE PROJECT OFFICE**

**(SSA/RMSA)**

# SSA-RTE Annual Plan 2014-15

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# CHAPTER-I

## ELEMENTARY EDUCATION IN HIMACHAL PRADESH

Table 1.1 (Comparative demographic and educational development indicators)

Indicator	India	Himachal	
Population	1,21,01,93,422	68,56,509	
Decadal growth rate	17.64	12.81	
Density per sq. kilometer	382	123	
Sex ratio	940	974	
Child sex ratio (0-6 years)	914	906	
Literacy rate	74.04	83.78	
Transition rate (Elementary)	87.32	98	
Retention rate (Elementary)	75.94	95.65	
<b>Dropout rate</b>			
Primary	6.50	.72	
Upper Primary	6.56	.90	

Source: Census 2011 and Flash Statistics NUEPA

Table 1.2: Educational Indicators

Indicators	2006-07	2010-11	2011-12	2012-13	2013-14
Primary schools (Government. + Aided)	10612	10715	10580	10613	10651
Upper Primary schools (Government.+ Aided)	3878	4385	4394	4439	4512
Total Primary Enrolment	676245	625518	619300	611774	599071
Total Upper Primary Enrolment	405596	410109	386642	375715	370024
Total Elementary Enrolment	1081841	1035627	1005942	987489	969095
GER Primary	104.54	111.44	110.03	107.36	106.65
NER Primary	83.79	99.70	99.49	99.53	99.57
GER Upper Primary	122.87	130.68	124.77	106.36	103.63
NER Upper Primary	85.00	99.76	99.66	99.74	99.79
Teachers in Government. Schools	46620	48058	46820	45712	44128
Out of School Children	9724	2854	4659	3562	5210
PTR					
Primary	20	16	16	15	14.31

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Upper Primary	17	14	13	18	13.41
Average School Size					
Primary	49	39	38	36	34
Upper Primary	87	71	64	59	56
Single Teacher Schools					
Primary	1211	890	877	1170	1252
Upper Primary	67	59	50	63	113

Source: UDISE

**Table 1.3: Primary Schools (Government + Aided)**

Districts	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Bilaspur	600	600	600	599	591	591	591
Chamba	1109	1115	1113	1118	1118	1131	1137
Hamirpur	506	504	503	501	492	489	489
Kangra	1764	1766	1762	1762	1715	1712	1712
Kinnaur	187	186	186	186	186	184	184
Kullu	730	740	741	743	747	749	751
L & Spiti	203	206	209	204	204	203	204
Mandi	1731	1737	1737	1737	1705	1721	1731
Shimla	1616	1615	1612	1610	1583	1585	1594
Sirmour	975	977	983	986	986	990	997
Solan	759	760	762	763	759	765	766
Una	506	507	506	506	494	493	495
<b>Total</b>	<b>10686</b>	<b>10713</b>	<b>10714</b>	<b>10715</b>	<b>10580</b>	<b>10613</b>	<b>10651</b>

Source: UDISE

**Table 1.4: Upper Primary Schools (Government + Aided)**

Districts	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Bilaspur	242	243	246	249	249	248	252
Chamba	402	405	406	405	405	422	432
Hamirpur	273	275	274	277	278	276	276
Kangra	789	796	799	803	803	798	804
Kinnaur	81	81	82	82	82	83	86
Kullu	225	231	232	234	234	241	246
L & Spiti	64	62	68	71	71	71	71
Mandi	651	673	680	682	689	703	714
Shimla	650	660	660	660	656	668	683
Sirmour	329	340	351	354	357	363	380
Solan	299	302	305	307	309	309	309
Una	255	262	262	261	261	258	259
<b>Total</b>	<b>4260</b>	<b>4330</b>	<b>4365</b>	<b>4385</b>	<b>4394</b>	<b>4440</b>	<b>4512</b>

Source: UDISE

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**Table 1.5: Schools by category**

Academic year	Primary only	Primary with Upper Primary	Primary with Upper Primary and Sec./Hr. Sec.	Upper Primary only	Upper Primary with Sec./Hr. Sec	Total Schools
2013-14	11292	719	1162	2323	2224	17720
2012-13	11247	668	1140	2282	2220	17557
2011-12	11215	719	1045	2275	2134	17386
2010-11	11403	696	976	2308	2090	17407
2009-10	11403	698	930	2334	2043	17408
2008-09	11517	632	883	2327	2010	17369
2007-08	11517	556	842	2405	1876	17196

Source: UDISE, 2013

**Table 1.6: Schools by Management**

A/c Year	Deptt. of Education	Tribal/Welfare Dept.	Local Body	All Govt.	Aided	Un-aided	Pvt. Un-recognized	Others (Centre Govt.)	Total Schools
2013-14	15162	4	3	15219	1	2499	1	50	17720
2012-13	15052	4	3	15052	1	2435	0	62	17557
2011-12	14945	4	3	14945	27	2358	6	43	17386
2010-11	15072	4	3	15072	34	2282	0	39	17434
2009-10	15045	4	3	15045	34	2283	0	39	17408
2008-09	15011	4	3	15011	32	2257	9	53	17369
2007-08									

Source: UDISE, 2013

### Enrolment by gender at primary and upper primary level

**Table 1.7: Enrolment Primary- All Management**

Year	Enrolment (Primary)			% Increase/decrease		
	Boys	Girls	Total	Boys	Girls	Total
2013-14	313994	285077	599071	-2.13	-2.02	-2.08
2012-13	320831	290943	611774	-1.32	-1.13	-1.23
2011-12	325060	294240	619300	-0.84	-1.17	-1.00
2010-11	327804	297714	625518	0.16	0.60	0.37
2009-10	327272	295926	623198	-4.06	-3.51	-3.80
2008-09	340561	306318	646879	-2.08	-1.84	-1.96
2007-08	347637	311942	659579	-2.54	-2.51	-2.53

Source: UDISE, 2013

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**Table 1.8: Enrolment Upper Primary- All Management**

Enrolment (Upper Primary)				% Increase/decrease		
Year	Boys	Girls	Total	Boys	Girls	Total
2013-14	195663	174361	370024	-1.96	-1.01	-1.51
2012-13	199577	176138	375715	-3.22	-2.56	-2.91
2011-12	205999	180643	386642	-5.09	-6.06	-6.07
2010-11	218537	191572	410109	0.25	-1.75	-0.69
2009-10	217996	194923	412919	-1.30	-1.58	-1.43
2008-09	220829	197995	418824	-1.47	-1.31	-1.39
2007-08	224073	200583	424656	4.36	4.63	4.49

*Source: UDISE, 2013*

**Table 1.9: Enrolment Elementary- All Management**

Enrolment (Elementary)				% Increase/decrease		
Year	Boys	Girls	Total	Boys	Girls	Total
2013-14	509657	459438	969095	-2.07	-1.64	-1.86
2012-13	520408	467081	987489	-2.05	-1.67	-1.87
2011-12	531059	474883	1005942	-2.88	-3.03	-2.95
2010-11	546341	489286	1035627	0.20	-0.32	-0.05
2009-10	545268	490849	1036117	-2.96	-2.74	-2.86
2008-09	561390	504313	1065703	-1.84	-1.63	-1.74
2007-08	571710	512525	1084235	0.16	0.28	0.22

*Source: UDISE, 2013*

**Table 1.10: Enrolment Primary- Government Schools**

Enrolment (Primary)				% Increase/dccrease		
Year	Boys	Girls	Total	Boys	Girls	Total
2013-14	178303	182743	361046	-5.34	-4.99	-5.16
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: UDISE*

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**Table 1.11: Enrolment Upper Primary- Government Schools**

Enrolment (Upper Primary)				% Increase/decrease		
Year	Boys	Girls	Total	Boys	Girls	Total
2013-14	126592	126649	253241	-4.39	-2.84	-3.62
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: UDISE

**Table 1.12: Enrolment Elementary- Government. Schools**

Enrolment (Elementary)				% Increase/decrease		
Year	Boys	Girls	Total	Boys	Girls	Total
2013-14	304895	309392	614287	-4.95	-4.12	-4.53
2012-13	320761	322689	643450	-6.63	-5.75	-6.19
2011-12	342031	341235	683267	-8.03	-6.92	-7.48
2010-11	369516	364881	734397	-4.87	-4.24	-4.56
2009-10	387522	380350	767872	-4.83	-4.19	-4.52
2008-09	406253	396294	802547	-4.96	-4.27	-4.62
2007-08	426385	413230	839615	-2.51	-2.13	-2.32

Source: UDISE

**Table 1.13: Class wise number of Enrolment: Govt.**

Year	I	II	III	IV	V	VI	VII	VIII	Total I-V	Total VI-VIII	Total
2013-14	63246	64005	71830	79073	82892	82299	83754	87188	361046	253241	614287
2012-13	63284	71856	79423	83453	82683	84098	87522	91131	380609	262751	643450
2011-12	72063	80346	84500	83954	85565	89654	93012	104312	406433	286978	693411
2010-11	81421	84572	83547	85730	89803	93217	103815	117602	425073	314634	739707
2009-10	86937	84403	86317	91163	94753	105017	103793	121305	443573	330115	773688
2008-09	89652	88179	91851	97109	101743	111189	108371	120684	468534	340244	808778
2007-08	92352	92566	97218	105564	107388	115850	105801	129319	495088	350970	846058

Source: UDISE

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**Table 1.14: Class wise percentage of Enrolment: Govt.**

Year	I	II	III	IV	V	VI	VII	VIII	Total I-V	Total VI-VIII	Total
2013-14	10.30	10.42	11.69	12.87	13.49	13.40	13.63	14.19	58.77	41.23	100.00
2012-13	9.84	11.17	12.34	12.97	12.85	13.07	13.60	14.16	59.17	40.83	100.00
2011-12	10.39	11.59	12.19	12.11	12.34	12.93	13.41	15.04	58.61	41.39	100.00
2010-11	11.01	11.43	11.29	11.59	12.14	12.60	14.03	15.90	57.47	42.53	100.00
2009-10	11.24	10.91	11.16	11.78	12.25	13.57	13.42	15.68	57.33	42.67	100.00
2008-09	11.08	10.90	11.36	12.01	12.58	13.75	13.40	14.92	57.93	42.07	100.00
2007-08	10.92	10.94	11.49	12.48	12.69	13.69	12.51	15.28	58.52	41.48	100.00

Source: UDISE

**Table 1.15: Class wise number of Enrolment: All Schools**

Year	I	II	III	IV	V	VI	VII	VIII	Total I-V	Total VI-VIII	Total
2013-14	114687	112683	119496	125007	127198	122618	122564	124842	599071	370024	969095
2012-13	113805	120159	125700	127577	124533	123122	125078	127515	611774	375715	987489
2011-12	120049	124687	126811	123629	124124	124955	126634	135053	619300	386642	1005942
2010-11	126693	126199	122720	123456	126450	127131	135257	147721	625518	410109	1035627
2009-10	126867	121292	121931	125440	127668	134260	130947	147712	623198	412919	1036117
2008-09	130539	124895	127223	130936	133286	138549	134404	145871	646879	418824	1065703
2007-08	128829	127448	130353	136253	136696	141579	129849	153228	659579	424656	1084235

Source: UDISE

**Table 1.16: Class wise percentage of Enrolment: All Schools**

Year	I	II	III	IV	V	VI	VII	VIII	Total I-V	Total VI-VIII	Total
2013-14	11.83	11.63	12.33	12.90	13.13	12.65	12.65	12.88	61.82	38.18	100.00
2012-13	11.52	12.17	12.73	12.92	12.61	12.47	12.67	12.91	61.95	38.05	100.00
2011-12	11.93	12.40	12.61	12.29	12.34	12.42	12.59	13.43	61.56	38.44	100.00
2010-11	12.23	12.19	11.85	11.92	12.21	12.28	13.06	14.26	60.40	39.60	100.00
2009-10	12.24	11.71	11.77	12.11	12.32	12.96	12.64	14.26	60.15	39.85	100.00
2008-09	12.25	11.72	11.94	12.29	12.51	13.00	12.61	13.69	60.70	39.30	100.00
2007-08	11.88	11.75	12.02	12.57	12.61	13.06	11.98	14.13	60.83	39.17	100.00

Source: UDISE



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**Table 1.17: Year wise percentage of girls to total enrolment & Gender Parity Index**

		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
% Girls to total enrolment	Primary	47.29	47.35	47.49	47.59	47.51	47.56	47.59
	UP	47.23	47.27	47.21	46.71	46.72	46.88	47.12
Gender Parity Index(GPI)	Primary	0.90	0.90	0.90	0.91	0.91	0.91	0.91
	UP	0.90	0.90	0.89	0.88	0.88	0.88	0.89

Source: UDISE

**Table 1.18: District-wise percentage of girls to total enrolment and Gender Parity Index (GPI) in 2013-14**

Districts	% Girls to total enrolment		Gender parity index (GPI)	
	Primary	Upper Primary	Primary	Upper Primary
Bilaspur	47.41	46.71	0.90	0.88
Chamba	49.17	47.96	0.97	0.92
Hamirpur	46.23	45.46	0.86	0.83
Kangra	46.90	46.06	0.88	0.85
Kinnaur	49.03	51.26	0.96	1.05
Kullu	48.74	49.59	0.95	0.98
L & Spiti	51.39	51.52	1.06	1.06
Mandi	48.62	48.29	0.95	0.93
Shimla	47.93	47.86	0.92	0.92
Sirmour	47.59	47.93	0.91	0.92
Solan	46.49	45.65	0.87	0.84
Una	46.23	45.25	0.86	0.83
<b>Total</b>	<b>47.59</b>	<b>47.12</b>	<b>0.91</b>	<b>0.89</b>

Source: UDISE, 2013

**Table 1.19: Percentage enrolment and population by social category**

Category	% population share (Census 2001)	% enrolment share				
		2009-10	2010-11	2011-12	2012-13	2013-14
SC	24.37	28.24	28.09	28.06	27.82	27.90
ST	3.99	5.69	5.74	5.80	5.70	5.52
Muslim	-	1.37	1.59	1.69	1.66	2.07

Source: UDISE

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**Table 1.20: Percentage enrolment by social category at Elementary level**

Districts	SC			ST			Muslim		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	26.87	28.23	27.51	2.79	2.99	2.88	2.19	2.11	2.15
Chamba	21.98	22.63	22.30	23.81	24.02	23.91	5.32	4.94	5.13
Hamirpur	24.43	25.80	25.06	1.19	1.12	1.16	0.70	0.61	0.66
Kangra	22.93	24.19	23.52	5.81	6.14	5.97	0.97	0.98	0.98
Kinnaur	26.89	28.89	27.89	43.29	44.11	43.69	0.00	0.00	0.00
Kullu	30.24	31.16	30.69	2.87	2.84	2.86	0.53	0.38	0.46
L & Spiti	8.57	8.95	8.76	78.79	80.19	79.51	0.06	0.05	0.05
Mandi	33.04	34.64	33.82	1.51	1.46	1.49	0.76	0.75	0.76
Shimla	29.36	30.94	30.12	1.29	1.28	1.28	1.12	1.08	1.10
Sirmour	34.63	36.04	35.30	2.25	1.90	2.08	5.81	5.74	5.78
Solan	26.33	28.29	27.23	3.56	3.81	3.68	4.21	2.13	3.25
Una	23.76	24.99	24.32	2.12	2.07	2.09	2.33	2.10	2.22
<b>Total</b>	<b>27.21</b>	<b>28.66</b>	<b>27.90</b>	<b>5.41</b>	<b>5.65</b>	<b>5.52</b>	<b>2.21</b>	<b>1.93</b>	<b>2.07</b>

Source: UDISE, 2013

### GER and NER at primary and upper primary level

**Table 1.21: Gross Enrolment Ratio - Primary level (State)**

Year	Boys	Girls	Total
2013-14	106.76	106.54	106.65
2012-13	107.53	107.18	107.36
2011-12	110.94	110.02	110.03
2010-11	111.22	111.68	111.44
2009-10	112.17	111.84	112.01
2008-09	111.26	111.20	111.23
2007-08	110.27	110.72	110.48

Source: UDISE

**Table 1.22: Gross Enrolment Ratio – Upper Primary level (State)**

Year	Boys	Girls	Total
2013-14	103.49	103.80	103.63
2012-13	105.95	106.31	106.12
2011-12	125.08	124.43	124.77
2010-11	131.31	129.97	130.68
2009-10	128.42	128.21	128.32
2008-09	131.80	129.98	130.93
2007-08	136.35	133.48	134.98

Source: UDISE

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**Table 1.23: Net Enrolment Ratio -Primary level (State)**

Year	Boys	Girls	Total
2013-14	99.58	99.56	99.57
2012-13	99.54	99.53	99.53
2011-12	99.53	99.45	99.49
2010-11	99.72	99.68	99.70
2009-10	91.16	90.93	91.05
2008-09	90.31	90.55	90.42
2007-08	89.48	90.06	89.75

Source: UDISE

**Table 1.24: Net Enrolment Ratio –Upper Primary level (State)**

Year	Boys	Girls	Total
2013-14	99.81	99.76	99.79
2012-13	99.77	99.71	99.74
2011-12	99.70	99.63	99.66
2010-11	99.78	99.74	99.76
2009-10	92.20	92.81	92.49
2008-09	91.64	91.57	91.60
2007-08	92.87	92.40	92.65

Source: UDISE

**Table 1.25: Percentage of underage and overage children to total enrolment**

Year	Primary level			Upper primary level		
	Under-age	Over-age	Total grossness	Under-age	Over-age	Total grossness
2013-14	85174	14869	100043	62352	6150	68502
2012-13	87199	16881	104080	59482	28642	88124
2011-12	94178	20044	114222	54922	42284	97206
2010-11	97169	21634	118803	52930	65060	117990
2009-10	94104	22573	116677	53251	67239	120490
2008-09	94630	26399	121029	53193	72582	125775
2007-08	89888	33855	123743	44258	88972	133180

Source: UDISE

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## Drop-out by gender, social category and region

**Table 1.26: Annual Average Dropout Rate (Primary Level)**

District	PRIMARY LEVEL											
	2010-11			2011-12			2012-13			2013-14		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	0.23	0.26	0.25	0.00	0.00	0.00	0.06	0.32	0.18	0.00	0.00	0.00
Chamba	0.19	0.78	0.48	0.39	1.69	1.02	0.02	1.00	0.50	0.13	0.00	0.00
Hamirpur	0.44	0.42	0.43	0.00	0.00	0.00	1.55	0.66	1.14	0.00	0.71	0.00
Kangra	0.17	0.24	0.20	0.00	0.00	0.00	0.04	0.00	0.00	1.97	1.67	1.83
Kinnaur	0.08	0.13	0.11	7.23	7.21	7.22	6.42	3.83	5.14	7.30	6.52	6.92
Kullu	0.62	0.48	0.55	2.27	1.21	1.75	1.32	0.77	1.05	0.00	0.15	0.00
L & Spiti	0.00	0.00	0.00	13.92	10.13	12.03	3.35	0.74	2.03	7.23	4.49	5.83
Mandi	0.14	0.16	0.15	0.00	0.00	0.00	0.00	0.00	0.00	1.83	1.19	1.52
Shimla	0.04	0.05	0.05	3.58	4.63	4.09	0.24	0.00	0.03	1.57	0.29	0.96
Sirmour	0.03	0.03	0.03	0.89	0.38	0.65	0.00	0.00	0.00	0.83	0.81	0.82
Solan	0.61	0.49	0.56	0.03	1.05	0.51	0.00	0.00	0.00	0.00	0.00	0.00
Una	0.81	0.69	0.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>	<b>0.28</b>	<b>0.32</b>	<b>0.30</b>	<b>0.00</b>	<b>0.61</b>	<b>0.12</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.51</b>	<b>0.39</b>	<b>0.45</b>

Source: UDISE

**Table 1.27: Annual Average Dropout Rate (Upper Primary Level)**

District	UPPER PRIMARY LEVEL											
	2010-11			2011-12			2012-13			2013-14		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	0.30	0.15	0.23	2.15	0.70	1.47	1.65	2.22	1.92	0.00	0.40	0.00
Chamba	0.44	0.85	0.63	2.86	3.17	3.00	0.00	0.65	0.10	0.81	0.50	0.66
Hamirpur	0.03	0.06	0.04	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.22	0.00
Kangra	0.04	0.03	0.04	0.68	0.39	0.55	0.00	0.00	0.00	1.50	1.29	1.40
Kinnaur	0.06	0.00	0.03	8.84	8.79	8.81	6.46	7.30	6.89	6.95	2.67	4.75
Kullu	0.44	0.35	0.39	4.35	2.96	3.68	2.27	1.93	2.11	0.00	0.12	0.02
L & Spiti	0.00	0.00	0.00	16.55	8.06	12.05	5.40	7.22	6.41	0.00	0.97	0.00
Mandi	0.27	0.36	0.31	3.26	3.68	3.46	0.00	0.00	0.00	2.09	2.03	2.06
Shimla	0.15	0.10	0.12	2.45	2.01	2.24	0.18	1.31	0.72	1.17	0.00	0.00
Sirmour	0.03	0.04	0.03	7.46	5.74	6.65	0.00	0.00	0.00	2.66	2.67	2.66
Solan	0.39	0.59	0.48	4.38	2.87	3.69	0.00	0.00	0.00	0.00	0.00	0.00
Una	0.49	0.35	0.43	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>	<b>0.22</b>	<b>0.26</b>	<b>0.24</b>	<b>2.40</b>	<b>2.10</b>	<b>2.26</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.54</b>	<b>0.51</b>	<b>0.52</b>

Source: UDISE

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{Retention by gender, social category and region}

Table 1.28: Retention rate (Primary level)

Year	Boys	Girls	All
2013-14	99.54	99.25	99.40
2012-13	94.95	95.39	95.16
2011-12	94.11	93.98	94.05
2010-11	91.28	92.04	91.64
2009-10	97.08	96.70	96.90
2008-09	94.84	94.22	94.55
2007-08	95.65	93.59	94.66

Source: UDISE

Table 1.29: Retention Rate – Primary level

District	2010-11			2011-12			2012-13			2013-14		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Bilaspur	98.94	99.90	99.38	99.78	100.0	100.0	97.85	98.04	97.94	99.91	99.40	99.67
Chamba	98.21	99.08	98.63	97.85	95.52	96.72	96.71	97.87	97.27	100.0	99.93	100.0
Hamirpur	96.32	97.35	96.78	96.67	96.73	96.47	100.00	100.00	100.0	100.0	99.20	99.67
Kangra	97.57	98.32	97.91	100	97.21	98.69	93.39	94.96	94.12	100.0	100.00	100.0
Kinnaur	77.53	76.99	77.26	72.88	78.95	75.92	80.80	83.19	81.96	74.61	83.37	78.85
Kullu	92.58	93.61	93.09	92.1	94.38	93.23	94.27	96.78	95.48	96.33	94.21	95.30
L & Spiti	74.92	82.99	78.90	74.92	78.6	76.73	81.85	89.93	85.87	69.52	85.66	77.53
Mandi	81.50	84.27	82.82	99.57	100.0	100.0	100.00	100.00	100.0	100.0	100.00	100.0
Shimla	74.00	74.91	74.75	77.34	77.37	77.36	81.10	80.05	80.59	84.25	84.62	84.42
Sirmour	96.11	95.32	95.73	92.66	94.4	93.49	94.00	94.21	94.10	99.08	98.79	98.94
Solan	97.28	95.47	96.43	97.43	96.99	97.22	99.27	96.81	98.12	100.0	100.00	100.0
Una	98.38	100.0	100.0	95.79	97.19	96.42	99.65	100.00	100.0	100.0	100.00	100.0
<b>Total</b>	<b>91.28</b>	<b>92.04</b>	<b>91.64</b>	<b>94.11</b>	<b>93.98</b>	<b>94.05</b>	<b>94.95</b>	<b>95.39</b>	<b>95.16</b>	99.54	99.25	99.40

Source: UDISE

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**Table 1.30: Retention rate – Elementary (class-I to VIII)**

District	ELEMENTARY LEVEL											
	2010-11			2011-12			2012-13			2013-14		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Bilaspur	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.04	100.0
Chamba	86.60	75.50	81.20	86.18	78.39	82.40	98.46	91.80	95.21	93.81	88.31	91.13
Hamirpur	100.0	100.0	100.0	100.0	100.0	100.0	99.14	100.0	99.81	97.42	92.42	95.13
Kangra	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	93.64	93.22	93.45
Kinnaur	78.63	78.28	78.45	64.27	72.91	68.34	58.50	68.20	63.25	65.71	70.41	68.01
Kullu	90.18	83.82	87.05	100.0	93.52	97.00	91.58	92.63	92.10	96.39	94.52	92.42
L & Spiti	67.42	72.13	69.76	69.66	79.41	74.87	64.55	71.59	68.15	60.30	64.06	62.22
Mandi	78.03	78.23	78.13	100.0	100.0	100.0	100.0	100.0	100.0	100.0	96.57	98.73
Shimla	84.88	79.92	82.45	84.71	78.95	81.83	87.23	84.64	85.97	88.38	84.56	86.52
Sirmour	80.27	73.46	76.90	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Solan	100.0	96.19	98.34	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Una	94.99	95.18	95.52	96.86	98.54	97.60	99.07	100.0	100.0	100.0	100.0	100.0
<b>Total</b>	<b>92.42</b>	<b>87.84</b>	<b>90.22</b>	<b>98.98</b>	<b>95.71</b>	<b>97.42</b>	<b>99.90</b>	<b>97.69</b>	<b>98.86</b>	<b>97.39</b>	<b>95.01</b>	<b>96.27</b>

Source: UDISE

### {Transition from primary to upper primary}

**Table 1.31: Transition Rate (Primary to upper primary)**

District	2010-11			2011-12			2012-13			2013-14		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	96.23	99.59	97.79	99.96	100.0	100.0	98.09	97.64	97.88	96.55	97.81	97.04
Chamba	96.88	91.07	94.12	96.40	93.54	95.02	98.36	96.57	97.50	97.83	98.50	98.15
Hamirpur	98.40	99.08	98.71	98.78	98.4	98.61	99.49	99.06	99.29	99.06	96.74	97.99
Kangra	92.12	96.47	94.14	99.55	96.63	98.22	98.63	99.06	98.83	95.26	95.47	95.36
Kinnaur	93.43	100.77	97.01	96.37	95.17	95.76	91.64	92.88	92.28	93.67	97.98	95.80
Kullu	96.04	95.74	95.90	96.17	96.81	96.49	95.48	98.08	96.77	97.05	96.73	96.89
L & Spiti	95.28	108.16	101.88	82.83	91.13	87.11	96.39	100.00	100.00	93.48	90.44	91.89
Mandi	99.33	99.52	99.42	97.36	97.70	97.52	100.00	100.00	100.00	97.46	99.06	98.23
Shimla	97.98	98.87	98.41	98.60	98.40	98.50	99.33	98.29	98.83	99.00	100.0	99.77
Sirmour	96.69	95.84	96.29	94.65	97.32	95.94	98.37	97.94	98.17	98.18	97.34	97.78
Solan	98.84	96.07	97.56	97.97	97.16	97.60	99.69	98.63	99.20	100.0	99.74	100.0
Una	93.00	92.25	92.65	100.0	97.22	99.57	100.00	100.00	100.00	100.0	99.93	100.0
<b>Total</b>	<b>96.18</b>	<b>96.62</b>	<b>96.64</b>	<b>98.11</b>	<b>97.18</b>	<b>97.67</b>	<b>99.03</b>	<b>98.72</b>	<b>98.88</b>	<b>97.82</b>	<b>98.02</b>	<b>97.92</b>

Source: UDISE

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### Schools which the RTE Norms

**Table 1.32: Percentage of schools with adverse PTR (Government. schools) 2013-14**

District	Primary			Upper Primary		
	Total no of Schools	Total No of Primary Schools having PTR > 30	% of Schools	Total no of Schools	Total No of Upper Primary Schools having PTR > 35	% of Schools
Bilaspur	591	9	1.52	252		0.00
Chamba	1137	74	6.51	432	9	2.08
Hamirpur	489	17	3.48	276		0.00
Kangra	1712	66	3.86	804	3	0.37
Kinnaur	184	2	1.09	86	1	1.16
Kullu	751	32	4.26	246	3	1.22
L & Spiti	204		0.00	71		0.00
Mandi	1730	86	4.97	714	3	0.42
Shimla	1594	60	3.76	683	5	0.73
Sirmour	997	112	11.23	380	11	2.89
Solan	766	77	10.05	309	1	0.32
Una	495	59	11.92	259		0.00
<b>Total</b>	<b>10650</b>	<b>594</b>	<b>5.58</b>	<b>4512</b>	<b>36</b>	<b>0.80</b>

Source: UDISE, 2013

**Table 1.33: % Schools with adverse Student-Classroom Ratio (SCR): 2013-14**

District	Primary			Upper Primary		
	Total no of Schools	Total No of Schools having SCR>30	% of Schools	Total no of Schools	Total No of Schools having SCR>35	% of Schools
Bilaspur	591	10	1.69	252		0.00
Chamba	1137	41	3.61	432	11	2.55
Hamirpur	489	14	2.86	276	1	0.36
Kangra	1712	63	3.68	804	14	1.74
Kinnaur	184	4	2.17	86	1	1.16
Kullu	751	39	5.19	246	13	5.28
L & Spiti	204	3	1.47	71	2	2.82
Mandi	1730	57	3.29	714	7	0.98
Shimla	1594	36	2.26	683		0.00
Sirmour	997	75	7.52	380	13	3.42
Solan	766	61	7.96	309	6	1.94
Una	495	46	9.29	259	1	0.39
<b>Total</b>	<b>10650</b>	<b>449</b>	<b>4.22</b>	<b>4512</b>	<b>69</b>	<b>1.53</b>

Source: UDISE, 2013

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**Table 1.34 Facilities in Government. Schools (2013-14)**

District	Total No. of Schools		No. of schools with Drinking water facility		No. of schools with Boys Toilet		No. of schools with girls Toilet	
	P	UP	P	UP	P	UP	P	UP
Bilaspur	591	252	590	247	590	247	589	247
Chamba	1137	432	1137	432	1096	415	1129	425
Hamirpur	489	276	489	276	486	271	488	274
Kangra	1712	804	1712	804	1681	784	1693	796
Kinnaur	184	86	184	86	172	83	178	84
Kullu	751	246	746	241	725	234	736	236
L & Spiti	204	71	180	67	138	50	192	69
Mandi	1730	714	1728	713	1685	695	1707	692
Shimla	1594	683	1578	672	1173	593	1384	624
Sirmour	997	380	934	362	939	335	967	352
Solan	766	309	760	305	760	304	761	307
Una	495	259	495	259	494	257	495	259
<b>Total</b>	<b>10650</b>	<b>4512</b>	<b>10533</b>	<b>4464</b>	<b>9939</b>	<b>4258</b>	<b>10319</b>	<b>4365</b>

Source: UDISE, 2013

(contd.....)

District	No. of schools with Ramp		No. of schools with Playground		No. of schools with Library		No. of schools with Boundary wall	
	P	UP	P	UP	P	UP	P	UP
Bilaspur	463	175	552	239	583	247	292	149
Chamba	516	167	909	339	1120	408	720	274
Hamirpur	377	198	488	276	489	276	371	199
Kangra	1614	737	1426	716	1710	795	1334	652
Kinnaur	142	37	183	86	182	83	182	73
Kullu	698	186	751	246	743	237	663	216
L & Spiti	10	4	59	35	192	61	91	44
Mandi	1085	400	1606	676	1669	677	1373	559
Shimla	805	300	1341	581	1587	670	706	372
Sirmour	565	219	528	247	975	355	600	254
Solan	761	308	462	229	758	305	371	173
Una	368	186	495	258	495	258	428	223
<b>Total</b>	<b>7404</b>	<b>2917</b>	<b>8800</b>	<b>3928</b>	<b>10503</b>	<b>4372</b>	<b>7131</b>	<b>3188</b>

Source: UDISE, 2013



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### {Percentage of schools with infrastructure as per RTE norms}

Table 1.35 RTE Infrastructure Compliant Schools (2013-14)

District	Schools without Infrastructure facilities 2013-14 (Govt. Schools)							
	Total Schools	Girls toilet	Boys toilet	Drinking Water	Ramp	Boundary wall/Fencing	Play Ground	Library
Bilaspur	843	7	6	6	205	402	52	13
Chamba	1569	15	58	0	886	575	321	41
Hamirpur	765	3	8	0	190	195	1	0
Kangra	2516	27	51	0	165	530	374	11
Kinnaur	270	8	15	0	91	15	1	5
Kullu	997	25	38	10	113	118	0	17
L & Spiti	275	14	87	28	261	140	181	22
Mandi	2444	45	74	3	959	512	162	98
Shimla	2277	269	511	27	1172	1199	355	20
Sirmour	1377	58	103	81	593	523	602	47
Solan	1075	7	11	10	6	531	384	12
Una	754	0	3	0	200	103	1	1
<b>Total</b>	<b>15162</b>	<b>478</b>	<b>965</b>	<b>165</b>	<b>4841</b>	<b>4843</b>	<b>2434</b>	<b>287</b>

Source: UDISE, 2013

## CHAPTER-2

### ACTION ON PAB COMMITMENTS (2013-14)

Sl. No.	Commitment	Action taken:	Remarks
(i)	It will take further action on the unfulfilled commitments of the previous year as per remarks recorded in para 7 of 2013-14 PAB minutes.	Since very less spillover was sanctioned in the AWP&B 2013-14, the spillover works could not be taken up due to non-availability of funds. The matter has been taken up with the MHRD many times but no action has been reported.	The State should give a specific time frame for completion of long pending spill over of civil works.
(ii)	State committed to constitute the SCPCR by August 2013.	Constituted under notification No. SJE-F(5) – 7/2006 dated 27-04-2013	
(iii)	There are 817 single teacher schools in the State. The State committed to ensuring redeployment of teachers by end of March 2013 so that there is neither single teacher school nor any with adverse PTR.	To reduce the number of single teacher schools and schools with adverse PTR, rationalization and re-deployment of teachers is done on regular basis depending upon the number of vacancies identified due to retirement, promotion, transfer etc.	
(iv)	The State also made a commitment that by next academic session 2014-15 their books would be revised for classes III to V.	It has been decided in the 37 EC meeting that class III to V text books revision will be undertaken by the SCERT which is also an Academic Authority. The work is under process.	
(v)	The third party evaluation for civil works would be undertaken by the State in 2013-14.	Due to availability of lesser funds under civil works and management cost heads in 2013-14, the evaluation could not be undertaken.	
(vi)	The State was asked to relook at their CCE in the context of the new NCERT exemplar.	CCE has been implemented in the State as per RTE. The system of CCE has been contextualized and developed keeping in view the source book and NCERT exemplar.	
(vii)	The State committed to review reading, comprehension and mathematics programme for early	The State has issued instructions and guidelines to all the education field functionaries to further improve reading,	

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	primary grades.	writing and arithmetic skills. These have also been uploaded in the SSA website as "Guidelines Quality education 02, 16-08-2013).	
(viii)	There was need to track the performance and ensure competent teachers. The State assured that they would prepare a strategy for science and mathematics for classes VI to VIII:	<p>To track the performance of teachers, self appraisal format has been developed and incorporated in the teacher check list register. The performance will also be judged on the basis of benchmark set in the self assessment monitoring tool designed for the schools. To ensure proper tracking system for capturing teacher performance on regular basis, we have proposed the technological infrastructure at the Block and Cluster level resource institutions in the annual plan of 2014-15 under the comprehensive quality plan.</p> <p>The State is also making teacher recruitments based on TET being conducted as per NCTE norms.</p> <p>To improve learning abilities in Science and Mathematics, following strategies were made part of the trainings conducted during 2013-14:-</p> <ul style="list-style-type: none"> <li>• Training methodology is focused on preparation of lesson plans which includes use of labs, project method, field visits and use of ICT.</li> <li>• Project work has been made an indicator for science subject in the checklist register of CCE.</li> <li>• Field visits to project sites.</li> <li>• Science subject to be taught in a science lab only.</li> <li>• Mental Mathematics competitions.</li> <li>• Quiz competitions.</li> <li>• Mathematics and science exhibitions in consultation with Science Supervisors posted in the Dy. Directors of Higher</li> </ul>	

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		<p>Education.</p> <ul style="list-style-type: none"> <li>• Use of multimedia in collaboration with Pratham India and the schools where ICT labs are available.</li> </ul>	
(ix)	The State stated that it would put in place a system of assessing teacher attendance.	It was decided in the 37 <sup>th</sup> EC meeting that to ensure punctuality and availability of teachers in schools and track their attendance, bio-metric machines be installed in all schools. The matter is under consideration of DHE and DEE.	
(x)	The State committed to ensure that all child entitlements, including textbooks, supplementary material, uniforms, etc. are provided at the beginning of the academic year to all children.	All children provided text books, supplementary material, uniforms, etc. at the beginning of the academic year.	
(xi)	State committed to ensure that all school related grants under SSA, including School Grant and Maintenance Grant are released in the first quarter of the financial year to facilitate schools to utilize the Grants in a meaningful manner.	The process of releasing school level grants was started in the first quarter of 2013-14 and completed in July/August, 13.	
(xii)	State committed to ensure completion of all spillover and fresh civil works sanctioned under SSA by December 2013.	Most of the spillover and fresh works are in progress and the State has taken the initiatives to expedite the completion of these works by March, 2014.	
(xiii)	The State committed to ensure that all schools are provided drinking water and toilets.	Almost all schools have been provided drinking water and toilets barring few where school construction is in progress.	
(xiv)	It will put in place a decentralized Grievance Redressal Mechanism by October 2013.	Proposal has been moved to the government. The matter is under consideration.	
(xv)	It will continue to hold regular meetings of the Executive Committee as well as District Level	EC meetings are held regularly. Districts have been requested to ensure that District Level Monitoring Committees are in place and	

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	Monitoring Committee for SSA.	meetings happen regularly.	
(xvi)	The State committed to bring out requisite notifications for the implementation of admission of 25% children from disadvantaged groups and weaker sections in class I in private unaided schools as mandated by section 12 (i) (c) of RTE Act, 2009, by July 2013.	Issued. Notification No. EDN-C-F(10)-8/2009-L Dated 16 <sup>th</sup> March, 2013.	
(xvii)	The first installment of the State share should be released to the State Society within one month of the release of Central share to the State Society.	State is releasing its matching share within the fixed timeline.	

## CHAPTER-3

### UNIVERSAL ACCESS

#### 3.1 Habitation data:

According to tables' 1(a) and 1 (b), there are total 29890 habitations out of which 28476 and 28074 are covered by primary and upper primary schooling facilities respectively. 1414 and 1816 habitations are without primary and upper schools respectively because it is not viable to open schools in such habitations as these habitations do not qualify the neighborhood norms of the State RTE rules. It is pertinent to mention here that as per PAB deliberations of 2013-14, the State has already opened and made functional 64 re-appropriated primary and 77 upper primary schools in un-served habitations. All children of habitations which were eligible for opening of primary and upper primary schools have been enrolled in the schools opened as stated above.

**3.2 Distance and population norms notified under State RTE rules:** Under State RTE rules, a primary school which is located within a walking distance of 1.5 kilometers of a neighborhood and has a minimum of 25 children in the age group of 6-11 years available and willing for enrolment in that school. An upper primary school which is located within a walking distance of 3 kilometers from a neighbourhood and which has not less than 15 children in class 5<sup>th</sup> of the feeding primary schools, taken together, available and willing for enrolment in that school.

#### 3.3 Status of opening of new schools approved for the State in the previous years under SSA:

No new schools were sanctioned for the State during 2013-14, however the schools which were previously approved by the PAB have been identified and made functional on the basis of field analysis and verification done in view of RTE requirements. The list of such schools with location and certificate of land availability from the concerned Collector or District Education officer is at

annexure-

#### District wise position of primary schools sanctioned under SSA

District	07-08	08-09	09-10	09-10	10-11	11-12	12-13	Total	Made functional up to 31-03-2012	Carried forward	Inter-district Re-appropriation allowed by the PAB during 2013-14	No. of primary schools proposed as spill over for 2014-15
Bilaspur	00	00	00	00	00	03	00	03	00	03	1	1
Chamba	00	00	00	00	00	07	00	07	00	07	22	22
Hamirpur	00	00	00	00	00	03	00	03	00	03	0	0
Kangra	05	00	00	00	00	05	00	10	00	10	1	1 + 1(F)
Kinnaur	00	00	00	00	00	03	00	03	00	03	1	1
Kullu	08	00	00	00	00	00	00	08	05	03	10	10
Lahaul-Spiti	00	00	00	00	00	02	00	02	00	02	0	0
Mandi	04	00	00	00	00	06	00	10	04	06	9	9 + 9(F)
Shimla	08	00	00	00	00	03	00	11	01	10	3	3

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Sirmour	04	00	00	00	00	05	00	09	04	05	11	11
Solan	04	00	00	00	00	03	00	07	02	05	6	6
Una	07	00	00	00	00	00	00	07	00	07	0	0
<b>Total</b>	<b>40</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>40</b>	<b>00</b>	<b>80</b>	<b>16</b>	<b>64</b>	<b>64</b>	<b>64</b>

At primary level till 2012-13, total 80 new primary schools were approved by the PAB. Out of these only 16 were made functional up to 31-03-2012. According to the requirement of the districts, balance number of schools were re-appropriated and allowed by the PAB to be opened and made functional during 2013-14. These 64 schools have been opened by the State Government and made functional. List of re-appropriated primary schools with U-DISE code is at annexure- For Infrastructural development in the re-appropriated schools we do not require funds because the State has already been approved spillovers amounting to Rs. 876.00 lacs.

However, salary for 2 teachers and TLE in each of the 64 re-appropriated primary schools is proposed as fresh requirement. Salary proposed for 128 teachers @ Rs. 16393/- is Rs. 252.16 lakh and TLE for the proposed 64 new primary schools at the rate of Rs. 20,000/- per school is estimated as Rs. 12.80 lakh.

### District wise position of upper primary schools sanctioned under SSA

District	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	Total	Made functional up to 31-03-2012	Carried forward	Proposed for 2014-15	Balance
Bilaspur	10	18	15	17	16	00	11	00	00	04	00	91	85	06	04	02 ✓
Chamba	25	36	36	19	15	25	15	00	00	00	00	171	126	45	20 ✓	25 ✓
Hamirpur	15	03	15	05	00	03	00	00	00	05	00	47	41	06	00	06 ✓
Kangra	35	36	36	50	00	00	50	00	00	00	00	207	19	13	03+3	10 ✓
Kinnaur	06	03	03	02	00	00	03	00	00	00	00	17	11	06	02	04 ✓
Kullu	14	30	30	00	00	00	10	00	00	00	00	84	75	09	07	02 ✓
Lahaul-Spiti	03	07	00	00	00	00	00	00	07	04	00	21	17	04	00	04
Mandi	20	55	55	16	24	49	40	00	00	00	00	259	223	36 <sup>29</sup>	19	17 ✓
Shimla	20	48	40	20	17	23	40	00	00	00	00	208	178	30	10	20 ✓
Sirmour	30	33	00	00	00	16	57	00	00	00	00	136	124	12	07	05 ✓
Solan	14	21	21	20	08	15	00	00	00	00	00	99	86	13	04	09 ✓
Una	08	07	13	00	08	09	02	00	00	06	00	53	47	06	01	05
<b>Total</b>	<b>200</b>	<b>297</b>	<b>264</b>	<b>149</b>	<b>88</b>	<b>140</b>	<b>228</b>	<b>00</b>	<b>07</b>	<b>20</b>	<b>00</b>	<b>1393</b>	<b>1207</b>	<b>186</b>	<b>77</b>	<b>109</b>

Similarly, at the upper primary level till 2012-13, till date total 1393 new upper primary schools were approved by the PAB. Out of these only 1207 were made functional up to 31-03-2012. Previous year PAB had asked the State to open and make 77 UPSs functional and surrender 109 balance schools. 77 UP schools have been

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opened by the State Government and made functional and list of such schools along with U-DISE code is at annexure-

As per RTE requirement, these 77 upgraded upper primary schools have to be developed as composite units for which an amount of Rs. 2310 lakh is proposed. Salary for 3 teachers per school and TLE in each of the 77 proposed upper primary schools @ Rs. 16908/- and Rs. 50000/- is Rs. 468.93 lakh and Rs. 38.50 lakh respectively.

### **Special Training for mainstreaming out of school children Table 4(a) and 4(b)**

**Background:** Special training in H.P. is being provided through Non Residential Bridge Course centres which have now been named as Non Residential Special Training Centres (NRSTC). Children in the age group of 6-14 are being given Bridge Course education as per their age and as per the provisions of RTE Act, 2009 wherein age-appropriate & class-appropriate education has been mandated. In Himachal Pradesh survey of every area has been made compulsory and the responsibility for conducting a survey has been fixed on the Head teacher of the cluster schools. The head teacher with the help of SMC will have to ensure the identification of OOSC in his/her respective area. Special focus is on the temporary habitations & extensive exercise to update VER is done in every habitation and vulnerable habitation i.e. temple surroundings, project area, construction sites, slums, industrial areas and other temporary habitation which crop up for a limited period, are surveyed directly by involving teachers and field functionaries. Identified children are enrolled either directly in formal schools or in NRCCs/NRSTCs and age appropriate education is ensured in these centres. We have also roped in two NGOs in the industrial areas of Baddi Barotiwala Nalagarh areas of Solan district and Bathu Bathri Talliwala areas of Una district. In collaboration with these NGOs we are imparting special training to the floating population who are hard to enroll and need a constant follow up.

#### **Modus Operandi of Special Training and Evaluation of Competence:**

Special training is ensured as per the notification of Government of Himachal Pradesh. After identification, the children are assessed and the special training is imparted to them as per their competence level. Point wise procedure as per State Government notification, being adopted is as follows:

**(Directions of Govt. of Himachal Pradesh for imparting Special Training as per the provision contained in section-4 of the Right of Children to Free and Compulsory Education, Act, 2009. (Typed copy of the notification)**

"I am directed to say that in exercise of the powers conferred under Section 35 (2) of the Right of children to Free and Compulsory Education Act, 2009 (herein after referred to as the Act) and in view of provisions contained in section-4 of the Act read with Rule 3 contained in H.P. State Right of Children to Free and Compulsory Education, Himachal Pradesh Rules 2011 notified vide Notification No. EDN-C-F-10 )-8/09 dated 5<sup>th</sup> March, 2011, the following procedure is specified for imparting special training to the child who is directly admitted into a class appropriate to her/ his age or to a child who is not having competencies corresponding to the class in which she/ he is enrolled".

- Every year the Centre Head Teacher in case of children within the age group of 6-11 years and the concerned school head in case of children in the age group of 12-14 years, will get conducted, a survey to identify the children in the respective age group who have never been enrolled in any school or who are dropouts from any of the elementary classes.



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- The particulars of such children shall be entered in the Village Education Register maintained by the concerned S.M.C.
- The children thus identified will be enrolled in the nearest neighborhood school and thereafter they will be put to a test to assess the competencies, they have acquired and the class to which their competencies correspond.
- On the basis of their achievement levels such children will be imparted special training based on a residential or non- residential bridge course so as to achieve the learning levels in such children corresponding to their age appropriate class. Such special training may last from minimum three months to two years depending upon the learning gap and the pace of learning of such children.
- The bridge course material developed in accordance with the guidelines of the academic authority for the elementary classes will be used for imparting special training which in turn will be classified into the following levels:
  - Level I material for classes 1 and 2 ( age 6-7 years );
  - Level II material for classes 3 and 4 ( age 8-9 years );
  - Level III material for class 5<sup>th</sup> ( age 10-11 years)
  - Level IV for class 6<sup>th</sup> ( age 11-12 years );
  - Level V for class 7<sup>th</sup> ( age 12-13 years)
  - Level VI for class 8<sup>th</sup> ( age 13 years and above up to the age of 18 years ) ;
- Special training will be imparted by the NRBC/NRST instructors especially recruited for the purpose in special Non-Residential Bridge course centers or the regular teachers in the schools as the case may be. Appropriate TLM, various activities including the field visits, discussions, linkage with local knowledge and other child friendly methods will also be used for promoting proper understanding amongst the children.
- For regular assessment of the learning levels and the improvement therein, the **baseline, mid-term and end-term** assessments will be conducted by the concerned NRBC instructor or the teacher in the supervision of Head of the Institution/ Centre Head Teacher/ Head Teacher and complete record related to the progress of the child shall be maintained in the concerned school in a separate register in the following format:-

Name parentage and complete address of the child	Age and Learning level at the time of enrollment	Whether Special training is required, if yes, specify level	Tentative time/ for special training to bridge the learning gap	Authority/ teacher conducting the test for admission or evaluating the level	Class in which child will be admitted after age appropriate competence	Name of the NRBC/NRST centre or school imparting special training along with date of start of bridge course
1	2	3	4	5	6	7

- As and when the child acquires the age appropriate class level competencies, the child will be imparted further elementary education in accordance with the procedure laid down in section 29 of the Act till the completion of elementary education.

**Under Secretary (Education)  
Govt. of H.P**

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Source: copy of the notification of Govt. of Himachal Pradesh (Endst. No. EDN –C-A (3)-3/2011 dated Shimla-171002, the 20-12-11)

**Special Training Material:** We have developed Special training material for primary classes in 2011 and the children are being provided special training as per their age. In this session this material has further been improved with the help of teachers, pedagogy wing of SSA and academic authority/ SCERT. This material is ready and will be printed before 15<sup>th</sup> of March 2014. For upper Primary we are planning to develop special training material in the coming session. We could not develop it in this session for various reasons i.e. very few children reached to upper Primary competence, paucity of funds etc. We imparted education to upper primary children from the formal school books and the books developed by NCERT for KGBV girls. Hopefully this year we would be able to develop it with the help of academic authority and field functionaries who are teaching at upper primary level.

**Training of Person's/Instructors conducting Special training:** Training of the special training instructors is being provided at the DIET level. These Instructors are provided training of 15 to 30 days in the respective DIETs as per their Annual Work Plan. At the DIET level the DIET Coordinators who are teaching the pre-service JBT teachers are engaged to provide the Special training and the module for the training is being adopted separately by the districts in which the emphasis is given on the classroom teaching and different district specific strategies for mainstreaming OOSC. We have found some gaps in these trainings i.e. casual approach of coordinators while imparting trainings, less knowledge of equity and inclusion issues, more inclined to academic issues etc.

In this session we have developed a uniform Teacher Training Module developed at the State level. This Module will be implemented from the next financial year after getting it printed at the State level. The resource persons for such trainings would be arranged from State, from other districts and CSOs or NGOs who are well versed in the socio economic and other issues of the disadvantaged section of the society. We found that there was no uniformity in the module and it was not addressing the issues related to inclusion in classroom, sensitivity of teachers, migrant issues, and convergence and multi-grade teaching. We have developed this module after identifying some gaps in imparting special training. Previously we were focusing on the academic inputs and cognitive development but now we have shifted to the effective domain of human learning and are trying to address the equity, socio-economic and convergence issues. Hopefully we would be able to benefit the disadvantaged group of diverse needs by training our teachers in a proper manner and improving their perspective and inherent biases which were identified during monitoring of different slums, temporary habitations and NRST centres.

**Progress Overview:** Although access has been addressed in Himachal Pradesh still we have less than 1 % out of school children who are mostly of migratory communities. In the AWP&B 2013-14 we had 2752 newly identified out of school children across the State and 2183 children were taking education in Non Residential Special Training Centers. So we had total 4935 children who were to be provided Special training and enroll them in formal schools. Out of 4935 children who were provided special training, 1656 children were mainstreamed in the formal schools after providing age appropriate education to the children and 2358 children were proposed to be continued in the NRST centres as they could not attain the age appropriate competence.

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### Present status and proposal for 2014-15

As per the reports of the district, the number of newly identified out of school children are 2852 across the state. 65% out of school children have been identified in industrial areas of BBN and BBT in Solan and Una districts. In these districts we are working in convergence with two NGOs (**Nirmala Niketan Institute and Rashtriya Yuva Manch**) who are imparting special training to the migratory children who keep on changing their working areas throughout the year. Because of the migratory children, the data of out of school children keep on fluctuating.

For the AWP&B 2014-15, we have proposed special training to **5210** children (**2358** continued + **2852** newly identified). In the month of December, 2013 the survey of every habitation was done by the field functionaries and 2852 (1428 boys+ 1124 girls) children in the age group of 6 to 14 were identified. There are 129 Spl. Trg. Centres across the State imparting age appropriate education to the children (2780 children). 4 Special Training Centres are in regular schools where regular school teachers are imparting special training. 7 regular teachers (6 in Gompas in Kinnaur 1 in unrecognized Madarsa in Chamba) from nearby schools are engaged to impart special training. **21 centres are being run by NGOs in Una and Solan** districts. 97 NRST centers are specially opened either in the vicinity of school or in slums and temporary habitations to cater to the migratory and under privileged children. 2358 children have been proposed to be continued for the year 2014-15. 226 girls of minority community (mostly dropouts) shall be provided skill education in Chamba and Sirmaur districts.

We have huge gap in the census figure and DISE figure. This may have been due to the fact the census was done in 2011 and children who were in the age group of 11 to 14 in 2011, 12 to 14 in 2012, 13 to 14 in 2013, have crossed 14 years. The children in the age group of 3 to 5 who may have been enrolled in Govt. schools were very less than the children who crossed 14 years in these 3 years after the census was done. Most of the children were also shifted to private schools in these 3 years. DISE data of private schools which has been provided to us is also doubtful which needs to be checked. In the coming session House Hold Survey has also been proposed under REMS.

### Budgeting at State Project Office (SPO) under Special training

Name of the activity	No. of				Estimated Fin. Outlay (Rs.in lacs)	Costing Head
	Unit cost	Works hops	Particip ants	Days		
Quarterly workshops/Review meetings of Spl.trg. coordinators/ BRCCS /CRCC/SMCs and NGO representatives	800	4	55	3	5.28	Mgmt cost/spl.trg
Workshops to amend Prepare Upper Primary Spl. Trg. Material	800	5	30	3	3.60	Mgmt cost/dist. Spl.trg.fund

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Printing of spl.trg training module for special training educators	50				0.20	Dist. Fund/mgmt cost
Printing of Spl trg materials (pr. Up. Primary)	60		3000 copies each level		1.80 (each level)	Dist. Fund/mgmt cost
Monitoring of Spl.trg centers & NGO centers					1.0	REMS/ mgmt cost
Counseling camps in Minority pockets/unrecognized Madarsas & Gompas	800	6	35	3	5.04	
Awareness about child rights RTE norms/children entitlement(especially minority) through print Media Advertisement & Pamphlets/brochures, radio/Doordarshan etc.	@15 broch ure				2.50	Mgmt. cost Distt. Fund
State level workshop of Spl.trg. instructors including those recruited by NGOs in Industrial areas	600	2	115	2	2.76	
Skill Education i.e. Karate/ computer/embroidery/mehandi/Chamba Rumal/broom making etc ( Chamba & sirmaur)	226 @ 800				1.60	Dist. Fund, SPO to facilitate skill education
A Micro research study on the achievement level of Minority Muslim girls	375 girls				1.00	From district fund
<b>Total</b>						

## CHAPTER-4

### COMPREHENSIVE QUALITY IMPROVEMENT PLAN

#### 4.1 VISION STATEMENT

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 every 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.

## 4.2 GOALS

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

### 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

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### 4.2.1 Objectives of goal-1

#### 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.

### 4.2.2 Objectives of goal-2

#### 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.

### 4.2.3 Objectives of goal-3

#### 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.

### 4.2.4 Objectives of goal-4

#### 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 irrevocable 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.

To achieve the above stated goals and objectives, we propose the following programmes

## 4.3 Strengthening early grade reading, writing, comprehension and mathematics

### Progress:

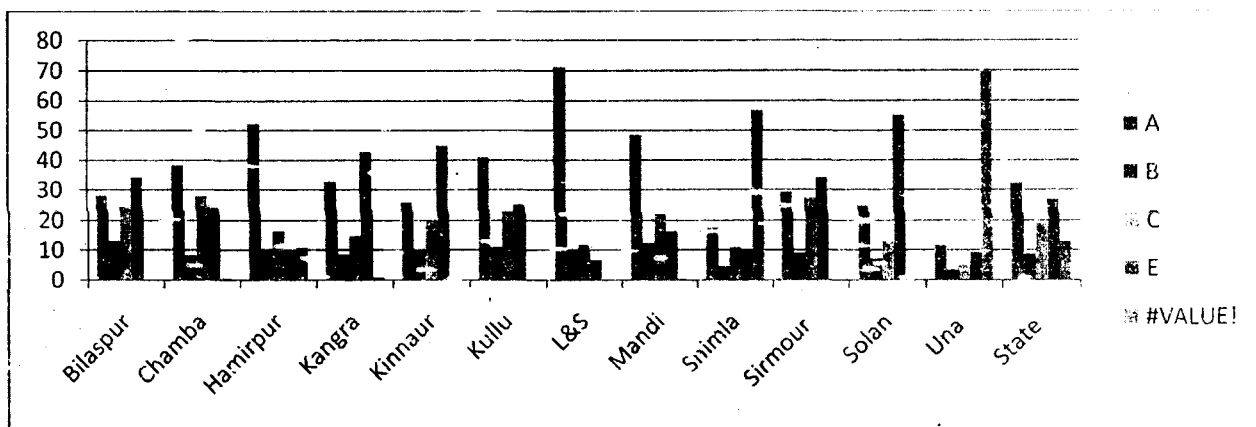
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The State has already started focusing on improving the capabilities of primary school children in Literacy, Numeracy and Oral Expression. In this regard, guidelines have been developed for teachers and uploaded in the SSA Website. Primary teachers have also been trained as how to use different techniques to improve skills using the basic learning tools stated above. To know the existing status of learning abilities of all elementary school children, baseline was conducted.

### 4.4 Baseline details Literacy, Numeracy and Oral Expression

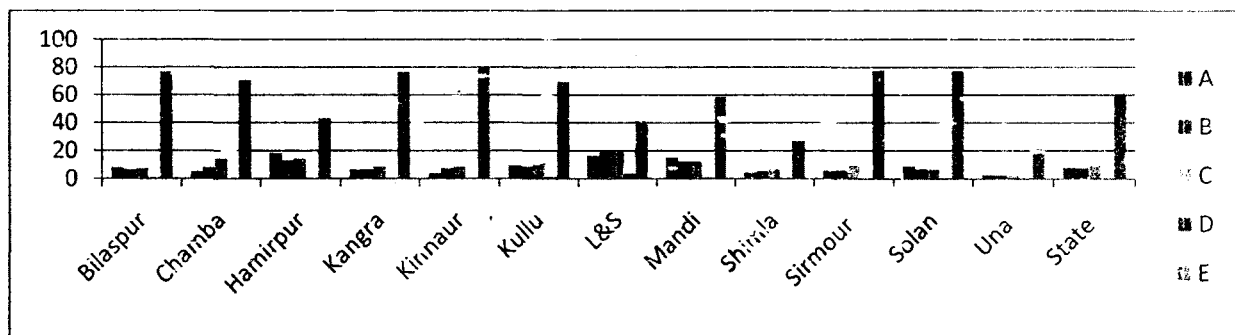
Early literacy and numeracy program was initiated at the state level. Before the commencement of activity in the state a baseline survey of class-II students was done for all students enrolled in govt. schools. In the baseline assessment students were asked question to test their ability on reading, writing, comprehension and numeracy skills. The detailed analysis question wise (item) is given below:

1. जानवरों के नाम ढूँढो पढो और लिखो? (Names of animals, birds and fruits were given, students had to read, identify and encircle animals name only)



- 28% students were not able to read and encircle the names of animals.
- 70% students of Lahaul and Spiti could read correctly.

2. सरल वाक्य बनाओ? (Students were asked to write their name, name of the village, schools etc.)

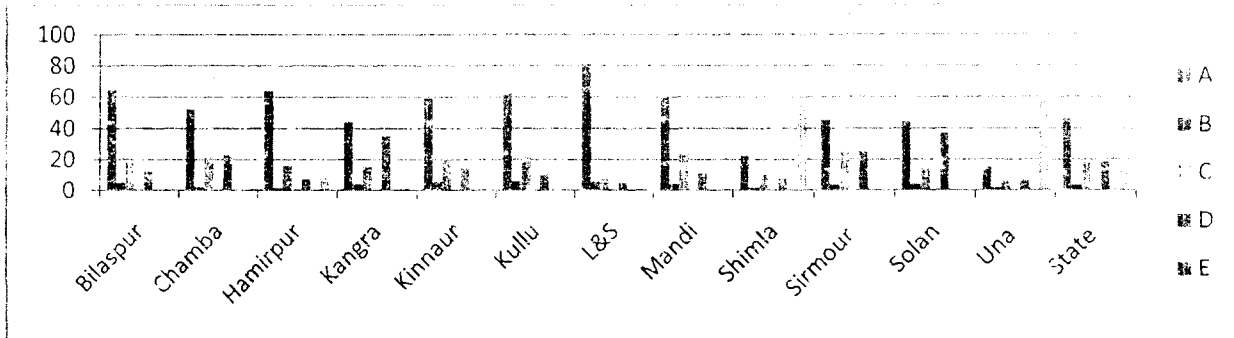


- 60% students were unable to write their name, name of the village, schools etc.
- Writing skills of students are very poor.



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3. i<+sa A (Students were asked to read some selected alphabets)



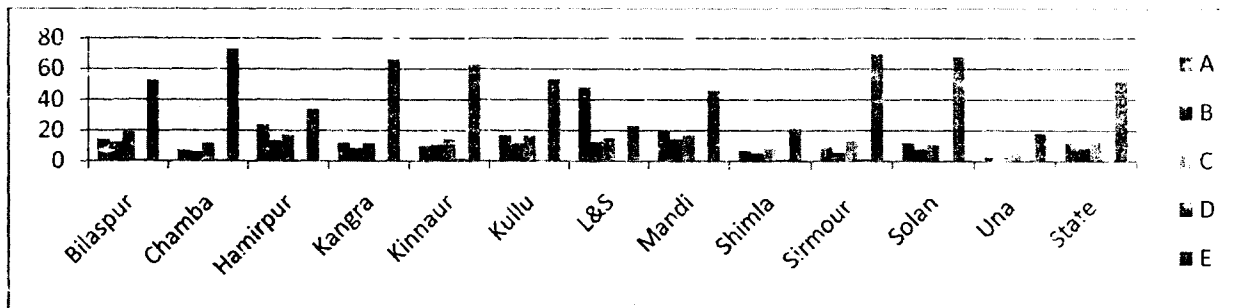
- Only 44% students were able to recognize and read all the given alphabets correctly.
- 18% students could read only one alphabet and 17% were not able to recognize any alphabet.

4. i<+sa A (Students were asked to read words)



- 18% students were able to read all the simple words taken from their text books correctly.
- Another 18% could read with one mistake.
- 44% students were not able to read at all.

5. पढ़ें । (students were asked to read sentences)

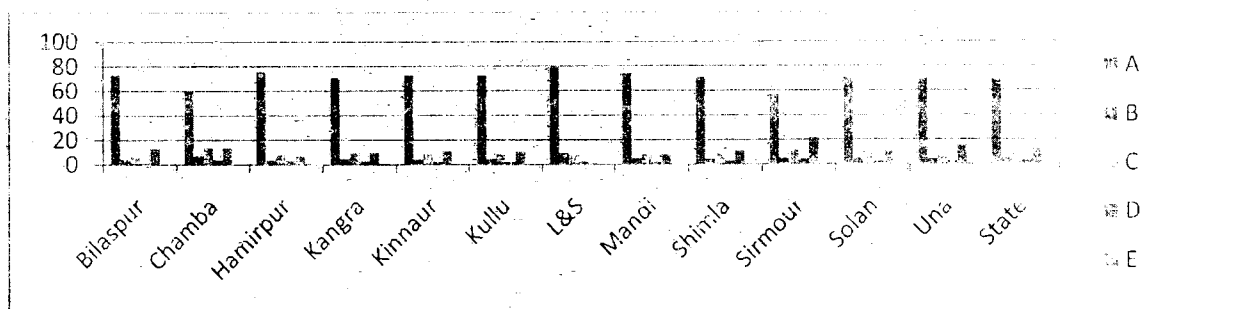


- Only 10% students were able to read simple sentences correctly.
- 50% students were not able to read any thing.
- 7% students could read haltingly by joining alphabets.

### Subject: English

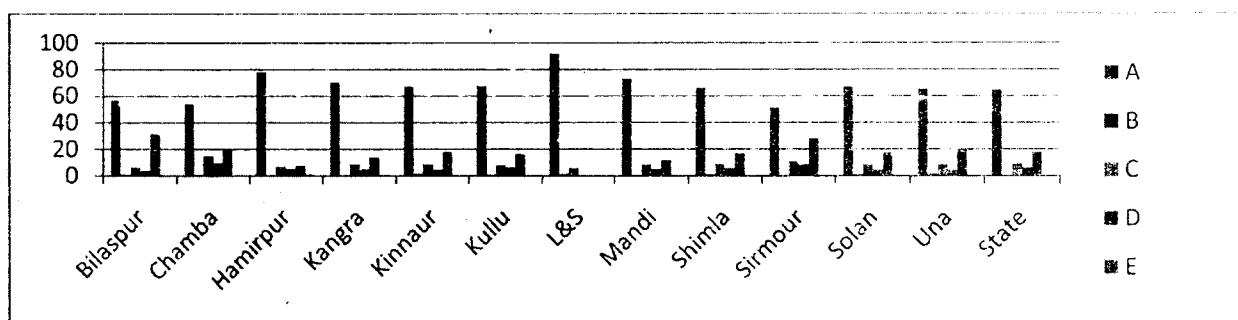
1. Students were asked to fill in the missing alphabets in following blocks.

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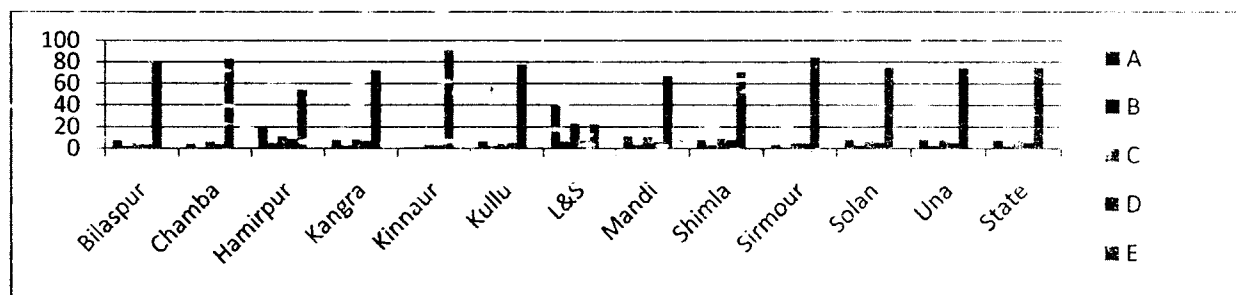
- 65% students were able to write alphabets in capital correctly.
- 12% students were unable to write any thing.

### 2. Match the capital letters with small letters.



- 64% students were able to read and match capital alphabet with small alphabets correctly.
- 20% students were not able to do sc.

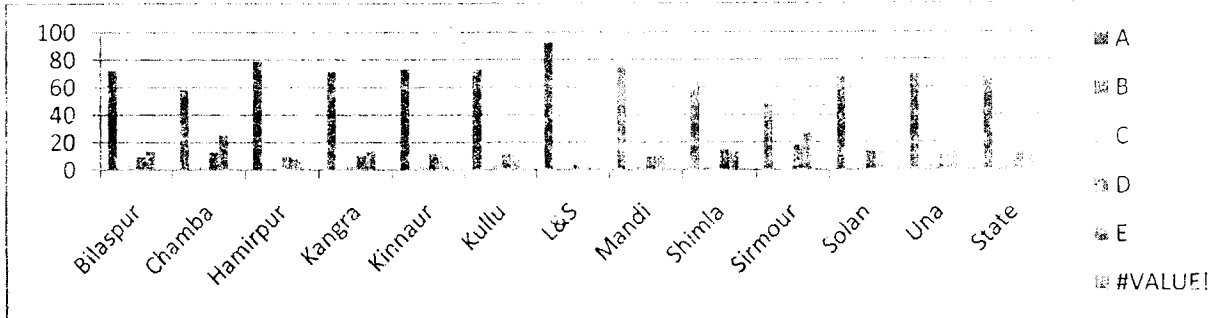
Answer the following questions (students were asked simple question about their name, age, school where they read)



- 70% students were not able write any thing.
- 5% students can write their name, age school etc. correctly.
- In Lahaul & Spiti 40% students were able to write their name age, school where they read correctly.

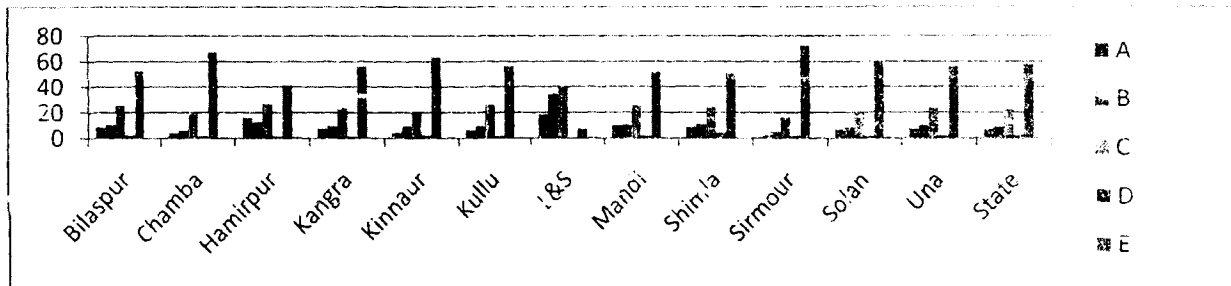
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3. Read any five of the following (Alphabets).



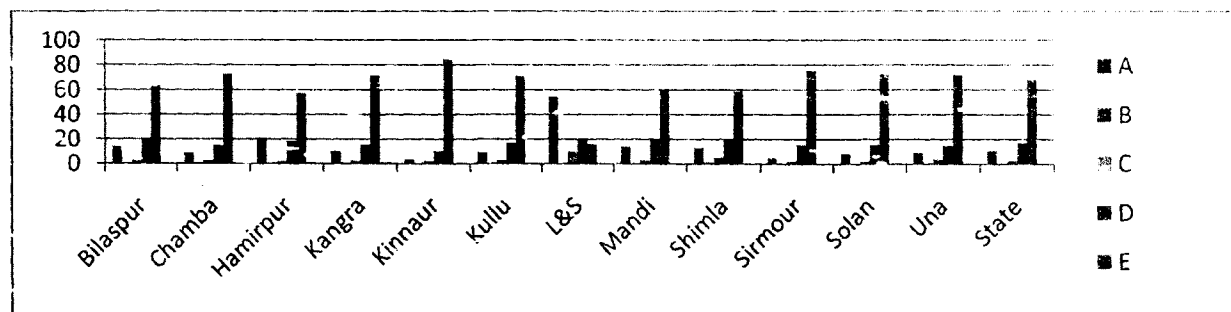
- 65% students were able to read alphabets correctly
- 18% students were not able to identify and read any alphabet.
- 15% students could identify only one alphabet.

4. Read any five of the following (Words).



- 58% Students were unable to read any of the given words.
- 5% students were able to read all the words correctly.
- 6% students could read with one mistake.

5. Read sentences.

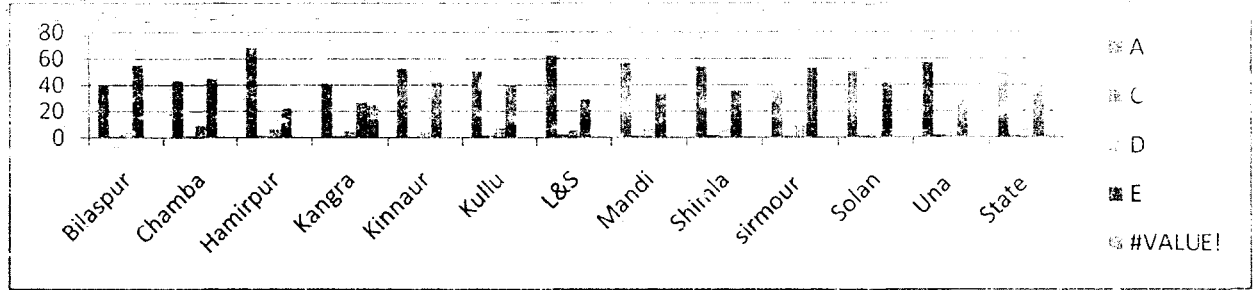


- 65% students were unable to read any sentence.
- 16% students were able to read sentences correctly.

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विषय : गणित

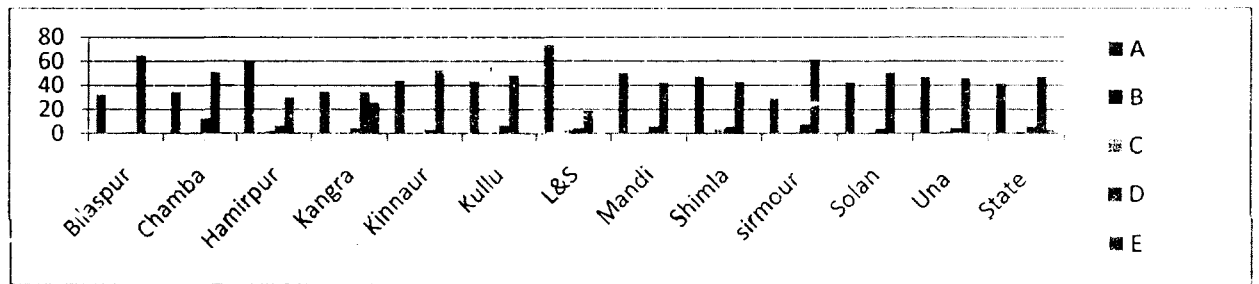
## 1. कम से लिखिए । (write numbers from 1 to 25)



➤ 45% students were able to write numbers correctly in sequence.

➤ 40% students were unable to write numbers properly.

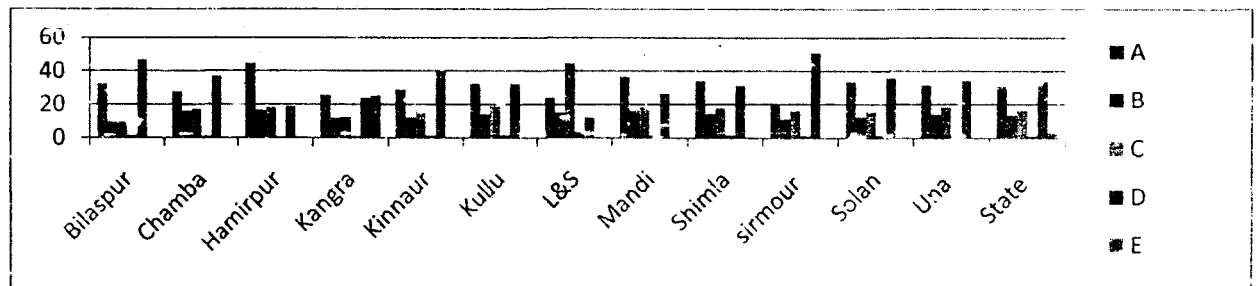
## 2. उलटे कम में लिखिए । (back counting of numbers from 38 to 25)



➤ 40% students were able to write numbers with back counting.

➤ 44% were unable to write any thing.

## 3. बड़ी संख्या लिखो । ( students were given numbers in pairs and out of that they had to encircle bigger number).

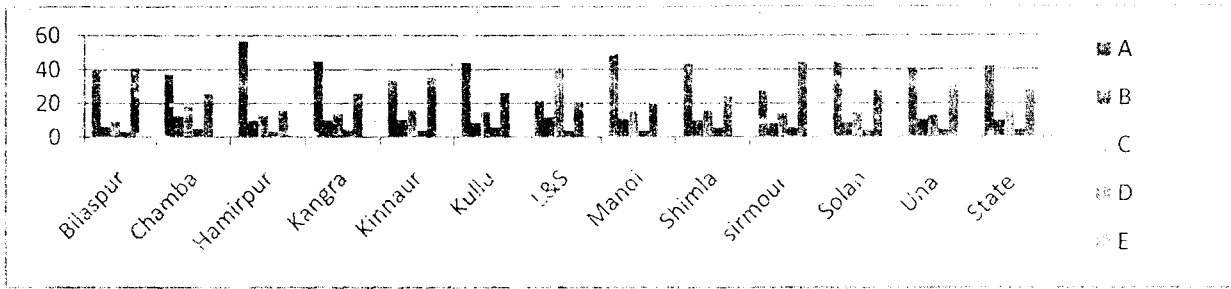


➤ 35% students were able to select the bigger number in pair correctly.

➤ 36% students were unable to do any thing.

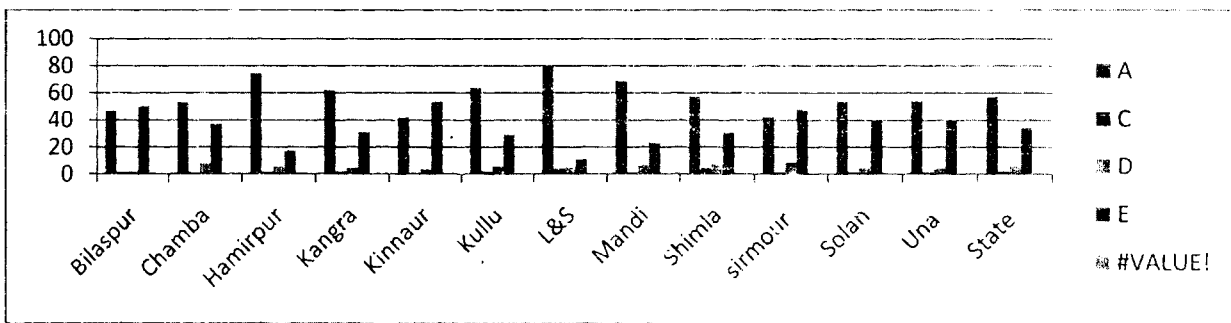
## 4. पहले क्या बाद में क्या ( students were given one number and they were to write what comes before and what comes after that number)

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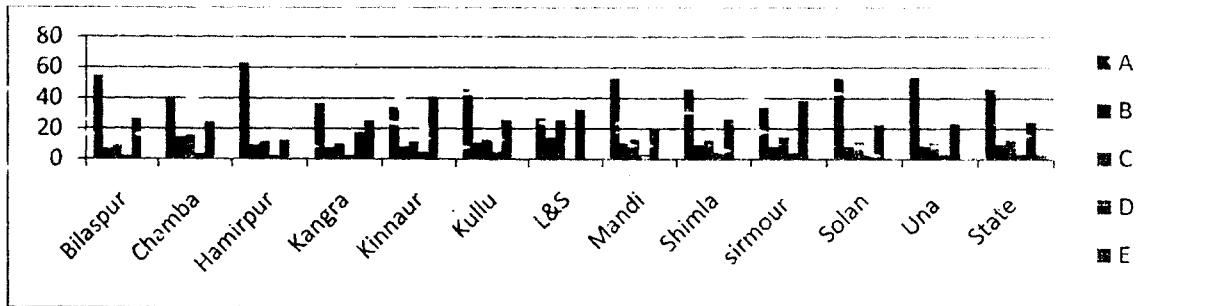
- 41% students were able to do it correctly.
- 28% students were unable to do any thing.

5. **bdkbZ dk vad fy[kksA** ( students were given one, two and three digit numbers and they had to encircle the number with unit value).



- 58% students were aware of place value.
- 38% students do not understand place value at all.

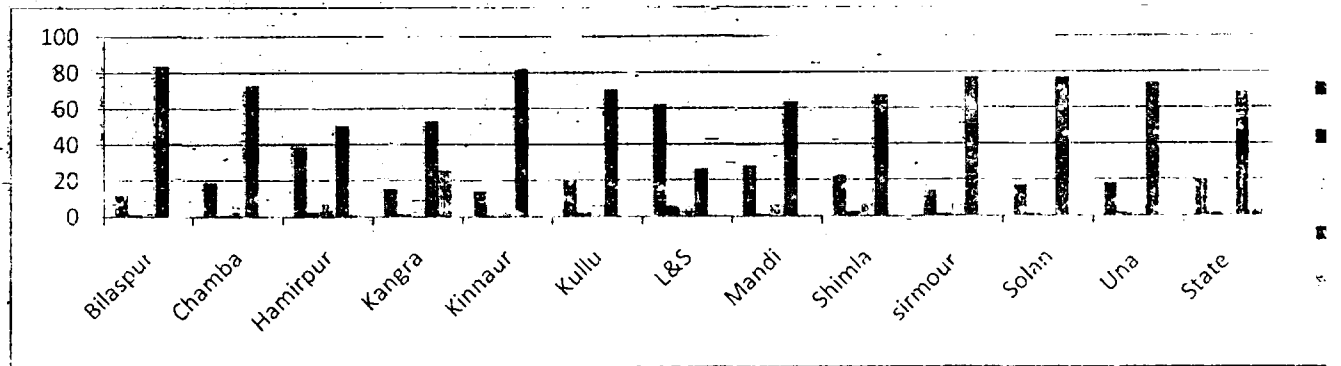
6. **पहाड़ा पूरा करो।** ( students were given fill in the blanks to complete tables).



- 42% students could complete it all correctly.
- 24% students were unable to do any thing.

7. **राम बाजार से 20 रुपये की गोभी तथा 15 रुपये के टमाटर लाया। बताओ उसने कितने रुपये खर्च किए।** ( students were asked to a addition of currency)

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- Only 20% students were able to do this correctly.
- 80% students were unable to do this correctly.

### Findings:

- 1) 50% students enter class-II without actually acquiring class level competencies. They can only recognize alphabets and numbers.
- 2) 20 to 30% students enter class II without actually learning any thing in class I in languages.
- 3) 40% students enter class-II with appropriate learning experiences in Math. They were very clear on number concept.
- 4) 30% students have no understanding of numbers.
- 5) There are about 30 to 70% students who enter next higher level without acquiring adequate skills and consequently not able to keep pace with the learning and fall apart. They are unable to recognize, read, write or comprehend. They have wide learning gaps.

### Recommendations:

Students who are unable to recognize, read, write or comprehend their textbooks it is very difficult for the teacher to take them forward. In next classes their weakness increases. It is recommended that a early literacy and numeracy campaign be launched in Elementary schools so that this wide learning gaps be bridged and students are enabled and integrated into their grade level learning competency.

The low learning levels among primary school children as revealed in the ASER 2013 a report of Pratham a voluntary organization emerged as an area of priority concern for the State. ASER 2013 indicated that children in Himachal Pradesh learn their alphabets and develop word reading skills early but the commensurate ability to read simple texts does not develop by Classes II-III. It is only by Classes IV-V that they begin to read reasonably well. Similarly, it was reported that children learn their numbers early but the progression towards solving mathematical sums—addition-subtraction and multiplication -division is relatively slow.

Keeping in view this fact and the PAB commitment / 13<sup>th</sup> JRM recommendations, state has planned to focus on early literacy and numeracy in the initial primary grades I and II.

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### 4.5 Approach to be followed:

- i. The learning standards have been defined for class I to VIII with active participation of in-service teachers and state resource group of SSA. These learning standards are further divided into three terms and will be implemented from the academic session 2014-15.
- ii. Determine a base line of children's learning levels in performing basic tasks of language and arithmetic.
- iii. Improve the ability of children from their current level to:
  - a. Speak and say: words, sentences, answer questions.
  - b. Read: words, sentences and long texts.
  - c. Comprehend: word meaning, simple instructions, questions and simple texts.
  - d. Write correctly: words, dictated sentences, and self-constructed sentences. (The goals for each set of children will depend upon their current ability. For example – a child who cannot read words will learn to decode words and a child who reads haltingly should read fluently and answer questions based on the text)
- iv. Improve the ability of children to perform simple **arithmetic tasks** such as:
  - a. Recognizing and understanding the meaning of numbers.
  - b. Do, say and write addition and subtraction problems.
  - c. Understand and use tables to solve multiplication and division problems.(The goals for each set of children will depend upon their current ability. For example – a child who does not understand numbers and place value will learn to do addition and subtraction with carry forward and borrow)
- v. Primary teachers will be trained for teaching- learning of language and basic mathematical skills at early school classes. Emphasis will be given to activity based **teaching learning process**.
- vi. Mandatory activities to be organized at the school level and in the classrooms as detailed below:-
  - a. Base line assessment would be displayed and the teacher will monitor and regulate the learners' achievement.
  - b. The entire class would be divided on level wise on the basis of baseline.
  - c. The children will be given interventions based on learning standards.
  - d. The teacher will spend more time with children having lower levels of learning while children who can read stories with comprehension, will be shifted to classroom curriculum.
  - e. The teachers will ensure that the students are learning and are being regularly shifted to next higher level. This can be done through CCE checklist register.

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- f. The teachers will also use Library books as supplementary reading material for the enhancement of reading and comprehension skills.
- g. The progress of the child would be shared with the parents regularly. The progress made by the child in different subjects will be noted in the teachers checklist register developed for continuous comprehensive evaluation.
- h. All these activities would run in synergy not in isolation.
- i. Teachers may use Flash Cards, Charts, Dominoes, puzzles & models etc.

**4.6 Events to be organized:**— Celebration of Reading, Writing and Arithmetic Week for class I and II children at school level by involving SMCs.

### 4.7 Programme Logic Model

<i>Identified Needs</i>	<i>Inputs/Resources</i>	<i>Activities</i>	<i>Intended Outputs</i>	<i>Short Term Outcomes</i>	<i>Long-term Outcomes</i>
<ul style="list-style-type: none"> <li>• improve basic language and mathematics skills of primary level children specially class-I and class-II.</li> <li>• Enhance quality of primary education.</li> <li>• Enhance teachers' skills and abilities in teaching of languages and mathematics in early primary grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of funds from Central and State Governments</li> <li>• Man:power support at all levels: SSA project staff.</li> <li>• Suitable supplementary learning material procured, developed &amp; printed.</li> <li>• Training of teachers.</li> <li>• Training material.</li> <li>• Establishment of a monitoring mechanism and communication at/ across different levels.</li> <li>• Community support/partnership (SMCs)</li> <li>• Administrative support.</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of schools and deciding time-line of action for first second and third phases.</li> <li>• Development of training material.</li> <li>• Procurement &amp; Development of appropriate teaching learning and supplementary materials.</li> <li>• Distribution (timeliness, adequacy) of teaching learning supplementary material to schools, teachers and students.</li> <li>• Provide improved and child friendly learning</li> </ul>	<ul style="list-style-type: none"> <li>• Number of master trainers trained.</li> <li>• Number of training programmes organized for teachers.</li> <li>• Number of teachers trained.</li> <li>• Number of functionaries oriented!(CRCCs, BRCCs, DIET faculty, DPOs, BEEOs)- no of days</li> <li>• No of training materials developed or procured</li> <li>• No of teaching materials developed and</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance students' achievement in Language and Mathematics.</li> <li>• Enhanced professional skills of teachers</li> <li>• Enhanced competencies of teachers to diagnose learning problems in Language &amp; Maths.</li> <li>• Overcoming children's' learning gaps in Language</li> </ul>	<ul style="list-style-type: none"> <li>• Systems capability to sustain and mainstream the elements of early reading writing and numeracy programmes.</li> <li>• Enhanced teacher motivation and professional skills.</li> <li>• Improvement of children's' abilities in Languages &amp; Mathematics.</li> <li>• Improved school-community partnership.</li> </ul>



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		<p>materials.</p> <ul style="list-style-type: none"> <li>• Training of different functionaries (teachers, CRCCs, BRCCs, DIET faculty, DPOs, BEEOs etc.)</li> <li>• Diagnosing learning gaps in Mathematics and Languages in children (I to V).</li> <li>• Categorizing children into groups according to competency levels in schools.</li> <li>• Organizing remedial classes at three levels for two hours daily, in Languages and Mathematics for identified children.</li> <li>• On-site support to teachers and students.</li> <li>• Undertaking monitoring activities, including monthly review meetings at different levels.</li> <li>• Sharing and review of progress at different levels.</li> <li>• Assessing learning levels of children in Languages and Mathematics on a regular basis.</li> <li>• Conducting baseline, term</li> </ul>	<p>supplied to schools, teachers and students</p> <ul style="list-style-type: none"> <li>• Number of teaching learning material procured from sources and supplied to schools</li> <li>• Frequency of onsite support to teachers <i>SPO, Staff, DIET faculty, BRCCs, CRCCs</i>)</li> <li>• Records of learning gaps of children (I-V) identified in languages and mathematics.</li> <li>• Number of children (list) placed in different levels to carry out remediation.</li> <li>• Number of remediation classes organized in Language and Mathematics per week (school wise).</li> <li>• Records of monitoring and number of monthly review meetings, organized at State, district block and cluster levels.</li> <li>• Type of support</li> </ul>	<p>and Mathematics.</p> <ul style="list-style-type: none"> <li>• Enhanced ability of teachers to address the identified learning gaps in Languages &amp; Mathematics.</li> <li>• Acceptability of the programme by teachers, other educational functionaries and the community.</li> <li>• Increased achievement of children in Languages and Mathematics.</li> <li>• Strengthened onsite support system at different levels.</li> <li>• Skill development in children in Language and Mathematics.</li> </ul>	
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		end assessments.	provided to the children by educational functionaries. • Numbers of records of the achievement levels of children.		
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### 4.8 Art Integrated Learning (AIL) programme

The Art Integrated Learning (AIL) programme is a collaborative initiative of the Department of Education in Arts and Aesthetics (DEAA), NCERT Delhi and the British Council India launched in March 2013. The initiative endeavours to support the implementation of the National Curriculum Framework (NCF) 2005 and the Right to Education (RTE) 2009, as well as promote Art Education as a subject and an integrated multi-disciplinary approach towards learning. Wherein, Art Education as a curricular area includes:

- (i) Visual Arts-Drawing and painting, Collage making, Photography, Animation, Computer graphics, Clay modeling, Crafts, Pottery, Carving, Sculpture, Construction etc. and
- (ii) Performing Arts; Music (Vocal, Instrumental), Movement and Dance, Creative; Drama and Puppetry, Creative Writing and Poetry.

Art Education has always been a priority area in the Education policy of the Government of India. As early as 1952-53, in the report of the Education Commission, the Kothari Commission Report of 1964-66, the National Policy of Education 1986, the National Curriculum Frameworks (NCFs) of 1975, 1988, 2000 and 2005 and various other Committees have highlighted the importance and relevance of Arts Education. Among the other challenges, the absence of trained teachers for teaching art education subjects has been a major hurdle.

By training and capacity building of teachers on a pedagogy and teaching methodology in Arts Education, the AIL programme proposes to support the State Government in its mission to promote education for all, in the most creative and effective manner.

#### Objectives

The objectives of starting this programme in the State were:

- Capacity-building of faculty from the BRCs, DIETs, SCERTs and the Primary school teachers as Master Trainers on the AIL (with special reference to the districts of Shimla and Solan as pilot sites) for training

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- Provide an understanding to the Master Trainers on 'Arts Education' as a subject and 'Art' as a basis of education, through integration of arts with other subjects and skill development in different art forms.
- Promote art of music as an approach (World Voice Project) to develop musicality and support wider-learning among young children. Use of regional music (songs/singing) to promote creative reinforcement of what is being taught already from the existing curriculum.
- Contextualize and explore the musical traditions in Himachal Pradesh for its educational importance in promoting music / singing as another component of the Art Integrated Learning.
- Contextualize and design training's as well as reference materials and kit/s for master trainers to facilitate further learning and training in Arts Education.
- Assist and develop ways of nurturing art educators, teachers, and curriculum-developers and introduce a pool of resources, and trained professionals to the art education sector.

### Methodology

The implementation of Art Education in schools as per the NCF 2005 guidelines and the RTE Act, 2009 with a provision for quality education for all, including art education to a certain extent is dependent upon teaching and learning of the subject including the content, teaching and learning methods, teacher training, appropriate environment, adequate resources and so on. By capacity building and training the teachers on an innovative pedagogy of AIL, it is being envisaged that quality in-service training is disseminated in a cascade manner to all teachers (primary/ elementary), orientation of head teachers and educational administrators of different levels of school education.

The orientation of head teachers and the educational administrators of different levels of school education shall be taken care by the NCERT and the British Council India.

### Target audience:

- Primary school teachers (Classes 1-5) government schools of the given pilot districts of Himachal Pradesh (Shimla and Solan).
  - Faculty members BRCs.
  - Faculty members DIETs.
  - Teacher educators and representatives of SCERT.
  - Heads / head teachers and educational administrators of the primary schools under the AIL project.
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### ➤ Collaborating agencies:

- DEAA, NCERT, New Delhi.
- British Council India, New Delhi.
- State Education Department, Government of Himachal Pradesh.
- Directorate of Primary and Elementary Education, Government of Himachal Pradesh.
- Directorate of the SSA, Government of Himachal Pradesh.
- DIET Shimla and Solan districts.
- SCERT Solan.

**Total time duration of the AIL Programme in the state of Himachal Pradesh: 1 and half years (Oct. 2013 – March 2015)**

**Proposed date of starting the pilot project: 1 October 2013**

**Proposed closing date of the pilot project: 31 March 2015**

### **Action plan/ Proposed AIL Pilot Project Activities:**

#### **1. Phase-1: Initiation**

**10-day AIL Training Workshop** organized by the DEAA, NCERT and the British Council India in collaboration with the Department of Education, Government of Himachal Pradesh (including the SSA, the SCERT Solan, the DIET Shimla and the DIET Solan).

- **dates :** Thursday, 17 October - Tuesday, 29 October 2013
- **Objectives:**
  - i. Capacity-building in the state of Himachal Pradesh (with special reference to the districts of Shimla, Solan as pilot sites) for training faculty from the BRCs, the DIETs, the SCERTs and the Primary school teachers as Master Trainers on the AIL.
  - ii. Promote art of music as an approach (World Voice Project) to develop musicality and support wider-learning among young children. Use of regional music (songs/ singing) to promote creative reinforcement of what is being taught already from the existing curriculum.
  - iii. Contextualize and explore the musical traditions in Himachal Pradesh for its educational importance in promoting music / singing as another component of the Art Integrated Learning.

- **Progress till date**

The 10-day training workshop was conducted and facilitated by Resource persons from the DEAA, NCERT and the British Council India. The first three-days of workshop was an interactive training conducted by the British Council India on Singing as an art form for learning. While the remaining seven days of the workshop was conducted by the DEAA, NCERT and focused on all other art forms

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(Visual Arts and Performing arts) and their integration with other school subjects. Special importance has also been given to arts as an important aid to CCE at elementary level.

- Participant profile (Shimla and Solan district): Primary school teachers (Classes 1-5) including government schools of the given pilot districts of Himachal Pradesh (Shimla and Solan); faculty members BRCs; faculty members DIETs; teacher educators and representatives SCERT.
- Total number of participants: 40 (at least 20 representatives/ teachers from each district). Minimum two teachers per school.
- Venue: SIEMAT, Shimla.
- A ten-day training workshop for the Capacity Building of Master Trainers (MTs) on Art Integrated Learning (AIL) was organized for the teachers and teacher educators of primary schools and DIETs. The training workshop was a collaboration of the Department of Education in Arts and Aesthetics, NCERT and British Council, India. The workshop was inaugurated by program coordinator at Shimla and the BCI team of Resource Persons. The main objective of the workshop was to bring quality in primary education through the integration of arts into the curriculum.
- The teachers were trained on music teaching and learning, and its connect with education in the daily classroom transactions. Children from Portmore School, Shimla were given facilitation to learn two songs, which they performed in front of Sh. Mohit Chauhan, the brand ambassador of the World Voice Programme (India). The Principal Secy. Education and his team graced the occasion.
- The team of Resource Persons from NCERT trained the participants on the pedagogy of Art Integrated Learning. AIL resource persons (RPs) the practicing teachers of Delhi schools shared their classroom experiences of art integrated learning through narratives and classroom videos. Special emphasis was given to children with special needs and how classes were transformed into inclusive set-ups with arts integration in school subjects.
- The sessions in the workshop were based on the modules of the Training Package such as Ice Breakers, Arts in Everyday Activities, Methods and Materials of Visual and Performing Arts, Role of Museums in Education, Integration of Arts in Subjects, and Evaluation. The sessions were fully interactive and involved brain storming sessions with participants actively developing exemplary materials and having mock sessions in each session. Through mock sessions, the participants had hands-on experience on all the art forms and pedagogical skills.
- The participants showcased their artistic skills in organizing the morning assemblies. Apart from this, they participated in all the activities of visual and performing arts. The training workshop was supported with the viewing of the video films/ppts from the Training Package to enable participants to develop an understanding of integrating arts in the daily teaching learning

facilitation in the classroom. The field study trip by the participants was an enriching experience that gave an insight into the varied cultural festivals, local specific arts and crafts, traditions and places of artistic and historical value in the State, which could also be linked with the school education.

- A special session on performing arts was organized on the last day of the workshop wherein the participants performed the traditional dances of Himachal Pradesh. The State Project Director (SSA), Director Education and other officers from the Education department embraced the occasion. The State Project Director (SSA) also participated in the performing arts session along with the participants. He stated that the art integrated learning pedagogy would be beneficial in connecting the experiences of children with the curriculum, and also create a fresh and lively environment in the classroom.

### 2. Phase 2: Implementation

- **06-day AIL Training workshop-II**, organized by the DEAA, NCERT and the British Council India in collaboration with the support received from the Department of Education, Government of Himachal Pradesh (including the SSA, the SCERT Solan, the DIET Shimla and the DIET Solan).
- 01-day AIL Orientation programme for the school head of schools under the AIL project and of the educational administrators of the two districts (DIET Principals, Supervisory staff of Directorate of Elementary Education, School Inspectors, the BRP etc.), by the NCERT and British Council India.
- **Objectives:**
  - i. Further capacity-building of the select group of master trainers (faculty from the BRCs, the DIETS, the SCERTS and the Primary school teachers).
  - ii. Provide understanding of 'Arts Education' as a subject and 'Art' as a basis of education, through integration of arts with other subjects and skill development in different art forms.
  - iii. Develop lesson plans for using regional / folk songs and singing (as an approach to Art Education) as a part of the Art Integrated Singing project (World Voice Project).
  - iv. Engage and design a road map of activities to introduce Arts in learning and teaching.
  - v. Gather feedback, challenges and activities undertaken since the first training in October 2013.
- **Training format:** The training workshop will be conducted and facilitated by the Resource persons from the DEAA, NCERT and the British Council India.

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- **Participant profile (Shimla and Solan district):** Primary school teachers (Classes 1-5) including government and private schools of the given pilot districts of Himachal Pradesh (Shimla and Solan; faculty members BRCs; faculty members DIETs; teacher educators and representatives SCERT).
- **Total number of participants:** 40 (same set of teachers who have been trained earlier) for 06-day training on the AIL.
- **Total number of participants for one-day orientation of school heads and educational administrators:** 30 from the schools and districts under the AIL projects.
- **Proposed venue:** SIEMAT.
- **Proposed closing date of Phase 2:** March 2014.

### 3. Phase 3: Implementation

- The 40 master trainers will cascade the training to additional trainers and teachers in the district/s and region. Four master trainers per centre and preferably, 10 centres of 40 teachers each, from the same districts (Shimla and Solan).
- A one-day session planned by the trainers can be examined and trialled. The lead trainer will assess the work and share feedback. These trainees will be new teachers. They will use their new skills with students and feedback to the trainers, master trainers and state programme coordinators.
- Follow up: The trainers will visit schools to monitor progress and provide further guidance. As the programme gets underway, it would become self-perpetuating as teachers become trainers and trainers, eventually, become lead trainers.
- To support this training, the British Council India, through the Art Integrated Singing (World Voice Project) will provide a bank of resources, and advice, as well as the ability to link into a website and network to benefit from peer-to-peer learning. Resource material and evaluation methodology will be shared by the British Council India.
- The NCERT will provide academic support to customize training materials and reference materials on the AIL.
- NCERT and British Council India will conduct one-day focus group discussions with the trainers of trainers.
- NCERT will interact with all the master trainers and teachers being trained through the EDUSET on the concept of AIL and their concerns.
- **Proposed time duration: April 2014 – 31 March 2015**

**Number of master trainers/teachers to be trained: 400 (10X40)**

### 4. Phase 4: Evaluation

- An Impact study of the school under the AIL pilot project will be conducted by the DEAA in collaboration with Department of Elementary Education, Himachal Pradesh and the DIETs of Shimla
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and Solar. The area of study shall be de-limited to 'change in school environment' 'school attendance', inclusion in the classroom and academic achievements of the schools under the AIL.

- **Proposed time duration: April 2014 - March 2015** (Funding by the NCERT and the British Council India).
- An impact assessment and evaluation at the pilot sites by the British Council India for the Art Integrated Learning Singing (World Voice Project) will be undertaken. Follow up assessment and evaluation will be an important component and it will be ensured that critical learning is incorporated into the next phase of the singing programme.
- Proposed time duration: November - December 2014.
- **State level Conference on AIL in March 2015, in Himachal Pradesh** (Funding by the NCERT, the British Council India and the State bodies).

Close collaboration and support will be provided to the State Government of Himachal Pradesh during each and every stage of the phase/s outlined above by the DEAA, NCERT and the British Council India for the complete Art Integrated Learning Project. It is our sincere effort to promote 'Arts Education' program in the state for quality elementary education for all.

### **Funding for the complete project in following areas:**

- Training of Master Trainers: the NCERT and the British Council India.
- Orientation of School Heads and Educational Administrators: the NCERT and the British Council India.
- Training of teachers: the NCERT, the British Council India, and the SSA (Himachal Pradesh).
- Research projects on AIL: the NCERT, the British Council India and the DIETs.
- Documentation and reports: the NCERT, the British Council India and the State bodies.
- State level conference: by the NCERT, the British Council India, the Department of Elementary Education and the SCERT (Himachal Pradesh).

### **Expected Outcomes:**

1. Create space for a quality art experience for all children from classes I-V.
2. Utilize the gained experience for learning concepts and the content of other subjects, thereby, promoting holistic education in primary schools in Himachal Pradesh.
3. Effective implementation of the Arts Education Programme of the NCERT, Government of India.
4. Capacity building of the state by training teachers and teacher-educators.
5. Promote singing as an additional tool within the teacher's pedagogical toolkit to aid pupils learning through singing (World Voice Project).



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Activity	Who is Responsible	Timeline	To be Funded by	Coordination by
10 Days Training of Master Trainers.	NCERT and the British Council India	October, 2013	NCERT and British Council	State Project Office, SSA, HP.
Orientation of School Heads and Educational Administrators.	NCERT and the British Council India	March, 2014	NCERT and British Council	State Project Office, SSA, HP.
Material Development Workshop* (Publication of Material)	SPO, SSA HP with the support of NCERT	March, 2014	NCERT	State Project Office, SSA, HP.
10 Days Training of Master Trainers Part – II.	NCERT	April, 2014	NCERT	State Project Office, SSA, HP.
Training of teachers.	NCERT, the British Council India, and the SPO, SSA, HP.	May, 2014 onwards	Food and RPs – NCERT TA/DA - SSA	NCERT and SPO, SSA, HP.
Research projects on AIL.	NCERT, the British Council India and the DIETs.	2014-15	NCERT	SPO and DIETs, HP.
Documentation and reports.	NCERT, the British Council India and the State bodies	2014-15	NCERT	SPO and DIETs, HP.
State level Conference.	NCERT, the British Council India, the Department of Elementary Education and the SCERT (Himachal Pradesh)	March, 2015	NCERT and State Govt. : 50-50%	State Project Office, SSA, HP.

### Up-scaling of the Pilot:

AIL is another tool being given to the teachers to improve the learning outcomes of the students which can easily be integrated with the other tools such as Activity Based Learning, use of TLM or lesson plan study method by the teacher.

AIL tools can easily be integrated as one of the components in the future SSA and RMSA trainings. The MTs and resources generated through this project will be utilized to upscale this project for rest of the districts and gradually to the state.

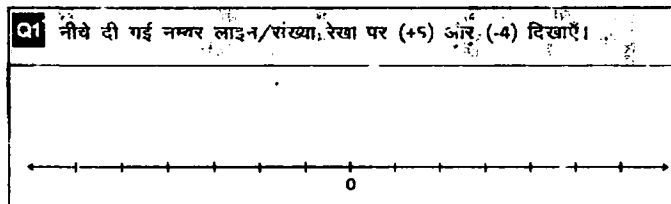
### 4.9 Strengthening Mathematics and Science learning at upper primary level

To improve learning in science and mathematics following strategies were made part of the trainings conducted during 2013-14:

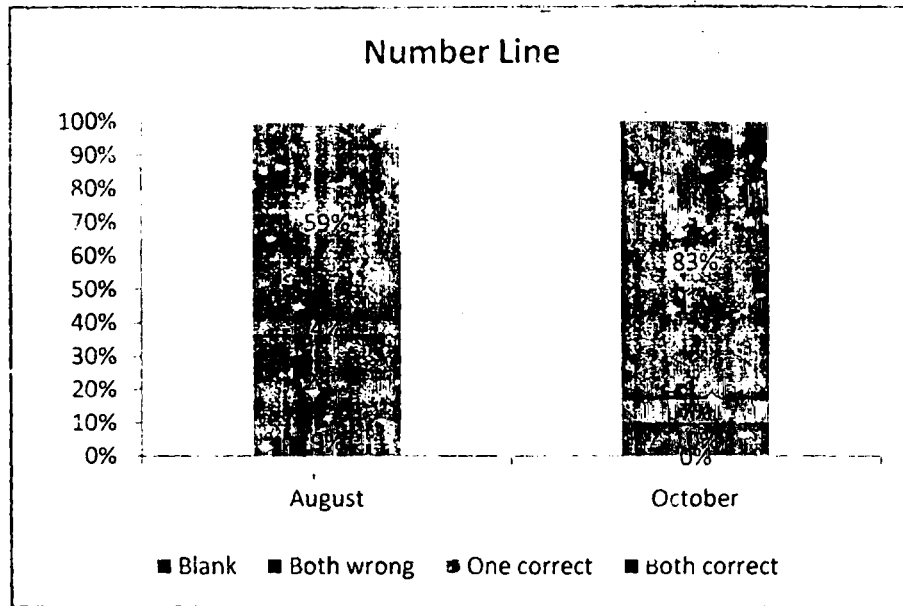
- ❖ Training methodology was focused on lesson plans which included use of labs, project method, field visit and use of ICT.

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- ❖ Project work has been made an important indicator for science subject in the checklist register of CCE.
- ❖ Field visit to the project sites.
- ❖ Science subject to be taught in a science lab only.
- ❖ Mental Mathematics competitions
- ❖ Quiz competition.
- ❖ Mathematics and science exhibition in consultation with science supervisors.
- ❖ Use of multimedia in collaboration with Pratham India and the schools where ICT labs are available.
- ❖ **Programmes to enhance learning in Science and Mathematics- Out of Box**  
50 more schools are being covered for use of ICT in teaching of science and mathematics in partnership with Pratham. All the teachers have been trained to use ICT in teaching of Science and Maths. Total 100 schools have been covered by Pratham to enhance learning in the subject of science and mathematics at upper primary level.
- ❖ **Programme on learning in English, Mathematics and science in collaboration with Pratham**  
With SSA support, Pratham conducted a pilot on Foundation Course for upper primary classes (6-8) in 51 upper- primary schools of 11 blocks in 9 Districts. The Upper Primary pilot project was launched first in 5 schools in April, 2013, and was later scaled up to 51 schools covering 2300 students. This intervention was divided into two phases of 25 days each and for two hours every day (100 hours of intervention across 50 days focuses on building Mathematics, English and Life Skills. 15 days in-school training (through actual classroom teaching) was imparted to teachers of 51 schools in teaching of English, mathematics and science in collaboration with Pratham The approach followed in this programme was to:
  - Determine a base line of children's learning levels and identify learning gaps in English & mathematics.
  - Improve the ability of children to perform simple arithmetic operations such as: Addition, Subtraction, Multiplication and Division. The students who achieved the basic competencies were given higher level competencies.
  - Learning material was provided, to each child according to his/her learning level.
  - Two sets of worksheets were developed and provided to all the students. One set for class room and one for home.
  - Teachers' manual, cards, charts, activity cards and work books were also provided to schools.
  - Baseline was undertaken.
- ✓ To see the results, 150 students of 'E' grade were evaluated in mathematics. It was seen that all students demonstrated significant improvement in their learning levels. The achievements are shown as under:-

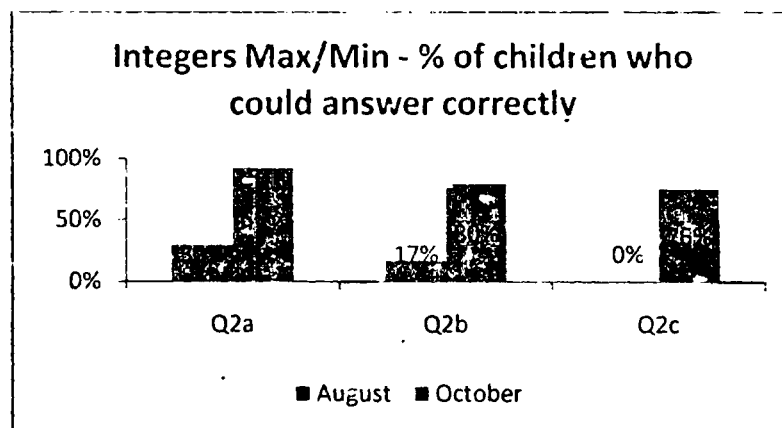


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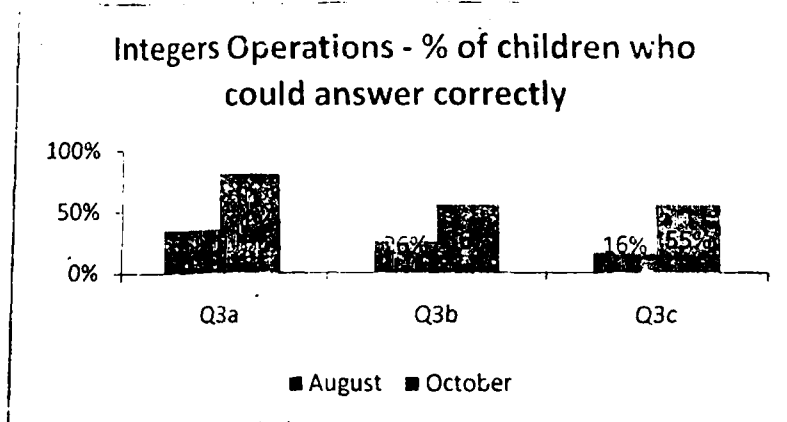
**Q2** नीचे दी गई संख्याओं में से सबसे बड़ी और सबसे छोटी संख्या खोज कर लिखें।

<b>2a</b> 24, 32, 70, 58, 60	सबसे बड़ी संख्या <input type="text"/>	सबसे छोटी संख्या <input type="text"/>
<b>2b</b> -61, -95, -16, -25, -33	सबसे बड़ी संख्या <input type="text"/>	सबसे छोटी संख्या <input type="text"/>
<b>2c</b> 33, 25, -45, -58, -99	सबसे बड़ी संख्या <input type="text"/>	सबसे छोटी संख्या <input type="text"/>

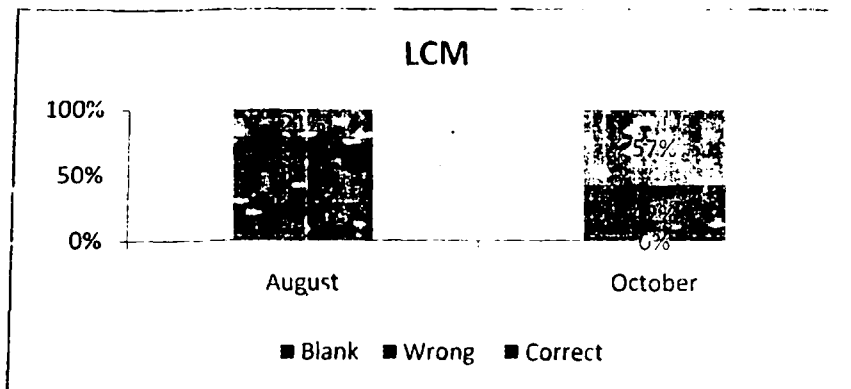


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<b>Q3</b> हल करें।		
<b>3a</b> $8 + (-5)$	<b>3b</b> $-9 - (-5)$	<b>3c</b> $-6 + (-8)$

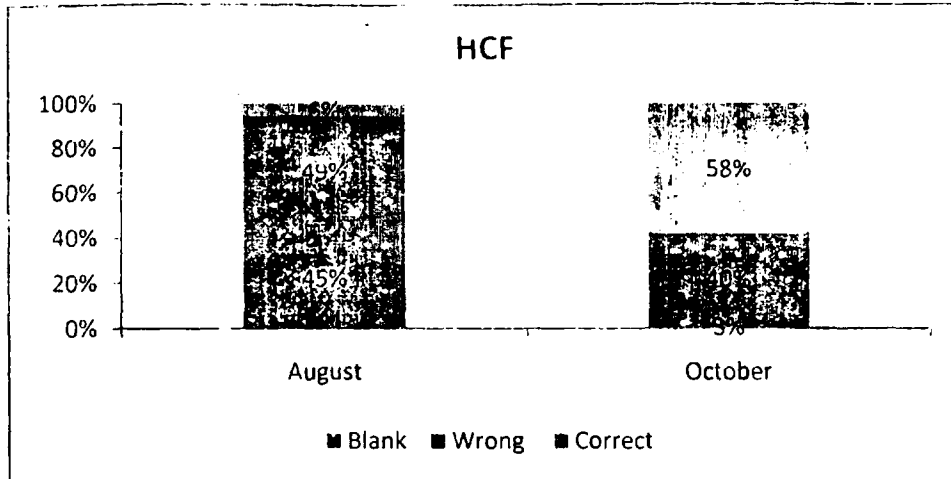


<b>Q7</b> पाँचों का समापवर्तक (L.C.M) निकालें।															
<b>7a</b> 15 और 25	<b>7b</b> 36 और 45	<b>7c</b> 32 और 48	<table border="1"> <tr><td>7a</td><td>-</td><td>0</td><td>1</td></tr> <tr><td>7b</td><td>-</td><td>0</td><td>1</td></tr> <tr><td>7c</td><td>-</td><td>0</td><td>1</td></tr> </table>	7a	-	0	1	7b	-	0	1	7c	-	0	1
7a	-	0	1												
7b	-	0	1												
7c	-	0	1												



<b>Q8</b> पाँचों का समापवर्तक (H.C.F) निकालें।															
<b>8a</b> 20 और 36	<b>8b</b> 24 और 32	<b>8c</b> 28 और 12	<table border="1"> <tr><td>8a</td><td>-</td><td>0</td><td>1</td></tr> <tr><td>8b</td><td>-</td><td>0</td><td>1</td></tr> <tr><td>8c</td><td>-</td><td>0</td><td>1</td></tr> </table>	8a	-	0	1	8b	-	0	1	8c	-	0	1
8a	-	0	1												
8b	-	0	1												
8c	-	0	1												

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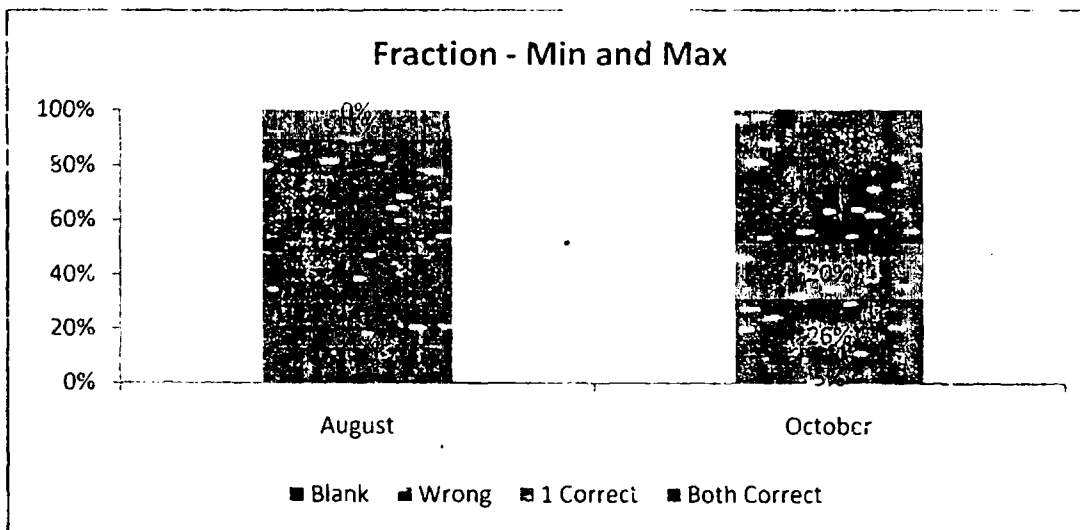


**Q13** नीचे दिए गए भिन्नो में से सबसे बड़े और सबसे छोटे भिन्न को खोज कर लिखें।

**13b**  $\frac{1}{3}, \frac{3}{4}, \frac{2}{3}, \frac{5}{6}, \frac{7}{6}$

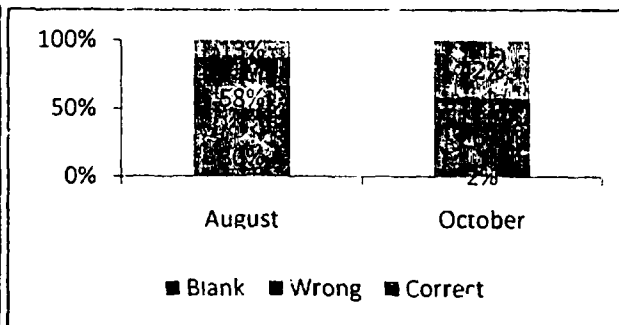
सबसे बड़ा भिन्न      सबसे छोटा भिन्न

<b>13b</b>	-	0	1



**11c**  $\frac{8}{7} - \frac{5}{6}$

उत्तर यहाँ लिखें



## SSA-RTE Annual Plan 2014-15

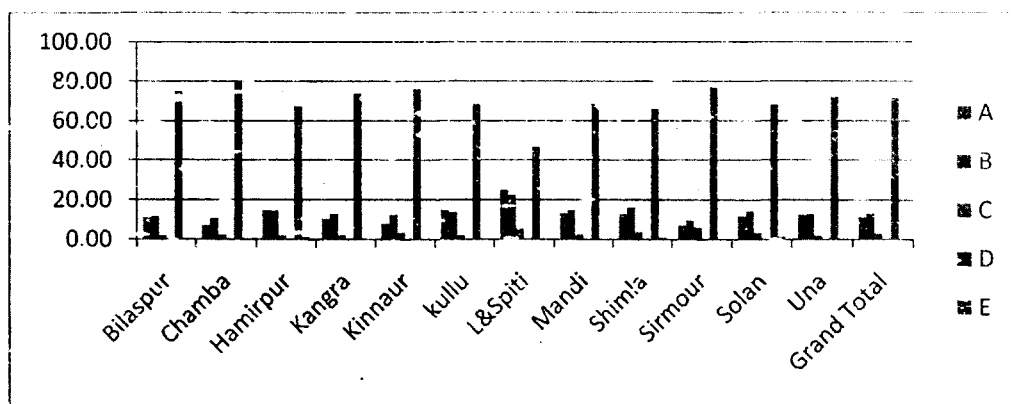
### Base line survey conducted by SPO for Upper Primary Math and Science

Under the non detention policy till class-VIII in the state and also after abolishing board examination held in class-V and Class-VIII, students are being promoted to next higher grade without actually attaining grade appropriate learning levels. This is resulting in dilution of quality in education and producing mass of human resource without any skills for further employment in life. Base line survey was conducted for class VI, VII and VIII students were undertaken to ascertain their learning. The findings are as under:

#### Science

##### Class-VI

- 46% students were not able to attempt any question in the questionnaire.
- 5% students have class appropriate understanding.
- Most of the students do not understand any thing taught in class rooms and they rely on rote memorization and are not able to apply and relate in their day to day life activities.
- 72% and 80% students were not able to tell the bad effects of forest fires in the environment and how air pollution could be controlled respectively.
- In Himachal most of the people have agriculture as occupation but 42% were unable to tell the requisite environmental condition required for seed germination.
- 40% students were unable to tell how camel adapt itself in dessert and fishes are able to breathe in water.

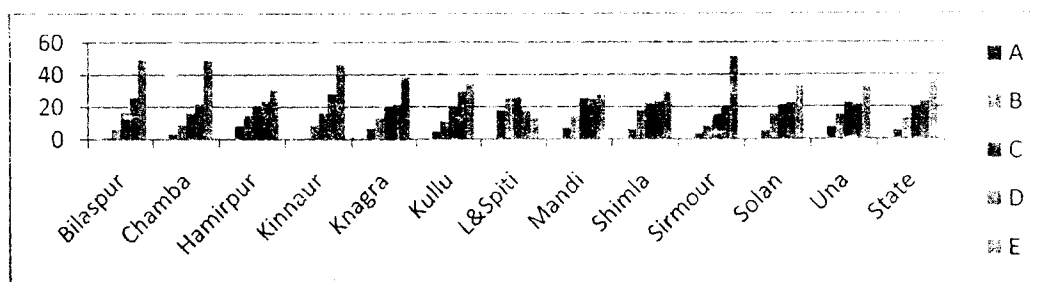


##### Class-VII

- 5% students have class level competency level.
- 38% students were not able to attempt any questions.
- 55% students were not able to tell the importance and use of oxygen.
- Most of the students have agriculture pits for vermicomposting of agriculture waste in their fields but when asked about vermicomposting 78% students were unable to answer. A similar percentage of students were not able to tell how plants could be propagated.
- 40% students were not able to tell the use of water at home.

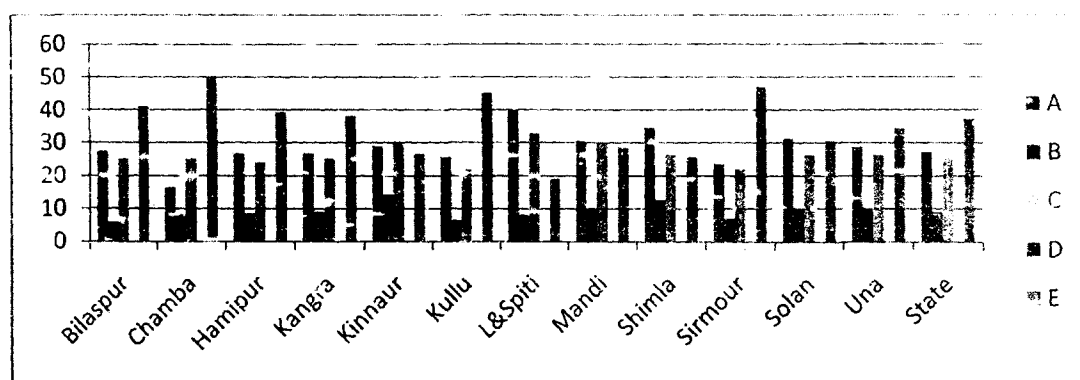
## SSA-RTE Annual Plan 2014-15

- 60% students were not able to tell what precautions should be taken while using and working with electrical appliances.
- 78% students were not able to tell how butter is separated from milk, a very common practice done at every household.
- 72% students were unable to measure with the help of scale.
- It seems students are unable to translate their thoughts into words.



### Class-VIII

- 38% students are not able to attempt any question in the questionnaire.
- 26% students have class appropriate information.
- 62% students were not able to tell the importance of rain water harvesting.
- 36 to 38% students failed to tell the importance of planting more trees and how they could contribute in keeping the school and locality clean.
- 78% students were not able to tell the importance of electric fuse.
- 24% students were able to tell the use of magnet and could calculate speed and distance.



### Summary:

- 60 to 70 % students were not able to attempt any questions probably because they are not able to pen down their thoughts.
- Out of this 20 to 30% students are unable to read and write properly.
- The class room is teacher centric and students are not given enough opportunity to interact and give their views.

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- Activities, project, experimentation, field visits etc. the various methods adopted for science learning are hardly practiced in class room, as a result students were not able to relate things with their day to day life.
- Students relied more on rote memory to understand the subject.
- No spiral scaffolding is done to link previous knowledge with the new learning.
- If these practices persist we will lack precious human resource, who would lose the opportunity to get hold of important life skills.

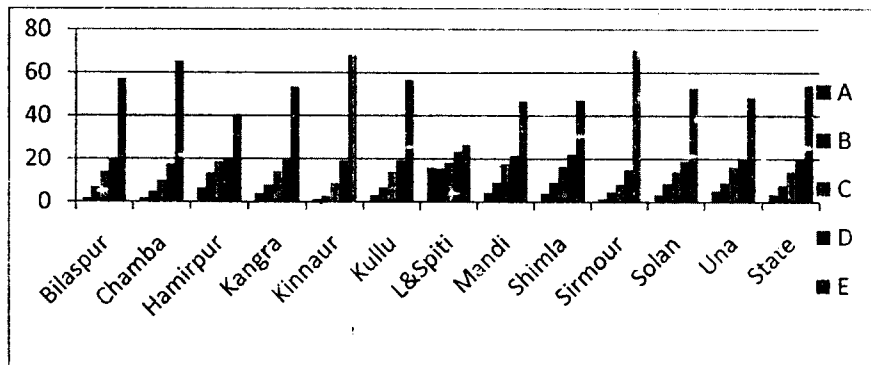
### Recommendations:

- ✓ Without any further delay remedial classes should be organized to bridge the learning gaps.
- ✓ All the students of class VI, VII and VIII should be divided in three groups, and the then the concept of science should be dealt with them from simple to complex manner so that students get another opportunity of learning.
- ✓ Students should be given opportunity to express their view on different topics and how they relate these with their own self.

### Mathematics

#### Class-VI

- 62% students can read in words and write numbers.
- 58% can do a sum of subtraction and 45% can add correctly by writing number correctly in place value.
- Only 18% students can do a sum of multiplication correctly and 78% were unable to do so.
- 40% students were able to do division when asked directly but only 10% could apply it with understanding.
- 10% students were able to relate unit of measurement and money and also percentage.
- 18% students were able to convert fraction to decimal value and also calculate perimeter of square.
- 20% students were able to calculate rate of interest.
- Only 4% students have acquired class level competencies and 58% to 70% students are at class II to III level.

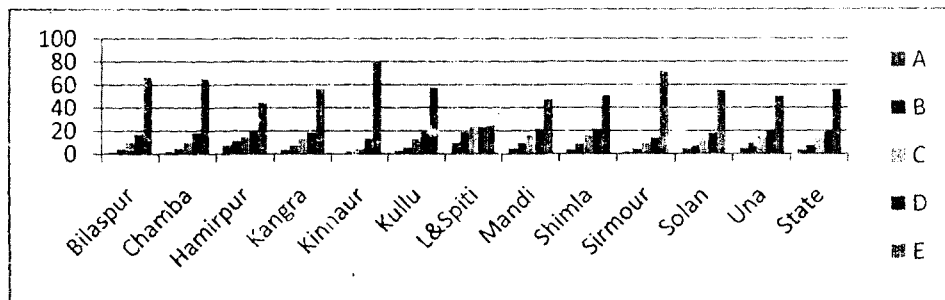




## SSA-RTE Annual Plan 2014-15

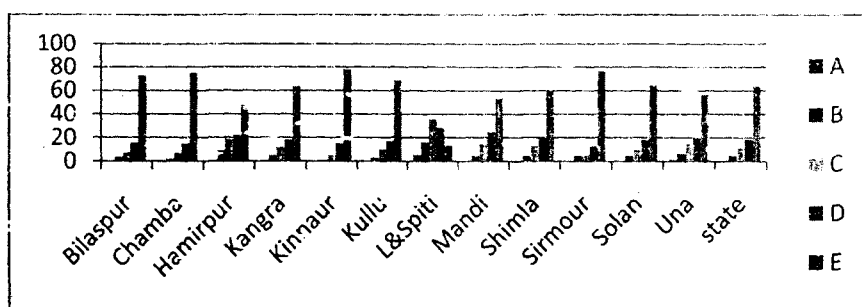
### Class-VII

- 42% students were able use sign of equal to, greater and smaller than correctly.
- 20 to 25% students were able to add, subtract and calculate mean correctly.
- 18% students could do LCM and HCF.
- 19% students were able to calculate cost value of given article.
- 26% students were able to construct angles with the help of scale and compass.
- 58% students do not have class level competencies.



### Class-VIII

- 54% students were able to simplify equations.
- 40% students understand the place value.
- 42% students were unable to do multiplication with decimal and 31% could do it properly.
- 40% students were unable to find mean value of given set of numbers.
- 56% students were not able to find value in a given equation and 60% students were unable to convert a statement into an equation.
- Only 32% students understand line and angles and 40% to 70% students do not understand anything in geometry like angles, triangle, find out area etc. at all.
- 78% students were not able to calculate profit/ loss, rate of interest.
- 62% students were not able to add in fractions.
- Most of the students can solve simple questions of III /IV level but lacked class level competencies. Practically no student has acquired class level competency.



### Summary

- 54% students enter class VI without actually acquiring class level competencies. These percentage increases in each class.

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- Only two percent students in class VI have class level under standing.
- In class VIII there are no students with class level competencies.
- About 80% students were of the class III level.
- 20% students are required to do drill and practice in order to attain perfection other wise they will add to lower group in the next higher class.
- In class VIII none of the students are at perfection level.

### Recommendations:

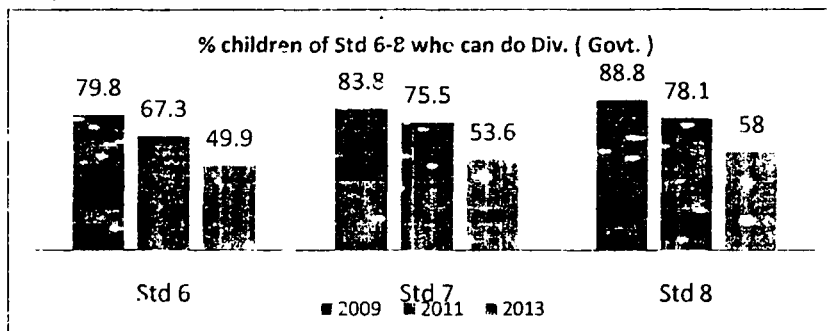
- ✓ Students are required to be divided into groups level wise. At least 2 months should be utilized in revising the content so that students are able to attain basic skills other wise it would be very difficult for the teacher to take them forward.
- ✓ Small group of students who have attained class level competencies should be given questions requiring higher level understanding and skills. It is very important that the time of such students is not wasted. They can also be made group leaders and asked to help others in learning this would enable them to perfect their own skills.

## Proposal for 2014-15

### Learning Enhancement Programs for Std VI to VIII

Internal assessments conducted by SSA and ASER 2012 showed almost similar trends. However, efforts have been made by state SSA to overcome this situation. ASER 2013 also doesn't show any substantial improvement in Science, Mathematics and Language in elementary schools.

#### As per ASER and Other Reports:



78% children of Govt. schools could do division in std 8 which has decreased to 58% in 2013.

- Of the 74 countries tested in the PISA 2009 cycle released in 2012, Himachal came up 73<sup>nd</sup> in Reading and Math, and 74<sup>th</sup> in Science.

### Subject wise Learning Objectives/Outcomes

- **Mathematics:** The overarching goal for Mathematics is to develop **problem solving abilities** among children which are **applicable** in daily life. Once this foundational goal (number recognition, basic

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operations, integers etc) is achieved, focus would be shifted to the advanced competencies of grade 5 and some other competencies which are common in all three upper- primary grades.

- **English:** The overarching goal for English is to build **reading and comprehension capabilities** of children. This goal is expected to be achieved through mind mapping, word-building, vocabulary building and writing activities.
- **Science:** The objective of science learning is to understand basic scientific concepts by using examples from daily life and to **encourage children to perform experiments** and enhance their demonstration skills.

### Strategies to enhance learning in Science, Mathematics and Language

- Determine base line in Science, Mathematics and Language
- Base line assessment would be displayed/shared and the teacher will monitor and regulate the learners' achievement.
- The entire class would be divided into three levels on the basis of baseline as under:-
  - ✓ Level-1                      A and B grade
  - ✓ Level-2                      C
  - ✓ Level-3                      D and E
- The children will be given interventions based on learning levels
- The teacher will spend more time with children having lower levels of learning.
- The teachers will ensure that the students are learning and are being regularly shifted to next higher level. This can be done through CCE checklist register.
- The progress of the child would be shared with the parents regularly. The progress made by the child in different subjects will be noted in the teachers checklist register developed for continuous comprehensive evaluation.
- All these activities would run in synergy not in isolation.
- The Programme will be regularly monitored and evaluated by school head.
- A specific time period may be devoted by schools till these children attain their basic levels.
- The programme will be a package of 50-60 days which will have dedicated 2 hrs defined instruction programme for upper primary school children grouped on the basis of base line survey.
- State will partner with Pratham because the NGO has experience of running similar campaigns in 11 blocks of 9 districts as mentioned above.

### Strategy for Teacher Training:

Capacity building of State Resource Group for science, mathematics and language. Block group will be trained at DIET level by state level master trainers. The training mode will be practice in actual classroom level in nearby schools on daily basis. After this, subject wise block resource groups will train school teachers of their respective blocks.

**Subject wise Materials to be used:** In each subject, a package would be provided to each level by devoting special attention of teaching of these subjects.

#### A) Material for English:

- **Teacher Specific:** Teacher Manual, Cards and Charts.
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- **Students Specific:** Flash Cards, Story Cards, Dictionaries, Activity Booklet, Work Books and a drawing book for making activity portfolios.

### B) Material for Mathematics:

- **Teacher Specific:** Teachers Manual, Number Charts, Table Chart, Playing Currency Notes for the concept of teaching place value and basic operations and Number Expansion Chart
- **Student Specific:** Class work book and Home Worksheets, Number Cards

### C) Material Science:

A kit to be designed which contains the entire material essential to conduct all experiments given in the foundation course.

### Financial implication

The four programmes detailed above (Improving reading, writing, comprehension and arithmetic in early primary grades, enhancing learning in science and mathematics, art integrated learning and strengthening of blocks and clusters through technological infrastructure) are proposed under the LEP. The budget requirement for the same is as under:-

### Learning Indicators

Continuous and Comprehensive Evaluation has been introduced in the state and notified vide notification no : Sliiksha –II- KHA (12) -3 -2010, dated 23<sup>rd</sup> July, 2010 as per RTE section-29. It was noticed that students were promoted to next higher grades without actually acquiring desired learning levels. In the absence of learning standards, Continuous and Comprehensive Evaluation is not taking place properly in the State.

In view of the goals enshrined in the National Education Policy-1986 (revised on 1992) State has developed class wise and subject wise learning standards/indicators for class -1<sup>st</sup> to class-8<sup>th</sup>. These learning standards will be implemented from academic session 2014-15. The teacher in the class room shall be evaluating the learning ability of each child as provided under section-24 (1) (d) and provide remedial teaching to student so that the desired level of learning is achieved by each child studying in schools in HP as provided in Learning Standards.

**In order to implement learning standards teachers will be oriented during teachers training to use them effectively in classroom.**

### Assessment Sheets

In order to streamline the implementation of CCE in schools it is important that proper evaluation of students be done and timely remediation for improvement should be provided as per need of individual child. These assessment sheets have been made subject, class and level wise. Assessment sheets were piloted in 200 schools and were also shared with other schools in the state through SSA web site .These sheets have received tremendous response from the teachers and students. This has also helped in proper assessment of students.

***For the year 2014-15 it is proposed to use these assessment sheets in class room for all the schools in the state.***

### Disaster Management

Keeping in view the Geographic and seismic profile of Himachal Pradesh, it is essential that the schools should be prepared to face any emergency situation of natural calamity.

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SSA plays a vital role in academic empowerment of school teachers and students through training. In this regards teachers of district Kangra and Kullu have already been trained successfully under school safety programme. Taking it further, SSA intends to institutionalize school safety programme through trainings and is keen to impart training to the teachers of other districts also. The training shall be taken up in convergence with Department of Disaster Management and GeoHazards Society, India on school safety.

**Financial Implication:** If we undertake this activity this would involve budget for resource material, Honorarium of resource persons, conducting work shops, TA/DA to the participants and RPsetc.

### **4.10 Developing systems for tracking teacher performance through strengthening of block and cluster/complex level resource institutions:**

There are total 77 CD, 124 education blocks and 2102 clusters in the State which we intend to strengthen with latest technological infrastructure so that the information on learning and teaching, development of teachers, tracking performance of teachers / students / schools, implementation of various QMTs, SPQMS, etc. could be captured, analyzed, disseminated and used for improving the quality of existing information and technological system.

#### **Rationale**

Adopting the decentralized approach as envisaged in the SSA-RTE framework, State intends to track the performance of elementary teachers against the defined learning standards at the cluster or complex school level only and reported to the Block Education Officers. This is important mainly for two reasons:

- Smaller the number of teachers, easier to analyze and track their performance.
- Cluster / Complex School heads know better about their teachers and their teaching in schools.

#### **Process**

There are **4277** micro-level units with designated posts of school heads (**2102** Centre Government Primary Schools headed by Centre Head Teachers -cum-Cluster Resource Coordinators + **2175** High and Senior Secondary Schools headed by Headmasters and Principals) which are controlling 4-5 schools on an average at primary level and 1-2 middle schools at secondary and senior secondary level. To improve the classroom processes, these units will be academically strengthened through block level resource institutions (Block Project Offices / Block Resource Centres / Block Primary Education Offices). To extend full academic support to these 4277 micro-level educational units, there is an urgency to make all block level support structures completely outfitted with proper technology and necessary infrastructure to keep track of all information related to achievement of students in every term test against the learning standards, teacher attendance, student attendance, QMTs, CPSMS, development of teachers working in schools of their respective blocks.

#### **Monitoring and review of progress**

The progress on above areas will be effectively monitored in the regular review meetings at the end of each term test by the Block Project Officer / Block Primary Education Officer. Similarly District Project Coordinators (DPCs Elementary and Higher Education) will hold meetings at the district level with the Block Project Officers / Block Primary Education Officers at the end of every term test after the block level meetings are over. The meetings at the block level will be coordinated by the concerned BRCC. The meetings at the block and district level will be coordinated by the concerned BRCC and District Project Officers respectively.

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### 4.10.1 Block Resource Centers (BRCs)

The present status of manpower and technology available in all the 77 CD blocks is as under:-

Sl. No.	Manpower	Computers and Printers	Lap top	LCD Projector	Screen
1.	77: BRC	77 (one set at every block)	Nil	Nil	Nil
2.	429: RPs for Subject Specific Training				
3.	154: RPs for CWSN				
3.	77: MiS Incharge				
4.	77: DEOs				
5.	301: Accountants				

District wise break-up of these BRC personnel is as under:-

District	BRC personnel					
	6 Resource Persons at BRC for subject specific training	2 Resource Persons for CWSN	1MIS Coordinator	1 Data Entry Operator	1 Accountant-cum-support staff for every 50 schools	BRCCs functional
Bilaspur	18	6	3	3	17	5
Chamba	29	14	7	7	30	15
Hamirpur	36	12	6	6	15	6
Kangra	90	30	15	15	50	19
Kinnaur	18	6	3	3	5	3
Kullu	24	10	5	5	20	6
Lahaul-Spiti	8	4	2	2	6	4
Mandi	60	20	10	10	48	20
Shimla	60	20	10	10	45	20
Sirmour	26	12	6	6	27	13
Solan	30	10	5	5	21	7
Una	30	10	5	5	15	6
<b>Total</b>	<b>429</b>	<b>154</b>	<b>77</b>	<b>77</b>	<b>299</b>	<b>124</b>

Sl. No.	Staff	Sanctioned posts	Filled up	Vacant
1.	6 Resource Persons at BRC for subject specific training	429	429	0
2.	2 Resource Persons for CWSN	154	154	0
3.	1MIS Coordinator	77	34	43
4.	1 Data Entry Operator	77	77	0

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5.	1 Accountant-cum-support staff for every 50 schools	301	156	145
6.	BRCCs	124	124	0
	<b>Total</b>	<b>1115</b>	<b>927</b>	<b>188</b>

state repeatedly conducts interviews for the above block level vacant posts sanctioned but after selection the candidates do not hold these posts for long and they fall vacant. These sanctioned posts are essentially important and required for the blocks because the block level functionaries are also implementing RMSA together with SSA. Hence we propose recurring salaries of all the block level staff sanctioned by the GOI. The detail is given as under:-

Sl. No.	Staff	Sanctioned posts	Unit cost (Rs. In lakh)	Amount proposed for 2014-15
1.	6 Resource Persons at BRC for subject specific training	429	2.03	870.87
2.	2 Resource Persons for CWSN	154	2.03	312.62
3.	1 MIS Coordinator	77	3.09	237.93
4.	1 Data Entry Operator	77	3.09	237.93
5.	1 Accountant-cum-support staff for every 50 schools	301	1.28	385.28
6.	BRCCs functional	124		0.00
	<b>Total</b>	<b>1115</b>		<b>2044.63</b>

### 4.10.2 Proposal for strengthening the Blocks

Objective	Justification and Proposal	Expected outcome
To strengthen blocks through proper technology and to make them as effective resource support educational institutions for providing academic assistance and analysis of various indicators of educational development.	<p>Trainings currently being organized at the block level, which play an important role for the development of teachers also remain less useful for teachers due to non-availability of technological infrastructure as stated in the table above which is the priority area for the State in this 21<sup>st</sup> century information world.</p> <p>One set of computer with one printer at each CD block is not sufficient to do multifarious jobs at the block level. Even for proper organization of training programmes for teachers, the blocks are without laptops, LCD Projectors and screens etc.</p> <p>It is, therefore, proposed to provide one more set of computer and printer, one</p>	<ul style="list-style-type: none"> <li>• It will help in improving the quality of training, workshops, orientations, communication, coordination and cooperation between micro-level units and 77 Blocks / 12 District Project Offices.</li> <li>• In addition to the above this support will also save paper work, time and energy of human resource.</li> <li>• Better analysis of QMTs data and its dissemination.</li> </ul>

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	LCD projector, one laptop and one screen. The budget requirement for the same is given in the table below.	
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### Budget requirement for the strengthening the blocks

Level	Particulars	Qty.	Rate(Rs.) *	Amount (Rs. In Lacs)
BRCCs	Laptop	77	52900	40.733
	LCD Projector/ 46" LCD Monitor	77	56784	43.72
	Screen	77	9800	7.55
	<b>Total</b>			<b>92.003</b>

\* Rates based on the proforma invoice obtained from the State Electronics Development Corporation, Shimla.

### 4.10.3 Strengthening of Clusters

**Rationale:** Out of 4277 units (2175 secondary and secondary + 2102 primary), 883 high and 1281 senior secondary schools have already been provided with technology and other resource support by the Department of Education. The uncovered 13 secondary and senior secondary schools are being covered through RMSA in the 2014-15 annual plans whereas 2102 Centre Government Primary Schools which are also Cluster Resource Centres under SSA have still not been provided any technological devices and support since long. These 2102 micro-level units are the most important and fundamental structures for improving the quality of primary education in the State. The ground reality is that the most of the primary schools in the clusters are working in multi-grade teaching learning situations without adequate learning resources. If these basic units are strengthened with latest technology, State can hope to improve the future of elementary and secondary education.

Sl. No.	Objective	Justification and Proposal	Expected outcome
1.	To strengthen clusters through proper technology and to make them as effective educational institutions at the cluster level for providing academic support to cluster teachers and analysis of classroom processes and various other indicators of educational development.	As these Cluster Schools have also to keep track of various kinds of information like; achievement of students in every term test against the learning standards, performance of teachers against the standards, teacher attendance, student attendance, QMTs, CPSMS, development of teachers working in schools of their respective cluster schools etc., the State also proposes to strengthen 2102 cluster primary schools with one computer with 42" LED monitor, one printer, one UPS and internet facility as recurring component under SSA plan for the year 2014-15.	<ul style="list-style-type: none"> <li>• Primary school teachers and children will get exposed to new ways of thinking, learning and behaving.</li> <li>• This will also help in the departure from the traditional mode of teaching-learning.</li> <li>• Teaching learning will become more interesting and meaningful for teachers and children through films / pictures/ Videos etc.</li> <li>• Development of teachers under CALP will be integrated with the in-service teacher training intervention.</li> <li>• The above intervention will</li> </ul>



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			<p>also result in good communication between blocks and cluster level offices and will speed up the transfer of information and other data between these resource centres. Moreover, the facility will also be useful for entering the school wise expenditure and transfer of funds to schools under CPSMS. Implementation of Quality Monitoring Tools (QMTs) can also be smoothed if there is access to such technology at the cluster level.</p> <ul style="list-style-type: none"> <li>• In addition to the above this support will also save the paper work, time and energy of human resource.</li> <li>• With the help of proposed technology, all cluster school teachers and children from the CGPSs will get variety of reading material which is usually not available in the schools. This will strengthen the existing libraries and facilitate the reading habits among children.</li> </ul>
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### Budget requirement for strengthening clusters

Level	Particulars	Qty.	Rate (Rs.) *	Amount (Rs. in Lacs)
CRCCs	Computer	2102	37510	788.46
	42" LCD/LED monitor	2102	35000	735.70
	MFP Laser printer	2102	10900	229.11
	UPS	2102	5500	115.61
	Internet Data card	2102	2500	52.55
	<b>Total</b>			<b>1921.43</b>

**Position of staff at the cluster:** There are 2102 Cluster Resource Centres in the State and for strengthening these centres, State has been allowed 615 CRPs. All CRCs and CRPs are in place. Manpower working at the cluster level and salary proposed for 615 CRPs is as under:-

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Sl. No.	Staff	Sanctioned posts	Filled up	Vacant
1.	Cluster Resource Centre Coordinators (CRCCs)	2102	2102	0
2.	Cluster Resource Persons (CRPs)	615	615	0

Sl. No.	Staff	Sanctioned posts	Unit cost (Rs. In Lakh)	Amount proposed for 2014-15 (Rs. In Lakh)
1.	Cluster Resource Centre Coordinators (CRCCs)	2102		
2.	Salary of Cluster Resource Persons (CRPs) (recurring)	615	1.97	1191.85

During the year 2013-14, districts were not allowed financial resource support at the block and cluster level under TLM grant, meeting, TA, maintenance grant etc. which affected the monitoring, review and organization processes of various block level events. To ensure that all academic activities like trainings, regular meetings to review the progress of educational development, block level competitions for students etc. happen smoothly and in an effective manner, it is proposed that this block level financial support may be continued for the State as per detail given below:-

### At Block Resource Centre

Sl. No.	Intervention	Unit cost	Amount proposed for 2014-15	
			Physical	Financial
1.	Contingency Grant	0.5	77	38.50
2.	Meeting, TA etc.	0.3	77	23.10
3.	TLM grant	0.1	77	7.70
4.	Maintenance Grant	0.1	77	7.70
<b>Total</b>				<b>77.00</b>

### At Cluster Resource Centre

Sl. No.	Intervention	Unit cost	Amount proposed for 2014-15	
			Physical	Financial
1.	Contingency Grant	0.1	2102	210.20
2.	Meeting, TA etc.	0.12	2102	252.24
3.	TLM grant	0.03	2102	63.06
4.	Maintenance Grant	0.02	2102	42.04
<b>Total</b>				<b>567.54</b>

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### Financial implication

The four programmes detailed above (Improving reading, writing, comprehension and arithmetic in early primary grades, enhancing learning in science and mathematics, art integrated learning and strengthening of blocks and clusters through technological infrastructure) are proposed under the LEP. The budget requirement for the same is as under:-

### 4.1 Continuous and Comprehensive Evaluation:

The CCE pattern of evaluation has been adopted in the State as per RTE Act, 2009 and accordingly the curriculum is being suitably adapted to this end. **No detention upto Class-VIII (State government notification: Shisha –II-Kha(12)-3-2010 dated 23-07-2010 )**

- ✓ The CCE pattern of evaluation has been adopted in the State as per RTE 2009. This system of assessment is well designed as per NCERT Source Book and guidelines, address to the needs of the student, teacher & parents. Under CCE, students are being assessed through tests and through other activities like quiz, class work, homework, field visit, project, discussions and demonstration resulting in comprehensive reflection of overall children's learning.
  - ✓ Teachers have been imparted trainings to use this strategy effectively and with a clear cut vision. All the teachers of primary and upper primary level were trained in the concept of CCE under teacher training programme during the year 2013-14. Training of CCE for the year 2013—14 has been made part of teacher training.
  - ✓ For smooth and effective implementation of CCE, teacher's check list register and pupil progress cards are well maintained in all the schools.
  - ✓ To make the evaluation system more vibrant, all school heads, teachers, parents and the community members were sensitized and trained about the importance of CCE in various trainings planned at different levels so that comprehensive evaluation could be implemented more effectively in schools. CCE checklist register, pupil progress report card content already improvised and has been provided to all the schools.
  - ✓ Involvement of SMCs has been ensured in the implementation of CCE in schools.
  - ✓ An MoU has been signed with Learning Links Foundation for effective implementation of CCE in four districts –Shimla, Bilaspur, Solan and Kinnaur.
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- ✓ Master trainers have been trained for imparting CCE training in general teachers training by LLF for pilot schools. All the teachers of pilot schools of Shimla, Bilaspur, Kinnaur and Solan district are being trained by LLF. All the Head teachers of Shimla, Bilaspur, Kinnaur and Solan district have already been oriented / trained for effective implementation of CCE
- ✓ Class wise, subject wise and level wise Assessment Sheets for continuously assessing the students have been developed and being used in pilot schools.

**4.12 Measuring school performance over the academic year:** Self Assessment Monitoring Tool has been developed to measure the performance of schools at all the operating components of the system. The tool has been approved by the 37<sup>th</sup> EC and will be used from the next academic year, i.e. 2014-15. On the basis of this tool, school heads will themselves assess the performance of their own and complex /cluster school (s) and paste the same on the display board for sharing it with all staff members, children and SMC. The gaps will be identified and possible solutions will be worked out to bridge the gap. The self evaluation done by the schools will be further cross-checked by the State and District monitoring teams after every term test. The self assessment monitoring tool is at annexure-

**4.13 Implementation of QMTs at all levels:** Capturing and analyzing the information of Quality Monitoring Tools at various levels requires technological resources projected above for better implementation and dissemination. State intends to use these tools in all schools through the above proposed 4277 units.

**4.14 Developing a mechanism for periodically measuring student learning achievement levels to promote cross-district comparison and an informed picture of State trends in learning levels:** The State has developed the learning standards for class I to VIII. These standards have been duly approved by the government and printed. One complete set of these has been provided to each government school along with guidelines. Use of these standards will start from the next academic session i.e. 2014-15. Formative assessment of students will be done by the teacher every day, week and month as per need. In order to undertake formative assessment teacher will not only rely on written assignments (class work and home work) but would also take the help of activities such as projects, field visits, quiz, practical experiment and assessment sheets etc. At the end of the term periodical measurement of student learning outcomes will be done through summative assessment in the following manner:-

**First Summative assessment:** This will be undertaken in the winter closing schools in 3<sup>rd</sup> week of May and in 2<sup>nd</sup> August 2014 for summer closing schools. Each and every child will be assessed based on the level defined in learning competencies. The achievements will be compiled at CHT level and result sheet (school wise, class wise, student wise) will be given to the school teachers and the same will be shared with the SMC

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and parents. Home assignments for vacation will be assigned to the students accordingly by the teachers. These achievements will tell the teachers how students have fared against the predefined learning standards in the first term and also how they have progressed since the beginning of the academic session. It would be compared with the achievement of (Terminal Assessment) end term of 2013-14, this would be considered as baseline for 2014-15. The achievement level of the student should be displayed in the class room term wise so that student and teachers both can notice the progression. The CHT/CRC, BPEO, BRC, DPO, Deputy Directors, SPO and Directors of Higher and Elementary Education will be able to see the aggregated achievements of children twice a year. The clusters and schools which have wide learning gaps will be identified and training needs will be assessed accordingly. **Training of concerned school teachers will start in batches at the School/Cluster /Complex School level under the guidance and academic support of Cluster School Head or Headmaster or Principal or subject heads (to be identified by the school heads).** At Cluster school Government Primary or High or Senior Secondary School level, the results will be discussed every month and a day-long capacity building session will be undertaken to take stock of the situation, in those academic areas where students face problem remedial activities will be undertaken and to plan corrective measures for the month. CHT or Headmaster or Principal along with teacher will chalk out action plan for the Term based on these results and put the plan into action.

**Second Summative assessment:** This will take place in the 3rd week of September (winter) and December (summer) will be administered in all schools of the state. The learning competencies for the second term will be different from the previous term. Similar procedure shall be adopted as was done in the first term for monitoring the progress against the learning competencies will be followed.

**Third Summative assessment:** This will be undertaken at the end of the session i.e. 3<sup>rd</sup> week December (winter) and March (summer) respectively. It will be, like both the earlier assessments, assess both scholastic and non-scholastic aspects against the defined learning standards for the third term. This assessment will become the baseline for the next year (2015-16) except for the students enrolling in Class I. The students will carry their achievement report of both formative and summative assessment in the Pupil Progress Report Card along with the transfer certificate in case they change their school.

**This system will enable the state to:**

- ❖ Implement the learning standards effectively.
  - ❖ Benchmark the desired levels at the end of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> quarters.
  - ❖ Assessment of students in an objective manner against the learning standards marked for the quarter and take corrective measures where ever required.
  - ❖ Track the progress of individual child independently as well as against the desired levels of learning as whole.
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- ❖ Track the performance of teachers individually and collectively (which may be later on linked to their ACR, transfer, reward systems etc.)
- ❖ Grade schools against the benchmark set for each term-assessment, with the help of school self assessment monitoring tool.
- ❖ Plan trainings based on the progress of each child in every term test.
- ❖ Develop and institutionalize accountability mechanism.
- ❖ Involve community in schools' activity for enabling better learning process.

### 4.15 Ensuring adequate availability of teachers {Tables 7(a), 7 (b) and 7 (c)}

The State has good student teacher ratio in elementary schools which is ----- at primary and --- at upper primary level respectively. This is indicative of the fact that State does not require additional teachers rather we propose to build the capacities of existing teachers through various teacher development programmes proposed under teacher training component for the year 2014-15 and further improve the recruitment process of teachers' appointment. In this direction, the State has adopted the NCTE norms for the appointment of elementary teachers. State conducted first Teacher Eligibility Test (TET) for the recruitment of Science and Social Science teachers in the month of June 2012 as per detail given below:-

Sl.No.	Date of conduct of TET	Category	Total candidates appeared	Qualified
1.	12 <sup>th</sup> June, 2012 (2012-13)	Science (Non-Medical)	10893	2328
2.	13 <sup>th</sup> June, 2012(2012-13)	Science (Medical)	7425	4483
3.	16 <sup>th</sup> June, 2012(2012-13)	Social Science	36526	7322
4.	August, 2012	JBTs	3793	1750
5.				

There are total 6187 vacancies of elementary school teachers in the State. These are being filled out of the above TET qualified eligible candidates for the appointment of teachers in various streams through proper screening by the State Subordinate Selection Board (SSSB). All vacancies are likely to be filled up by the end of forthcoming Lok Sabha polls. To ensure that teachers are available for all children in every school as per RTE requirement or otherwise, State undertakes the process of rationalization and re-deployment of teachers on regular basis depending upon the number of vacancies identified due to retirement, promotion, transfer etc.

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Under SSA, the detail of various categories of teachers sanctioned till date for Himachal Pradesh and the proposal for 2014-15 for their recurring salaries is given below in the tables:-

### State

Sl. No.	Category of teacher	Sanctioned strength	Filled-up	Unit cost (Rs. In lakh)	Proposal for 2014-15 (recurring)	
					Physical	Financial (Rs. In lakh)
1.	New primary teachers	160	32	1.97	32	63.04
2.	New upper primary teachers	4179	3621	2.03	3621	7350.63
3.	Subject-specific teachers					
a)	Science and Mathematics	962	778	2.03	962	1952.86
b)	Social Science	475	475	2.03	475	964.25
<b>Total</b>						<b>10330.78</b>

### Districts

New primary teachers (recurring)					
District	Sanctioned strength till date	Unit cost (Rs. In lakh)	Filled up	Proposal for 2014-15 (recurring)	
				Physical	Financial (Rs. In lakh)
Bilaspur	06	1.97	00	00	00
Chamba	14	1.97	00	00	00
Hamirpur	06	1.97	00	00	00
Kangra	20	1.97	00	00	00
Kinnaur	06	1.97	00	00	00
Kullu	16	1.97	10	10	19.70
Lahaul-Spiti	04	1.97	00	00	00
Mandi	20	1.97	08	08	15.76
Shimla	22	1.97	02	02	3.94
Sirmour	18	1.97	08	08	15.76
Solan	14	1.97	04	04	7.88
Una	14	1.97	00	00	00
<b>Total</b>	<b>160</b>	<b>1.97</b>	<b>32</b>	<b>32</b>	<b>63.04</b>

### Districts

New upper primary teachers (recurring)					
District	Sanctioned strength	Unit cost (Rs. In lakh)	Filled up	Proposal for 2014-15 (recurring)	
				Physical	Financial (Rs. In lakh)

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Bilaspur	273	2.03	255	255	517.65
Chamba	513	2.03	378	378	767.34
Hamirpur	141	2.03	123	123	249.69
Kangra	621	2.03	582	582	1181.46
Kinnaur	51	2.03	33	33	66.99
Kullu	252	2.03	225	225	456.75
Lahaul-Spiti	63	2.03	51	51	103.53
Mandi	777	2.03	669	669	1358.07
Shimla	624	2.03	534	534	1084.02
Sirmour	408	2.03	372	372	755.16
Solan	297	2.03	258	258	523.74
Una	159	2.03	141	141	286.23
<b>Total</b>	<b>4179</b>	<b>2.03</b>	<b>3621</b>	<b>3621</b>	<b>7350.63</b>

### Districts

Subject-specific teachers (Science & Mathematics-recurring)					
District	Sanctioned strength	Unit cost (Rs. In lakh)	Filled up	Proposal for 2014-15 (recurring)	
				Physical	Financial (Rs. In lakh)
Bilaspur	34	2.03	25	34	69.02
Chamba	113	2.03	113	113	229.39
Hamirpur	42	2.03	14	42	85.26
Kangra	188	2.03	169	188	381.64
Kinnaur	02	2.03	02	02	4.06
Kullu	103	2.03	60	103	209.09
Lahaul-Spiti	00	2.03	00	00	0.00
Mandi	128	2.03	128	128	259.84
Shimla	55	2.03	55	55	111.65
Sirmour	120	2.03	106	120	243.60
Solan	91	2.03	77	91	184.73
Una	86	2.03	29	86	174.58
<b>Total</b>	<b>962</b>	<b>2.03</b>	<b>778</b>	<b>962</b>	<b>1952.86</b>



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### Districts

Subject-specific teachers (Social-Science-recurring)					
District	Sanctioned strength	Unit cost (Rs. In lakh)	Filled up	Proposal for 2014-15 (recurring)	
				Physical	Financial (Rs. In lakh)
Bilaspur	15	2.03	15	15	30.45
Chamba	60	2.03	60	60	121.80
Hamirpur	16	2.03	16	16	32.48
Kangra	88	2.03	88	88	178.64
Kinnaur	02	2.03	02	02	4.06
Kullu	55	2.03	55	55	111.65
Lahaul-Spiti	00	2.03	00	00	00
Mandi	53	2.03	53	53	107.59
Shimla	22	2.03	22	22	44.66
Sirmour	65	2.03	65	65	131.95
Solan	55	2.03	55	55	111.65
Una	44	2.03	44	44	89.32
<b>Total</b>	<b>475</b>	<b>2.03</b>	<b>475</b>	<b>475</b>	<b>964.25</b>

Against the sanctioned strength of total 1437 subject specific teachers, 1253 are in place as on 31-12-2013. Rest of the vacancies will be filled up from the above TET qualified candidates after the expiry of code of conduct due to LS polls in the State.

### 4.16 Training

#### 4.16.1 Induction training for newly recruited TET qualified teachers

Induction training of newly appointed (TET qualified) teachers was planned in AWP & B (2013-14) of SSA, for thirty days. But only 10 days training of 666 newly appointed (TET qualified) teachers was approved by the PAB SSA. A budget allocation of Rs.13.32 Lakhs has been approved to accomplish this training. Induction training module was prepared with the involvement of teacher educators of DIETs and SCERT. Training was imparted at DIET level.

#### 4.16.2 Proposal for the year 2014-15

Sl. No.	District	Newly TET qualified teachers to be appointed during 2014-15	
		Physical	Financial
1.	Bilaspur	25	1.50
2.	Chamba	247	14.82
3.	Hamirpur	50	3.00
4.	Kangra	145	8.70
5.	Kinnaur	22	1.32
6.	Kullu	50	3.00
7.	Lahaul-Spiti	20	1.20

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8.	Mandi	300	18.00
9.	Shimla	205	12.30
10.	Sirmour	30	1.80
11.	Solan	26	1.56
12.	Una	114	6.84
	<b>Total</b>	<b>1234</b>	<b>74.04</b>

### 4.16.3 Training of untrained teachers (Table-8)

For the year 2013-14, the training of 127 untrained teachers has been approved in the PAB. This group of teachers was earlier working as EGS instructors. Their services were taken as Para teachers by the state govt. A budget allocation of Rs.7.62 Lakhs has been approved to accomplish this training. It was noticed during PAB meeting (2013-14) that neither Directorate of Elementary Education nor SSA is the competent authority for certification of these untrained teachers, so the training of such teachers should be taken by academic institutions. Now the state government has decided to train untrained teachers through NIOS as per direction of GOI.

**4.16.4 Training of in-service teachers:** The progress of trainings organized during 2013-14 is as under:-

Training	Level	Target		Achievement as on 31-12-2013		Anticipated achievement up to 31 <sup>st</sup> March, 2014
		Physical	Financial Rs in lakh	Physical	Financial Rs in lakh	
Pry and upper primary teachers	Block 5 days	45712	457.12	12844	147.28	457.12
	Cluster 2 days	45712	91.42	3712	7.43	91.42
Training of MTs / RPS	State/DIET/Block	4766	47.66	998	8.66	47.66
Training of CHTs (10 days)	DIET	2102	42.04	363	7.37	42.04
Training of Untrained teachers	NIOS	127	7.62			7.62
Induction Training	DIET	666	13.32	82	1.64	13.32

Trainings delayed due to late receipt of funds from the GOI. The targets will be achieved by the end of February, 2014.

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**Progress overview:** Detail of different activities conducted under the teacher training component during the year 2013-14 is as under:-

- ❖ To implement training programme effectively, integrated training calendar of SSA and RMSA was designed with the active involvement of SCERT.
- ❖ 5 days block level trainings have been conducted for all primary and upper primary teachers.
- ❖ 2 days cluster level trainings have been conducted for all primary and upper primary teachers.
- ❖ Capacity building of State Resource Group, District Resource Group and Block Resource Group- Identification and capacity building of SRG, DRG and BRG. The list of these groups has already been uploaded in state SSA Web site.
- ❖ **Module and training material development-** Training modules/ material for five days were developed at state level for primary and upper primary with the active participation of State Resource Group and SCERT.
- ❖ **Mode of Training** – workshop mode.
- ❖ The content of primary and upper primary teachers training for the year 2013-14 was mainly on :

**The content of primary teachers training was focused on:**

1. Effective organization of Co-curricular activities in school.
2. Multi-grade and multi-level teaching.
3. Inclusion in education –inclusion of CWSN, Girls, SC, ST, OBC and Minority etc.
4. Language teaching - special focus on Early reading and writing skills for class-I and Class-II
5. Early mathematics skills
6. Teaching of EVS
7. Lesson planning Method
8. Continuous Comprehensive Evaluation
9. Development of portfolio
10. RTE with special reference to Section -29

**The content of upper - primary teachers training was focused on:**

1. Effective organization of Co-curricular activities in school.
  2. Inclusion in education –inclusion of CWSN, Girls, SC, ST, OBC and Minority etc.
  3. Language teaching - teaching of Hindi and English
  4. Teaching of mathematics and use of mathematic kit.
  5. Teaching of Science and use of lab.
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6. Teaching of Social Science and effective lesson planning.
7. Lesson planning Method
8. Development of portfolio
9. Continuous Comprehensive Evaluation
10. RTE with special reference to Section -29

**The content of SLDP was mainly focused on:**

1. Leadership qualities
2. Leadership style
3. Distributive leadership
4. Time management
5. Change management
6. Monitoring

- ❖ 10 days training of trainers have been organized at state level to implement Art Integrated learning in 40 Primary schools of two pilot districts in collaboration of NCERT and British Council of India.
- ❖ Principals/Headmasters/CHTs were oriented for two days in 200 schools on the vision of NCF, RTE and CCE implementation. Critical areas concerns pertaining to school, management of manpower, monitoring and mentoring was centre of discussion.
- ❖ A situational analysis of 100 schools was under taken in the 8-districts spread over 100 schools to understand the teaching/ learning process and the implementation of CCE in the state and also to find out the problems and strength of the programme and accordingly devise appropriate implementation strategies.
- ❖ To strengthen CCE in partnership with LLF, 5 days training was imparted to the teachers of 200 pilot schools of Shimla, Kinnaur, Bilaspur and Solan districts to provide curricular support to teachers. These trainings were undertaken at the district level. 2-days refresher training was also conducted for the teachers of pilot schools.
- ❖ Third party evaluation (EI) of learning levels of student was done for all the students of class III, V and VII of pilot schools and in addition to that 1000 students in all 12-districts were assessed.
- ❖ Development of MIS at school level and integrate with existing state level education MIS.
- ❖ Assessment sheets for all classes in a graded manner were developed so as to enable teachers to do proper grading of students and provide remediation for enrichment.

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- ❖ Terminal assessment by the third party (EI) of all students in pilot schools and other schools where base line was undertaken will be done in March, 2014 to gauge the improvement made during one academic year.
- ❖ In partnership with British Council of India and NCERT, 10 days training on Art Integrated Education was conducted for master trainers from 40 pilot schools of Shimla and Solan district.

**4.16.5 Fresh proposal:-** Realizing the importance of need assessment, SPO SSA started assessing teachers' training needs, mainly through feedback received from workshops, trainings, monitoring and meetings with Dy. Directors of Elementary Education, DPOs, BRCs, faculty from DIETs and Coordinators. The objectives of carrying out this exercise are to:

- ❖ Develop need based training design / programme.
- ❖ Develop need based training modules and material.
- ❖ To realize the importance of in-service teachers education for improving teachers performance in classroom.
- ❖ To build the capacity of teachers in teaching learning process.
- ❖ To develop training calendar.

The document of training need assessment is at **annexure-**

In service trainings: During 2014-15, it is proposed to organize teacher development programmes at the Block / Cluster or complex school level only. Cluster school heads are also the Centre Head Teachers-cum-CRCCs and complex school heads are Headmasters or Principals of High / Senior Secondary Schools. Trainings in 2014-15 will be organized at various levels as detailed below:-

- ❖ Block level training of all Pry and upper primary teachers
- ❖ Cluster level training for all pry teachers
- ❖ Training of MTs /RPs
- ❖ Training of CHTs for School Leadership Development
- ❖ Meeting of CHT at DIET level
- ❖ Induction Training

Process: To implement the proposed training programmes for the year 2014-15 in time, tentative training calendar has been developed as detailed below:-

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### Training Calendar for 2014-15

Sl. No.	Training	Duration	Level	Responsibility	Timeline
1.	Development of Training Module for Primary and Upper Primary.	5 days	State (SIEMAT)	SPO (SSA/RMSA) /SCERT	25-29 <sup>th</sup> March, 14
2.	Training of Master Trainers/RPs at State level for block level training.	5 days	State (SIEMAT)	Pedagogy wing SPO (SSA/RMSA)	22-26 <sup>th</sup> April, 14
3.	Training of Master Trainers /RPs at district level for block level training.	5 days	DIET	Pedagogy wing DPO (SSA/RMSA)	5-9 <sup>th</sup> May, 14
4.	Block level trainings of all Primary and upper primary teachers.	5 days	BRC	DIET/BRC/CRC	Before 30 <sup>th</sup> June, 14
5.	Development of Training Module for Primary teachers.	5 days	DIET	Pedagogy wing DPO (SSA/RMSA)	18-22 <sup>nd</sup> March, 14
6.	Development of MTs at the DIET level for cluster level training of primary teachers.	5 days	DIET	Pedagogy wing DPO, SSA	25-29 <sup>th</sup> March, 14
7.	Cluster level training for all primary teachers.	10 days	Cluster school	CRC	4 days, 3 days and 3 days respectively after every term test.
8.	Training of CHTs for School Leadership Development.	5 days	DIET	Pedagogy wing DPO, SSA	April, 2014
9.	Meeting of CHT at DIET level.	10 days	DIET	DIET	Monthly
10.	Development of 30 days training module.	5 days	SPO (SSA/RMSA) at SIEMAT	SPO/SCERT	May, 2014
11.	Induction Training.	30 days	DIET	DIET	June, 2014

**Process:** Training modules / material development workshop for five days to be organized at state level for primary and upper primary teachers with the active participation of State Resource Group, SCERT and DIET. Every school will do the baseline immediately at the start of the academic session for the learning standards/indicators defined for each class for every term. The focus of all the proposed trainings will be on the gaps identified against each learning standard defined for every grade starting from class I to VIII.

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### 4.16.6 In-service Training- Proposal for 2014-15

Sl. No.	Training	Days	Level	Target	
				Physical	Financial
1.	Block level training of all Pry and upper primary teachers	5	Block	42972	644.58
2.	Cluster level trg. for all pry teachers	10	Cluster	24802	248.02
3.	Training of MTs/RPs	5	State/ DIET/Block	4255	106.38
4.	Training of CHTs for School Leadership Development	5	DIET	2102	52.55
5.	Meeting of CHT at DIET level	10	DIET	2102	63.06
6.	Induction Training	30	DIET	1234	74.04

#### Financial implication for LEP

The four programmes detailed above (Improving reading, writing, comprehension and arithmetic in early primary grades, enhancing learning in science and mathematics, art integrated learning and strengthening of blocks and clusters through technological infrastructure) are proposed under the LEP. The budget requirement for the same is as under:-

### 4.17 Salient features of the Learning Enhancement Programme in 2014-15

S. No.	Proposed Programme	Activities /material required	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target
1.	Early Reading, Writing and mathematics for early grades.	<ul style="list-style-type: none"> <li>• Early Reading, Writing and Mathematics Material (5 sets for each school: recurring)</li> <li>Development and printing of training manual for teacher.</li> <li><b>Material</b>-Pictorial Charts-(Both for Hindi and English) Vegetables, Fruits, flowers, Our helpers, Birds, Animals (Domestic and wild), Means of Transportation, nature, articles used at home etc.</li> <li><b>Hindi</b> – Barakhadi chart, Picture Cards, Story Cards, Letter cards, word cards ,sentence cards</li> <li><b>Maths</b>- Mental Maths booklets Straws, number chart, number cards, trade cards, table charts, abacus etc.</li> <li><b>English</b> -Alphabet cards and chart, flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>a. 12 district</li> <li>b. 10651 primary schools</li> <li>c. 599071 children.</li> </ul>	<p>10651*5=53255 @ Rs. 1000 = 532.55 lakhs</p>

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		<p>story cards.</p> <ul style="list-style-type: none"> <li>• Guidelines has already been prepared</li> </ul>		
2.	Reading, writing weeks	<ul style="list-style-type: none"> <li>• Creative writing competitions</li> <li>• Drawing sheets, crayon colours, pencil, eraser, scale.</li> </ul>	Learning resources for the programme will be sourced from serial no. 4	
3.	Art Integrated Learning in Pilot school.	<p>List of Art Material for 40 pilot schools under AIL Programme Supported by NCERT (one kit for each school)</p> <ol style="list-style-type: none"> <li>1. Pencils: 50 (HB)</li> <li>2. Eraser : 12</li> <li>3. Sharpener: 12</li> <li>4. Wax Crayons: 10 Boxes of 12 shades</li> <li>5. Pastel colours: 10 Boxes of 12 shades</li> <li>6. Sketch Pens (Pack of 12 assorted colours): 10 packets</li> <li>7. Poster Colours (Pack of 6 assorted colours): 10 boxes</li> <li>8. Chart Papers (assorted colours) 50 sheets</li> <li>9. Pastel Sheets (assorted colours) 30 sheets</li> <li>10. Drawing sheets</li> <li>11. Paper Knife (cutter): 05</li> <li>12. Round Brushes: no. 6 and no. 8 (15 each; total 30 brushes)</li> <li>13. Kite Paper : 40 sheets(assorted colours)</li> <li>14. Crape Paper: 40 sheets (assorted colours)</li> <li>15. Glaze Paper: 40 sheets (assorted colours)</li> <li>16. Clay (potter's clay) 10 kg</li> <li>17. Fevicol: 1/2 kg</li> <li>18. White Board Markers: 20 (assorted colours)</li> <li>19. Safety Pins: 50</li> <li>20. Double-tape: 5 (1 inch wide)</li> <li>21. Table Tennis Ball: 44 pieces</li> <li>22. Fevibond Tube Big: 5 tubes</li> <li>23. Wool: 20 balls (assorted colours)</li> <li>24. Box Board Sheet: 5</li> <li>25. Straws: 1 packet</li> <li>26. Wall Paint: Red, Blue, Yellow, ( 5 ml. each)</li> <li>27. Cotton Thread: 5 balls</li> <li>28. Sutli / Rope- 4 balls</li> <li>29. Cut pieces- cotton all colors (10-15) for puppetry</li> <li>30. Allpin 1 packet</li> <li>31. U-clip: 1 packet</li> <li>32. Stapler and Staple Pins</li> <li>33. Double-tape: 5 (1 inch wide)</li> </ol>	Districts: Two Schools: 40	40*Rs. 2000/- 80000/-



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		34. Cello-tape: 5 (1 inch wide) 35. Brown PVC tape: 4 (2 inch wide) 36. Thumb pins -4 packets		
4.	Art Integrated Learning	<p>List of Art Material for ALL Programme supported by NCERT for all schools and material for organizing Reading / Writing week (one kit for each school)</p> <ol style="list-style-type: none"> <li>1. Pencils: 50 (HB)</li> <li>2. Eraser : 12</li> <li>3. Sharpener: 12</li> <li>4. Wax Crayons: 10 Boxes of 12 shades</li> <li>5. Sketch Pens (Pack of 12 assorted colours): 10 packets</li> <li>6. Poster Colours (Pack of 6 assorted colours): 10 boxes</li> <li>7. Chart Papers (assorted colours) 50 sheets</li> <li>8. Drawing sheets</li> <li>9. Paper Knife (cutter): 05</li> <li>10. Round Brushes: no. 6 and no. 8 (15 each; total 30 brushes)</li> <li>11. Kite Paper : 40 sheets(assorted colours)</li> <li>12. Crape Paper: 40 sheets (assorted colours)</li> <li>13. Glaze Paper: 40 sheets (assorted colours)</li> <li>14. Clay (potter's clay) 10 kg</li> <li>15. Fevicol: 1/2 kg</li> <li>16. White Board Markers: 20 (assorted colours)</li> <li>17. Safety Pins: 50</li> <li>18. Double-tape: 5 (1 inch wide)</li> <li>19. Sutli / Rope- 4 balls</li> <li>20. Allpin 1 packet</li> <li>21. U-clip: 1 packet</li> <li>22. Stapler and Staple Pins</li> <li>23. Double-tape: 5 (1 inch wide)</li> <li>24. Cello-tape: 5 (1 inch wide)</li> <li>25. Brown PVC tape: 4 (2 inch wide)</li> <li>26. Thumb pins -4 packets</li> </ol>	Districts: 12 Primary schools: 10600 Children: 599071	$10600 \times 1 = 10600$ @ Rs.2000 = 212.00 lakhs
5.	Enhancement of Science, mathematics and language	<ul style="list-style-type: none"> <li>• Teacher's manual (English, Science, maths) (one time)</li> <li>• Cards, Charts (recurring)</li> <li>• Lab material (one time)</li> <li>• Story booklets (one time)</li> </ul>	Class-6, Class-7 and Class-8 enrolment: 253241 One learning resource kit for 4512 schools @ 2000/-	$4512 \times 2000 = 90.24$ lakh
6.	<b>Disaster Management</b>	<b>Training for trainers</b>	50	2 lakhs
7.	Provision of Class wise , subject wise and level wise Assessment Sheets	Class wise , subject wise and level wise Assessment Sheets Both for Primary and Upper Primary  Primary- Hindi, English, Maths and EVS (4 subjects) Upper Primary- Hindi, English, Maths, Social	Class-1 to 8 Total Students Primary: 361046	$361046 \times 100 =$ Rs. 316.05 Lakh  $253241 \times 200 =$ Rs.

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		Science and science (6 subjects)	UP: 253241	506.48
8.	Strengthening of BRCs and CRCs	Technological infrastructure at BRC and CRC	BRCs: 77 CRCs: 2102	92.03 lakhs 1921.43 lakhs (one time)

**Total Financial implication under LEP for the year 2014-15= Rs. 3673.58 Lakhs**

**{Recurring: 1658.12**

**Non-recurring: Rs. 2015.46 Lakhs}**

The State will continue with the proposed LEP interventions for at least three years except learning resources which will be needed every year for better learning and outcomes.

### 4.18 Training of Educational Administrators and Finance and Accounts Personnel

#### Progress overview

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" (NCSL) to provide resource support to the state in carrying forward the School Leadership Development Programme.

Before initiating the school leadership development programme in the state, training need assessment on developing school leadership skills was done at 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 Himachal Institute of Public Administration 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

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## 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). We have also proposed 4 days workshop for contextualizing the curriculum for school leadership which will be held at HIPA w.e.f. 25-28<sup>th</sup> February, 14. The event will be organized in collaboration with NUEPA.

## CAPACITY BUILDING

NCSL has also come forward to train and mentor the programme. The continuous professional development of the target group of **4293 school heads** (1359 Principals+832 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.

## 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.

## RESEARCH & DEVELOPMENT

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

## IMPLEMENTATION STRATEGIES

❖ 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.

❖ To ensure smooth implementation of the School Leadership Development Programme (SLDP) through proper institutionalization in the State, **Leadership Cell** is proposed to be established at SIEMAT as part of the State Project Office (SSA/RMSA). For the development of Centre Head Teachers, the leadership cell will be constituted at each DIET comprising 6 members. Whereas at the state level the cell will have a team of 12 members comprising experts from the Education Department of Himachal Pradesh University, SCERT (Academic Authority), GCTE Dharamsala, Overseas Trainees and State Project Office (SSA/RMSA). The Leadership Cell will have the following members:-

1. One faculty from Education Department H.P.U. (Nodal Officer)
2. Principal GCTE, Dharamsala (Member)
3. Principal SCERT (Member)

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4. Ghanshyam Kapoor, Principal GSSS Katrain, Kullu (Member)
5. D.R. Chauhan, Principal-cum-Planning Coordinator, SPO (SSA/RMSA) (Member)
6. Y.K. Sharma, Principal-cum-TTI, SPO (Member)
7. Nikhil Sharma, Lecturer DIET, Kangra at Dharamshaha (Member)
8. D.N. Azad, IE Coordinator, SPO (SSA/RMSA) (Member)
9. Surender Rangta STC, SPO (SSA/RMSA) (Member)
10. Manjula Sharma, TTI Elementary Education, SPO (SSA/RMSA) (Member)
11. Daieep Verma, Planning Coordinator (RMSA), SPO (SSA/RMSA) (Member)
12. Anima Sharma, TTI (RMSA), SPO (SSA/RMSA) (Member)

### **The Leadership Cell at DIET will have the following members:-**

1. Principal DIET (Nodal Officer)
2. IE Coordinator, DPO (SSA/RMSA) (Member)
3. Special Training Coordinator, DPO (SSA/RMSA) (Member)
4. TTI Elementary Education, DPO (SSA/RMSA) (Member)
5. Planning Coordinator, DPO (SSA/RMSA) (Member)
6. TTI (RMSA), DPO (SSA/RMSA) (Member)

### **Functions of the Leadership Cell for Principals and Headmasters at the State level:**

- i. Planning for the development of school heads through various state and national level institutions (Principals and Headmasters only)
- ii. Development of module, resource material, training calendar, feedback mechanism, etc.
- iii. Coverage of training.
- iv. Identification of "Schools of Excellence" through regular monitoring by using self assessment tool designed for the purpose.
- v. Sharing of good work done by the "Excellence Schools".

### **Functions of the Leadership Cell for Centre Head Teachers at the DIET level:**

- i. Planning for the development of Centre Head Teachers through various state and national level institutions.
- ii. Development of module, resource material, training calendar, feedback mechanism, etc.
- iii. Coverage of training.
- iv. Identification of "Schools of Excellence" through regular monitoring by using self assessment tool designed for the purpose.
- v. Sharing of good work done by the "Excellence Schools".

**Note: Overall monitoring of School Leadership Development Programme will be done by the State Project Office (SSA/RMSA). At the district level the monitoring of the SLDP will be undertaken by the concerned Deputy Directors (Elementary and Higher Education).**

- ❖ For the successful implementation of the quality comprehensive quality, 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 targeted school leaders to be developed every year by the National, State and DIET institutions.

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- ❖ 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, State and DIET professional institutions in a centralized manner with proper certification.
- ❖ In order to implement the strategic plan effectively, professional development of school leaders will be ensured through the National, State and DIET institutions. The target group coverage per year will be tentatively done in a following manner:-

### Future Plan for the development of school leaders

#### Centre Head Teachers

Year	DIETs	SPO	Total Coverage	Remarks
2014-15	All the CHTs of each District	100 (MTs)	2102	MTs will be from DIETs

#### Note:

During the 12<sup>th</sup> five year plan period continuous engagement with all Principals, Headmasters and CHTs will be ensured through the institutions as specified in the tables given above so that some transformation could be seen in the schools through incremental changes and innovations.

- ❖ With the help of self- assessment monitoring tool developed for the purpose, some incremental changes will be observed on a periodical basis
- ❖ The focus of the SLDP will be on the key identified areas mentioned above.
- ❖ Each Principal, Head Master and CHT will monitor and mentor their own Schools as well as the attached Schools in her/his complex/cluster.

### Training Calendar for SLDP (2014-15)

#### Capacity Building workshop for school Heads to be conducted by NUEPA (For SRG)

Batch	Number of Participants	Venue	Duration	Target Group (SRG)	Time line	
First	50	HIPA or some other suitable place	5 days	SRG (Principal/Head master/CHT)	April, 2014	
Second	50	--do---	5 days	----do---	April, 2014	
<b>Total</b>	<b>100</b>					
For DRG						
Zone	District to be covered	Number of Participants	Venue	Duration	Target Group(DRG)	Time line
Mandi(Central Zone)	Mandi, Bilaspur, Kullu and L&S	50	DIET Mandi	5 days	Principal/Head master	May, 2014

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Kangra(North Zone)	Kangra, Hamirpur, Chamba and Una	50	DIET Kangra	5 days	---do-----	May, 2014
Shimla(South Zone)	Shimla, Solan, Sirmour, Kinnaur	50	SIEMAT	5 days	-----do-----	June, 2014
Mandi(Central Zone)	Mandi, Bilaspur, Kullu and L&S	50	DIET Mandi	5 days	Centre Head Teachers(CHTs)	July, 2014
Kangra(North Zone)	Kangra, Hamirpur, Chamba and Una	50	DIET Kangra	5 days	---do-----	July, 2014
Shimla(South Zone)	Shimla, Solan, Sirmour, Kinnaur	50	SIEMAT	5 days	---do-----	August, 2014
<b>Total</b>		<b>300</b>				

Total 400 SRG and DRG members will be trained by NUEPA. The services of these trained SRG and DRG will further be taken to train the remaining heads in the state.

### 4.19 Computer Aided Learning Programme (CALP) under Sarva Shiksha Abhiyan (SSA)

- Computer Aided Learning Programme was started in 282 Schools spread over all the districts in the State during the year 2005 in the first phase.
- The Schools have been provided with 3 Computers, 2 UPS, 1 Dot-matrix printer, 13 chairs, 3 computer tables and one printer table besides LAN and electrical cabling. In addition to above requisite Application/System Software like MS Windows XP (upgrade), MS Office -2003, MS Studio Dot Net and Encarta Encyclopedia have been provided to all the schools along with media.
- In the second phase, with the available funds under Computer Education for the year 2009-10, the society was able to cover 320 additional schools under CAL. Every school has been provided with three computers, one multipurpose laser printer, 2 UPSs. In order to introduce the concept of Smart Classroom one out of the three Computers supplied in each school one is with 42" LCD monitor. All these schools have been provided a set of content CDs developed by NCERT New Delhi. These CDs cover some of the hard spots in different subjects as per the syllabi of class 6<sup>th</sup> to 8<sup>th</sup>.
- In the third & fourth phase 195 and 280 more schools were covered during 2010-11 and 2011-12 respectively on the above analogy. As of now 1077 govt. schools have been covered under CALP.
- One computer Lab with N-Computing (Shared Computing) has been established in each DIET and SIEMAT for the purpose of teacher training on CAL. One Smart classroom has also been established with 42" LCD monitor attached to a computer at each DIET and SIEMAT.
- One teacher from each school has been provided one week's residential training at state/district level so as to take up CAL in these schools.

Phase wise coverage of Schools under Computer Aided Learning Programme

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Sl. No.	District	PHASE-1 ( 282 SCHOOLS) During 2004-05	PHASE-2 ( 320 SCHOOLS) during 2009-10	PHASE-3 ( 195 SCHOOLS) during 2010-11	PHASE-4 ( 280 SCHOOLS) during 2011-12	TOTAL SCHOOLS COVERED
1	Bilaspur	23	28	15	25	91
2	Chamba	23	28	17	25	93
3	Hamirpur	23	29	16	25	93
4	Kangra	29	23	17	26	95
5	Kinnaur	19	30	16	17	82
6	Kullu	22	28	15	25	90
7	L&S	19	27	15	12	73
8	Mandi	27	23	17	25	92
9	Shimla	27	24	17	25	93
10	Sirmour	23	27	16	25	91
11	Solan	24	26	17	25	92
12	Una	23	27	17	25	92
	<b>Grand Total</b>	<b>282</b>	<b>320</b>	<b>195</b>	<b>280</b>	<b>1077</b>

### Detail of hardware/software supplied under CALP

PHASE- 1 ( 282 SCHOOLS) During 2004-05	PHASE- 2 (320 SCHOOLS) during 2009-10	PHASE-3 ( 195 SCHOOLS) during 2010-11	PHASE-4 ( 280 SCHOOLS) during 2011-12
3 Cellron computer, 2 UPS, 1 Dot Matrix Printer, Microsoft PIL Software, 13 chairs 4 tables Electrical and LAN cabling . One additional Dual core computer with 42" LCD Monitor and one UPS were also provided during the year 2010-11	3 dual core computers, 2 UPS, 1 multi-functional laser printer & one 42" LCD TV Microsoft PIL Software, 13 chairs 4 tables Electrical and LAN cabling	3 dual core computers, 2 UPS, 1multi functional laser printer & one 42 " LCD TV Microsoft PIL Software, 13 chairs 4 tables Electrical and LAN cabling	3 dual core computers, 2 UPS, 1multi functional laser printer & one 42 " LCD TV Microsoft PIL Software, 13 chairs 4 tables Electrical and LAN cabling

### Fresh Proposal for 2014-15:

Physical-

No. of schools to be covered : 250

List of schools along with UDISE code is available in the district plans. All these schools have electricity connection and there is no problem of power cuts in our state.

No. of targeted beneficiaries :

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Students                   ⇒                   :           20000  
 Teachers                 ⇒                   :           250

- Since the warranty/AMC of all the computer hardware supplied under the four phases has expired and schools don't have any other fund provision for the maintenance of these computer hardware. It has been observed during internal monitoring by the State and District teams and also reported by the DPOs that the technology made available in selected schools under the CAL intervention during the past 6-8 years has been facing technical problems and is resulting in non-usage in the classroom settings. As this technological infrastructure is an important asset for the schools in this information world, it is imperative to get these electronic equipments properly repaired through an authorized firm so that these could be used for improving learning and teaching in the schools.
- Most of the teachers in 1077 schools covered under CAL who were trained to take up CAL programme have been transferred from these schools. Hence fresh training to around 1077 teachers of old schools is required besides teachers of new 250 schools proposed.

### Activity wise break for strengthening of old CAL schools and coverage of new 250 schools proposed for 2014-15

S NO.	Activities	Details	Target	
			Phy.	Fin.
1	Infrastructure Development			
		I. Technology infrastructure	Efforts will be made to cover around 250 schools with the grant of 2014-15.	250
	II. Non Technology Infrastructure	Site Development (LAN and electrical cabling) in schools and furniture for Computers @ Rs.30,000/- per school for 250 schools.	250	75.00
2	Capacity Building of Teachers under CAL	7 day's training to the teachers of new schools covered under CALP	250	5.00
		7 day's training to teachers of old CAL schools	1077	12.00
3	Content/teaching learning Material Development	Procurement of subject specific Audio/Video CDs for elementary classes for 250 new CAL schools.		10.00
4	Infrastructure Maintenance AMC /Repair of old computers, Printers and replacement of batteries in old UPSs	Total Computers in 1077 schools = 3513 AMC /Repair cost @ Rs. 2000/- per computer.		70.26
		Total Printers = 1077 Repair cost @Rs.1500/- per printer.		16.20
		Total UPSs = 2436		36.54
		Total Batteries (2436*2) = 4872		



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		replacement of batteries @Rs.750/-per battery		
Total				600.00

### Proposal to use CAL grant of Kinnaur & Lahaul-Spiti in other districts

It is pertinent to mention here that in two districts viz. Kinnaur & Lahaul-Spiti, all the upper primary schools/units have been covered under Computer Aided Learning (CAL) tiii 2011-12 because of the reason that these two districts are tribal and small in terms of school / enrolment. If we look at table "A" below, in column 2 & 3 we can compare the %age of elementary schools/units. In these two districts there are less than 2% elementary schools and the %age of enrolment to the total enrolment is even less as shown in column 4 & 5. Out of total 1077 schools covered under CALP, there is 100% coverage in these two districts as against 11%, 13% and 14% respectively in Kangra, Mandi and Shimla. Even if we compare the overall population of the state, then as per column 8 & 9, the %age of population in Kinnaur is 1.23% and in Lahaul-Spiti it is even less i.e. 0.46%.

Therefore, it is not justified to have equal grant for every district. As such, it is requested to kindly allow our state to utilize the amount in other bigger districts like Kangra, Mandi & Shimla where Rs.50 Lacs appears to be insufficient to meet the requirement. The overall sealing may be kept at Rs.500 lacs (i.e. Rs.50 lacs per district)

**Table: A**

District Name	Total No. of Schools with Elementary classes	% age of Schools to total Schools	Enrollment	% age of Enrollment to total enrollment	Total No. of CAL Schools	% age of Schools covered under CAL Programme	Total Population	% age of Population in total Population
1	2	3	4	5	6	7	8	9
Bilaspur	248	5.67	14804	5.27	91	36.69	382056	5.57
Chamba	405	9.26	30479	10.85	93	22.96	518844	7.57
Hamirpur	276	6.31	15251	5.43	93	33.70	454293	6.63
Kangra	794	18.16	52533	18.72	95	11.96	1507223	21.98
Kinnaur	82	1.88	3289	1.17	82	100.00	84298	1.23
Kullu	234	5.35	20910	7.44	90	38.46	437474	6.38
L&Spiti	71	1.62	1057	0.38	73	102.82	31528	0.46
Mandi	687	15.71	42007	14.95	92	13.39	999518	14.58
Shimla	656	15.00	30047	10.70	93	14.13	813384	11.86
Sirmour	357	8.17	27520	9.80	91	25.49	530164	7.73
Solan	305	6.98	22729	8.09	92	30.16	576670	8.41
Una	257	5.88	20222	7.20	92	35.80	521057	7.60
<b>Total</b>	<b>4372</b>	<b>100</b>	<b>280898</b>	<b>100</b>	<b>1077</b>	<b>24.63</b>	<b>6856509</b>	<b>100</b>

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### 4.20 Child Entitlements

The elementary education scenario in Chapter 1 shows that at the elementary level, negligible wastage, nearly 100 % retention, high promotion and transition rates from one grade to another are the great strengths of the State. However to further strengthen these important indicators of educational development, State is continuing to provide free text books, Mid-Day-Meal, two sets of uniform, to all 6-14 age group children jointly from SSA and State schemes. Text books were provided to all elementary school children in the beginning of the academic year 2013-14 whereas two sets of uniform to all girls and SC/ST boys of class I to VIII were provided at the start of second quarter. All elementary school children are also being encouraged and motivated through various scholarship schemes for their best performance in the achievement and term tests conducted time to time.

The children which are being covered by the State through various schemes for the above entitlements are not projected under SSA for the year 2014-15. District wise proposed number of beneficiaries to be covered under SSA for the year 2014-15 for the above entitlements are stated in the tables 5 and 6.

The total financial requirement of free text books and uniform for the year 2014-15 is as under:-

Sl. No.	Entitlement	Physical	Financial	Remarks
1.	Free text books	372719	714.95	State continues to provide text books to all SC/ST children of 6-14 age group enrolled in government or aided formal schools. Rest of the children are proposed to be covered under SSA
2.	Two sets of uniform	458581	1545.42	All girls, SC and ST boys of class I to VIII are proposed under SSA plan and rest of the children to be covered by the State.

### 4.21 Annual School Level Grants

#### Progress overview:

For the year 2013-14, School Grant for 15053 schools (10613 primary and 4440 upper primary) and Maintenance Grant for 14891 (primary and upper primary) was approved by the PAB with total outlay of Rs. 841.45 and 1116.83 crore respectively. The target was achieved in the second quarter ending September, 2013. Such grants are usually made available to all schools in the first quarter every year. But during the current year little delay in the release of these grants occurred due to late receipt of funds from the GOI (May, 2013) and availability of less balance left with the districts at the close of financial year 2012-13. Districts are in the process of collecting UCs of these grants.

## SSA-RTE Annual Plan 2014-15

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**Fresh Proposal:** For the year 2014-15, it is proposed to cover 15162 schools (10651 Primary and 4512 upper primary) for **school and maintenance grant** respectively as per detail given in the **data tables-11 and 12**. **Total funds requirement for the schools proposed for the above grants is estimated at Rs. 1974.47 lakhs**

It is also stated that there are schools in the State which are very small in size in terms of enrolment /teachers / classrooms / other teaching learning equipments / aids etc. Such schools do need less resources in comparison to the schools with larger number of classes/classrooms /sections / students / teachers / equipments etc. Schools which are performing better than others are also being allocated equal resources. This is a case of disparity in the distribution of financial resources to the schools.

To level off such disparities, it is, therefore, proposed that the **State may be allowed to provide the grants to schools as per their size and graded performance of previous years** so that the unit cost does not go up beyond what has been allowed as per SSA framework. This will help the schools to do the job better and more students will get benefitted through this approach. The identification of schools for the purpose will be done by the DIETs and BRCCs in the month of April / May, 2014 so that the flow of the release of grants could start in the first quarter itself.

## CHAPTER-5

### RESEARCH, EVALUATION, MONITORING AND SUPERVISION (REMS)

#### Research

#### State Level Studies

#### Progress Overview 2013-14

Sr. No.	Title of Study	Objectives	Sample	Methodology	Findings
1	A Research Study on Declining Elementary School Enrolment: An Exploration of Causes.	<ol style="list-style-type: none"> <li>1. To study the availability of primary schools within the walk able distance from the habitations of the students.</li> <li>2. To study the trend of enrolment in first standard in the sample districts from the year 2008 to 2012 as per the record in VERs.</li> <li>3. To study the perceptions of the head teachers about the trend of enrollment of students at first grade in government schools.</li> <li>4. To study the perceptions of the head teachers and parents about the causes responsible for declining enrolment in government schools in terms of :                             <ol style="list-style-type: none"> <li>a. Decreasing birth rate and admission age in government schools.</li> <li>b. Sharing responsibility of working parents for locking after children in young age by private schools.</li> <li>c. Taking responsibility</li> </ol> </li> </ol>	<p>Out of all the 12 districts, 6 districts were selected for the study.</p> <p>The final sample consisted of 164 head teachers/administrator 504 parents from all the selected districts.</p>	<p>For attaining the objective, 'Survey method of research was used</p> <p>Tool used :</p> <ol style="list-style-type: none"> <li>1. Questionnaire for teacher cum administrator</li> <li>2. Questionnaire for parents/guardian</li> </ol>	Document enclosed

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		<p>of education of the children till its completion by private schools.</p> <p>d. Missing linkage between pre-schools and schools education in government schools.</p> <p>e. Private schools better off in terms of physical facilities</p> <p>f. Attitude of parents towards private institutions</p> <p>g. Private schools better staffed in quality and quantity than government schools,</p> <p>h. Curriculum standards in government schools.</p>			
2	<p>Role of School Management Committee in improving Quality of education at Upper Primary Level.</p>	<p>i) To study the availability of various basic infrastructural facilities available in the schools.</p> <p>ii) To study the various steps being taken by the school management committees in case of the inadequacies of various basic infrastructural facilities.</p> <p>iii) To study the various steps being taken by the school management committees for the total enrolment of all children, to control drop outs and non-attending children during school hours.</p> <p>iv) To study the measures taken by the school management committees for the repair and maintenance of the existing infrastructure in the schools.</p> <p>v) To study the mechanism, adopted by the school management</p>	<p>The study has been conducted in five districts i.e.,</p> <p>Hamirpur, Bilaspur, Solan Kinnaur and Shimla of the State. From five districts, 140 upper primary schools have been selected randomly. After the selection of the schools, 129 Pradhan, 140 Member Secretary and 349 have selected and interviewed through questionnaires.</p>	<p>For attaining the objective, 'Survey method of research was used'</p> <p><b>Tool used :</b></p> <ol style="list-style-type: none"> <li>1. Questionnaire for the Pradhan of the School Management committees.</li> <li>2. Questionnaire for the Member Secretary of the School Management committees.</li> <li>3. Questionnaires for the Member Secretary of the School Management committees</li> </ol>	<p>Document enclosed</p>

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		committees for ensuring quality of mid day meal being served in the schools. vi) To study the various steps taken by the school management committees for maintaining regularity and punctuality in teaching learning process to enhance learning outcomes.			
3	Impact of in-service teacher training programme under SSA on quality education	<p>The study will be conducted in two phases .In First phase the objectives of the study will be</p> <ul style="list-style-type: none"> <li>• To know the status of teachers to be trained in last 10 years under SSA.</li> <li>• To assess the general perception of teachers about in-service training</li> </ul> <p>In the Second phase the study will be conducted to assess the impact of in service training on the following parameters</p> <ol style="list-style-type: none"> <li>1. Techniques of curriculum transaction.</li> <li>2. Use of teaching-learning material/teaching aids/activity.</li> <li>3. Strategies used for organizing learning experiences of students</li> <li>4. Involvement of learners in class room situations</li> <li>5. Techniques of teaching children with learning gaps</li> <li>6. Methods of handling and teaching children with special needs</li> <li>7. Ways to solve the social and emotional problems of children</li> <li>8. Evaluation strategies used to check the students understanding.</li> </ol>	<p>The study will be conducted in two phases.</p> <p>In the first phase data will be collected from each teacher of the all elementary schools. The data received at First stage will be used to select the sample at the second stage. Two teachers from Primary and two from Upper Primary will be selected to study the impact of in service teacher training.</p>	<p>Survey Sheet for collecting data at first stage has been developed and send to the field for data collection</p>	<p>Data collection stage.</p> <p>The second phase will be taken up in 2015.</p> <p>Proposal enclosed</p>

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		<p>9. Strategies to extend students understanding.</p> <p>10. Action research projects undertaken to solve problems of students</p> <p>11. Method used to update knowledge of subject matter.</p>			
4	Development of State-Specific guidelines and model design for Schools.	1) To generate guidelines and model design for the schools building with structural and non-structural component in the state of Himachal Pradesh considering various codes.		Guidelines and model design shall be evolved through consideration of various codal provisions /guidelines central/ state government policies for school buildings and sample survey of schools.	<p>Remarks: Studies mentioned at serial no. 3&amp;4 are approved in 37<sup>th</sup> Executive Committee of HPSES for the year 2013-14.</p> <p>Study at serial no. 4 has been outsourced to Deptt. of Civil Engineering, NIT Hamirpur (H.P.)</p>

### District Level Studies

Sl. No.	Title of Study	Objectives	Sample	Methodology	Findings
1	Development of self livelihood skills among children with special needs through skill education program	<p>To study the effect of skill education programme on the development of livelihood skills among CWSN in terms of</p> <p>a) Candle making</p> <p>b) Soft toys making</p> <p>c) Jute bag making</p> <p>d) Envelops making</p> <p>e) Jam &amp; pickle</p>	The sample consisted of 80 No's of CWSN who attended the skill education programme and 60 No's of CWSN who could not attend the programme. The sample was selected from the five blocks of Distt. Solan-Kandaghat, Dharampur, Kuthar, Arki and Dhundan where the	<p>A self livelihood scale was developed by the investigators for measuring the development of self livelihood skills</p> <p>The self confidence Inventory by Archana Asthana Aligarh (UP) was</p>	Report enclosed

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		<p>making</p> <p>To compare these self confidence of children undergoing life skill education programme with those who did not attend.</p> <p>To study the feelings of cooperation among CWSN after attending skill education programme.</p>	<p>skill education programme was conducted. 80 parents of all CWSN and 36 teachers who were attending these CWSN were selected for finding out the cooperation level of these CWSN.</p>	<p>used to measure the confidence level of children.</p> <p>To measure the cooperation level of the CWSN a scale was developed for teachers and parents.</p>	
2	a micro study on the use of TLM in the actual class room teaching learning process in district solan	<ul style="list-style-type: none"> <li>• To study the status of TLM grant being provided to the teachers under Sarva Shiksha Abhiyan</li> <li>• To assess the role of Principal/headmaster in the implementation of TLM Grants.</li> <li>• To study the opinion of teachers toward TLM</li> <li>• To know the strategy regarding preparation of TLM</li> <li>• To observe the use of TLM in real class-room transactional process.</li> <li>• To assess the participation level of students in the learning while using the TLM</li> </ul>	<p>Multistage stratified and random sampling method were used in the selection of 60 upper primary schools, 60 principals /headmasters, 120 teachers 2 per school (1-maths, 1-Science) were selected for the study. 360 students, comprising 6 students per school, were selected from the four educational blocks</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Questionnaire for the principal/ headmaster pertaining to their role for the use of TLM Grant having 12 items.</li> <li><input type="checkbox"/> Questionnaire for the teachers related to assess the use of TLM in actual classroom for teaching &amp; learning process consisting of 18 items.</li> <li><input type="checkbox"/> Class room observation schedule having 10 items.</li> <li><input type="checkbox"/> Student Questionnaire having 7 items.</li> </ul>	Report enclosed
3	The preferences of the parents towards private schools	<ul style="list-style-type: none"> <li>• preferences of the parents towards private schools on the following parameters</li> <li>• entry age of students in the schools</li> <li>• infrastructure facilities in schools</li> </ul>	<ul style="list-style-type: none"> <li>• The present study will be limited to elementary schools of three educational blocks in Dist. Solan of H.P.</li> <li>• The data will be collected from parents of the</li> </ul>		At report writing stage



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		<ul style="list-style-type: none"> <li>• staff position in schools</li> <li>• curriculum</li> <li>• evaluation system of students</li> </ul>	<p>students of private schools.</p> <ul style="list-style-type: none"> <li>• The Study will be limited to elementary schools only.</li> </ul>		
4	Environmental awareness among upper primary students	<ul style="list-style-type: none"> <li>• To study environment awareness among upper primary students in terms of air, water Soil and forests.</li> <li>• To compare the overall environment awareness among boys and girls in terms of air, water, soil and forests</li> </ul>			Report enclosed
5	Proficiency level in English language among students at elementary level Parents' preference for private schools in education block Sarahan, Distt. shimla	<ul style="list-style-type: none"> <li>• To Study the proficiency level of comprehension level of the language among students.</li> <li>• To Study the proficiency level of expression level of the language among students.</li> </ul>			Abstract enclosed
7	Reading, writing and arithmetic skills among primary level students in education block Rampur	<ul style="list-style-type: none"> <li>• To study the preferences of the parents for private schools with an intention of better academic performances.</li> <li>• To study the perception of the parents about more physically facility in private schools.</li> <li>• To study the perception of the parents about high Curriculum slandered in private schools</li> <li>• To study the cost effectiveness ' of the private schools</li> </ul>			Abstract enclosed

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		To study the perception of parents about the good Quality of Private Schools			
8	Self body image among adolescent girls at upper primary level in education block Jubbal	<p>To assess the achievement of students at primary level in the following skills.</p> <ul style="list-style-type: none"> <li>• Reading skill</li> <li>• Writing skill</li> <li>• Arithmetic skill</li> </ul> <p>To study the problems faced by the students in achieving these skills.</p> <p>To give suggestions to overcome these problems.</p>			Abstract enclosed
9	विशेष आवश्यकता वाले बच्चों को समझने में अभिभावक परामर्श की भूमिका: गृह आधारित शिक्षा कार्यक्रम का अध्ययन	<ul style="list-style-type: none"> <li>• To study perception of adolescent girls.</li> <li>• To understand the body image of adolescent girls.</li> <li>• To understand the self-esteem of adolescent girls.</li> </ul>			Abstract enclosed

### Fresh Proposal for 2014-15

#### State

Sl. No.	Title of Study	Objectives	Sample	Methodology	Budget
1.	Fresh Survey for out of school children in Himachal Pradesh	<ul style="list-style-type: none"> <li>• To identify dropout students in the age group 6-14.</li> <li>• To identify out of School children age wise, gender wise, locality wise and by social GroupWise.</li> <li>• To identify out of school children with special needs.</li> <li>• To analyze the socio-economic status of</li> </ul>	Total households of Himachal Pradesh and migrated population	<p>Survey method will be adopted to identify OoSC</p> <p>Survey Sheets will be developed for data collection.</p>	@2lac per Dist. 12*2 lac = 24 Lac

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		<p>identified children.</p> <ul style="list-style-type: none"> <li>To know the reasons for not attending the schools.</li> </ul>			
2.	Impact of Teacher Attendance on the Performance of Students	<ul style="list-style-type: none"> <li>to observe the relationship between attendance of the teachers and performance of the students.</li> <li>to compare the <i>performance</i> of the students with the categories of the teacher</li> </ul>	<p>20 schools from 6 Dist. 120 schools</p> <p>All Teachers</p> <p>Two Classes one from primary and other from upper primary will be taken for classroom observation</p>	<p>Survey method will be adopted</p> <p>Three consecutive visits in three months will be made in selected schools and data will be collected</p>	<p>120*1000*3</p> <p>3,60,000/-</p>
<b>Total budget proposed for State</b>					<b>27,60,000/-</b>

### Training Programmes /workshops

Sl. No.	Capacity Building Trainings/workshops	Target group	Budget	Outcome
1	<p>Research Advisory Committee(RAC) for the State reconstituted for 2014-15</p> <p>State level Research and action research training programme:</p> <p>This activity will be carried out with the help of SCERT and HPU Shimla.</p>	All research and Zonal coordinator	<p>@500*3*15</p> <p>=22,500</p>	<p>Review research work and provide guidelines for research activities</p> <p>Efficiency development of R&amp; E coordinators</p>
2	<p>National level Research and action research training programme by NCERT and NUEPA :</p> <p>Special focus on tool development and use of latest technique for data handling like SAS (Statistical Analysis Software) programme and SPSS (Statistical Package for Social Sciences) programme.</p> <p>Remark</p> <p><i>Such kinds of trainings/orientations have never been imparted to District</i></p>	All research and Zonal coordinator	<p>@2000*5*12</p> <p>=1,20,000</p>	<p>Analyses skill will be developed.</p> <p>Refined researches will be carried out at State /District level.</p>

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	Research Coordinator.			
3	Sharing of finding of research studies	DPOs/Heads/CHTs / DRG/BRG	Expenditure will be met out from training	It will reflect the reality of trends prevailed in the field.  It will provide a remedial approach in the schools.
4	Quarterly Meeting with REMS coordinators and RAC	REMS coordinator , with RAC	@500*25*3=37,500/-	Feedback, discussion, dissemination
5	Documentation of research Studies Abstract	Sharing of studies at District ,Block level , Cluster level	@100* 2500 copies =2,50,000	Dissemination of research studies and will generate further scope of studies
Total Budget proposed for training and orientation = 4,30,000/				

### Dist. Level Proposals:

Sr. No.	Title of Study	Objectives	Sample	Methodology	Budget
1	Teachers' Attendance at Elementary Schools in District Bilaspur , Shimla, Solan, Kangra	To assess teachers attendance in Dist To find out impact of attendance on achievement	Bilaspur, Shimla, Solan, Kangra, Una, Sirmaur	Survey method	1.00per Dist= 6 lacs * (included in State plan)
2	Academic Achievement of students studying schools adopted by LLF and non LLF at Elementary Level in District Bilaspur : A comparative study.	To compare achievement of student schools under LLF NGO	Solan and Bilaspur	Experimental Method	@50,000/ *2= 1 lacs
3	House hold Surveys for identification of OOSC(Out of School children)	To identify out of school children in district	Shimla, Solan, Kangra Kullu, Una, Sirmaur	Survey Method	2lac per Dist.=12 lacs * (included in State plan)
4	Study on class room evaluation process in respect of CCE	To assess the evaluation process adopted by the teachers in classroom process.	Kullu	Survey and Descriptive method	50,000/-

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		To find the gap between actual classroom practice & implementation of CCE. To assess the technique and method adopted by the teacher			
5	Impact of Teacher Attendance on the Performance of Students	<ul style="list-style-type: none"> <li>to observe the relationship between attendance of the teachers and performance of the students.</li> <li>to compare the <i>performance</i> of the students with the categories of the teacher</li> </ul>	Kangra	Survey and Descriptive method ( proposal has already submitted to State )	50,000/-
6	To study the Impact of Life Skill Education - Programme (Karate) being Implemented Under SSA : District Mandi.	<ul style="list-style-type: none"> <li>To know the impact of the programme for Girls Empowerment</li> <li>To assess the need of skill based programme in other fields</li> <li>To suggest other activities that can be undertaken in the field of life skill education in the district for future planning.</li> </ul>	Mandi (5 Schools from the block where this programme was implemented)	Survey Method	50,000/-
<b>Total Budget proposed for Dist. Research = 2.5 lacs</b>					

**Total budget proposed under Research = (I) + (II) + (III) = 27,60,000 + 4,30,000 + 2,50,000 = 34,40,000/- (Rupees Thirty four lakh forty thousand only)**

### EVALUATION

All the school academic reforms efforts aim at improving teaching and learning in schools. Since the inception of SSA and more recently implementation of RTE –act (2009), there has been an increased need and focus on using of evidence-based practices to improve education and student

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learning. This has encompassed teachers and planners to use instructional strategies backed by scientifically based research, randomized controlled trials and other types of rigorous research that address questions of effectiveness. Teachers and teacher educators are also encouraged to undertake and use class room action research; data and data of achievement survey, terminal assessment and class room assessment to guide and take appropriate justified decisions.

### Progress- 2013-14:

#### 1) Achievement Survey: State Level Achievement survey for class-II and VIII.

Continuous Comprehensive Evaluation (CCE) is being implemented in the state upto class- VIII. In order to make out children are learning and progressing, an achievement test in Hindi, English & Math for class-II & Hindi, English, Math & Science for class- VIII was undertaken. These tests give a broad idea of students learning abilities so that future strategies can be devised accordingly.

It is pertinent to mention that in Himachal Pradesh it has been envisaged to conduct achievement test as a regular cyclic process where by every year 2- classes one primary and one upper primary would be selected and after every three years the same classes would be repeated to see the improvement.

These tests would highlight the kind of teaching- learning that is taking place in our schools. Achievement scores are often used in educational system to determine what level of instruction for which students are prepared. High achievement scores usually indicate a mastery of grade-level material, and the readiness for advanced instruction. Low achievement scores indicate the need for remediation.

Under no detention policy due to the policy, achievement tests have taken on an additional role of assessing proficiency of students learning. This can be defined as the level of grade-appropriate learning and skills a student has acquired. Better teaching practices are expected to increase the learning levels in a school, and therefore to increase achievement scores, and to produce more "proficient" students than before.

This year two classes i.e. II and VIII were selected for the achievement test. It is very important that in the first two years of formal schooling a child should be prepared to read his text book and understand basic numeracy. These surveys are undertaken to find out the percentage deficiency in learning levels also. Students entering class IX after undergoing eight years of compulsory elementary education are actually not have attained class appropriate learning. It has become more important to undertake such surveys because other surveys undertaken at national level (NAS, ASCER, PISA) also indicate that students fail to have class appropriate learning levels.

Achievement survey of class-II and VIII students was undertaken in March, 2013. The selection of these class was made strategically to find out the learning outcomes at the end of two year i.e. Class-II and at the end of VIII year of learning i.e. Class-VIII.

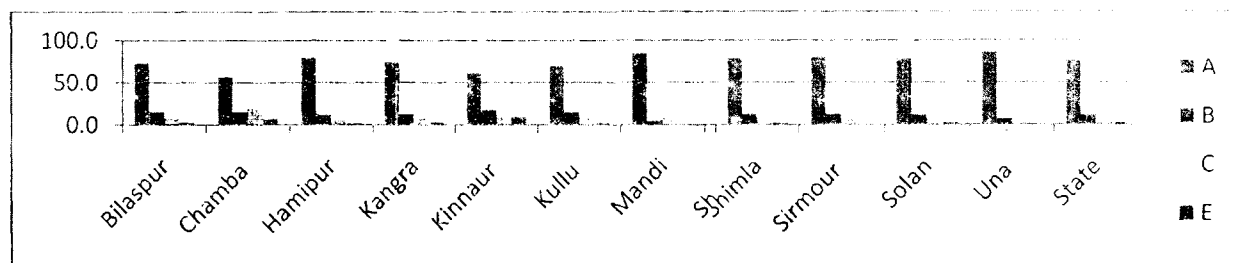
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Detailed analytical report is as given below:

Class-II

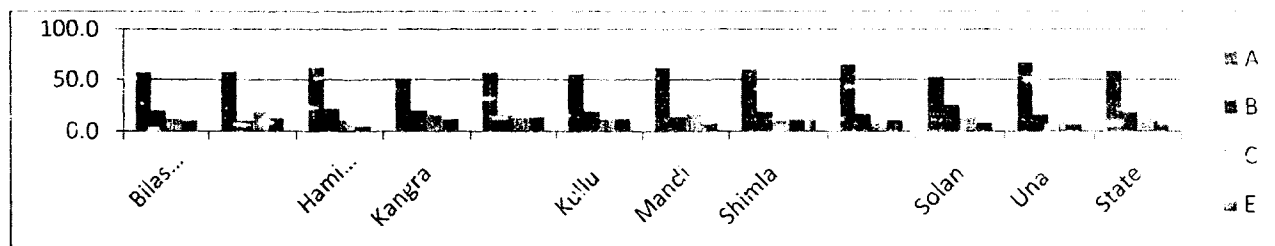
Subject Hindi:

किस- किस पद में 'म' का प्रयोग किया गया है गोला लगायें। ( Students were given words from their text and were asked to encircle alphabet).



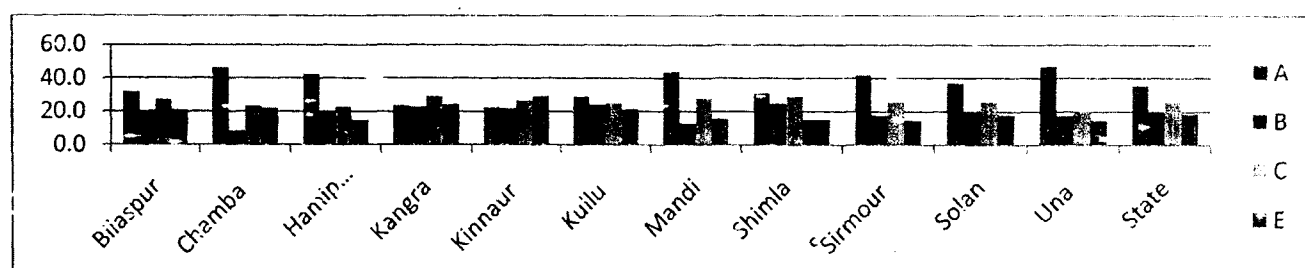
- 76% students were able to read, recognize and encircle all the alphabets correctly in a given set of words.
- 3% students failed to recognize.

'ओ' की मात्रा वाले शब्दों पर घेरा लगायें। ( Students were given words, they had to encircle words having matra of 'ओ').



- 59% students were able to read word correctly and encircle all the words having matra of 'ओ'.
- 10% students failed to read and encircle any of the given word.

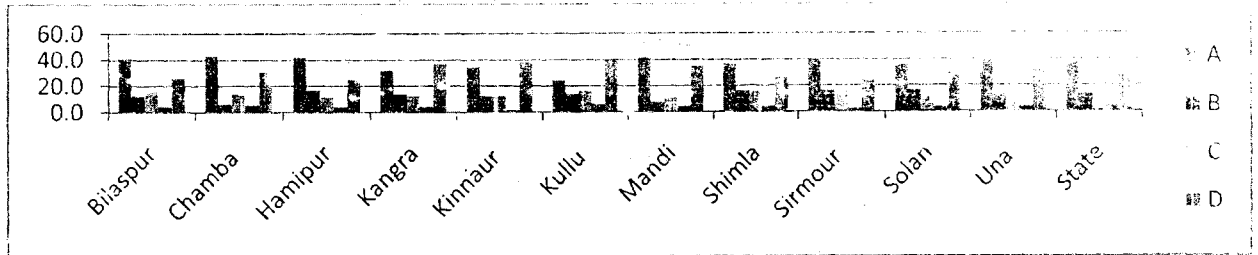
निम्न वर्णों से शब्द बनायें। ( students were given a few alphabets and they had to write one word)



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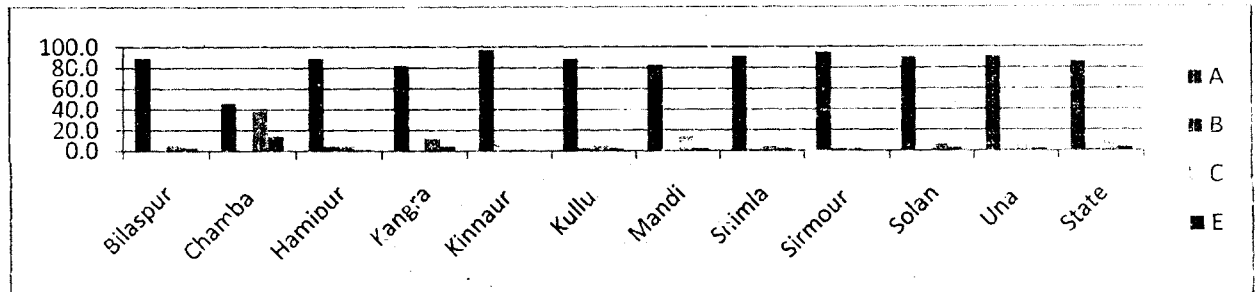
- 36% students were able to write all the words correctly using the given alphabet.
- 19% students failed to write even a single word correctly.

निम्नलिखित पक्तियों को पढ़ें । ( Students were asked to read sentences).



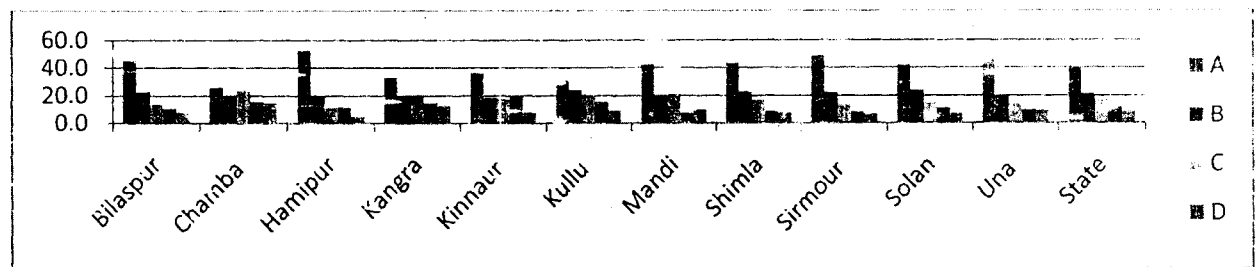
- 37% students were able to read all the given sentences correctly.
- 31% failed to read any of the given sentences.

दिये गये शब्दों को पढ़ें । ( Students were asked to read words).



- 86% students were able to read all the given words correctly.
- 4% students were not able to read any of the given words.

Over all performance of the students in Hindi.



- 41% students have acquired class appropriate learning level.
- 20% students are entering class III without actually learning anything in class I and II.

Summary:

- ✓ Only 35 % students were at class appropriate learning level.
- ✓ 4 to 10% students had wide learning gaps.



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- ✓ Another 10 -35% students have acquired basic competencies but in order to be well integrated in next grade they needed little more perfection.

Recommendation: Early reading and writing initiatives should be initiated other wise the reflection of this subject would be visible in other subjects also. Children who are not able to read would not be able to reflect their thoughts properly not only in language but also in other subjects.

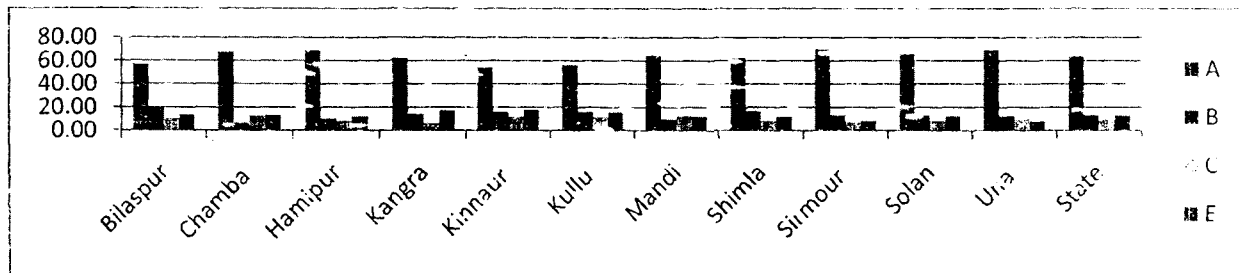
English:

Fill in the missing letter. (Students were asked to write one alphabet to fill in the blanks looking at a picture).



- 75% students were able to do all correctly.
- 11% failed to write any of the alphabets.

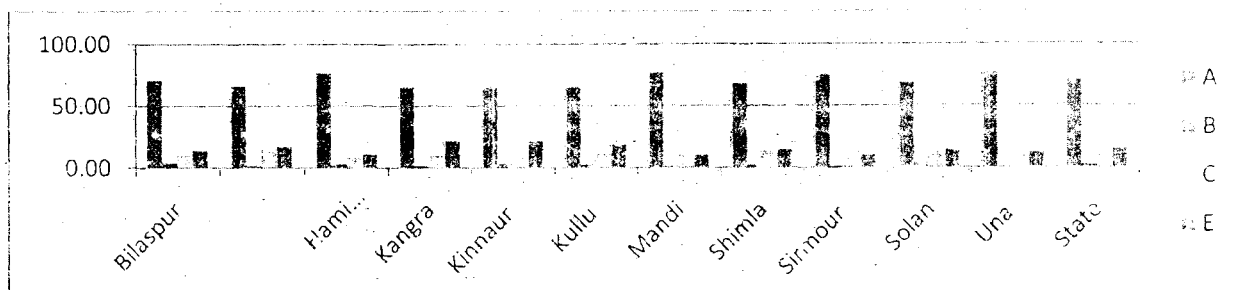
Encircle the animal's name. (Students were given names of animals and other objects, they had to read and encircle animal's name).



- 64% students could read and encircle word correctly.
- 13% students failed to read any of the words.

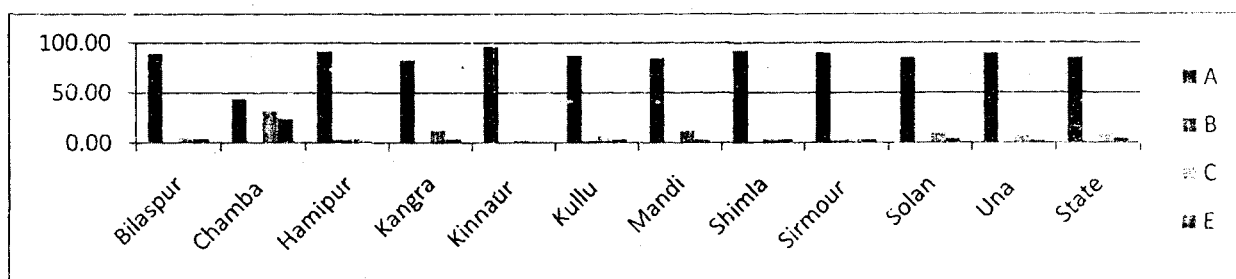
Match the pictures with suitable words (students were given and words and pictures which they had to match and join with lines.)

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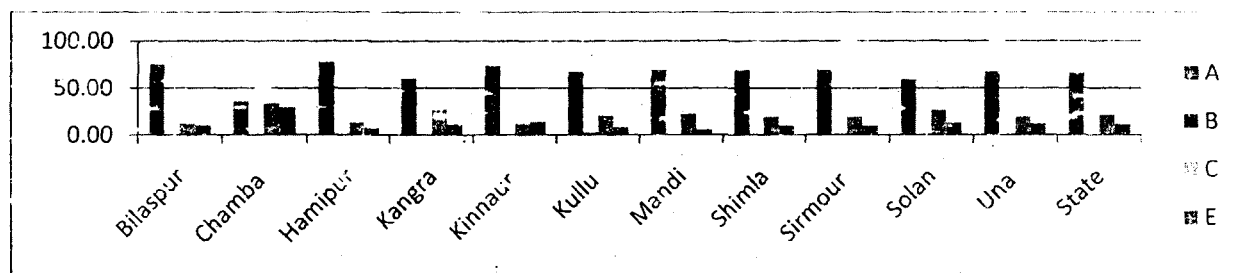
- 70% students were able to do it correctly.
- 15% failed to do any thing.

Read the alphabets.



- 85% students were able to read all the alphabets correctly.
- 5% failed to read any of the given alphabets.

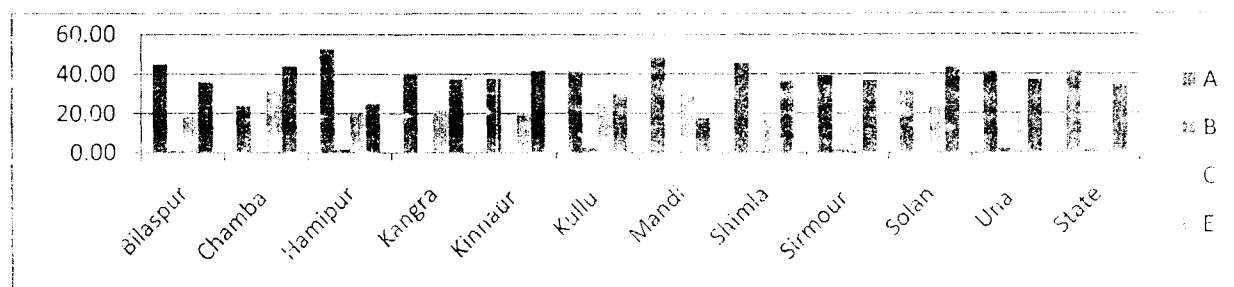
Read words.



- 66% students were able to read all the words correctly.
- 12% students were not able to read any of the words.

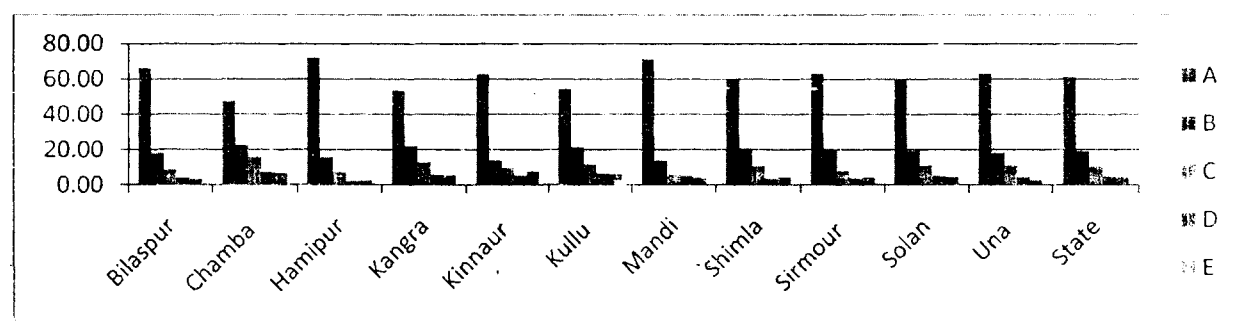
Read sentences.

## SSA-RTE Annual Plan 2014-15



- 42% students were able to read all the sentences correctly.
- 35% were not able to read any of the sentences.

Over all achievement level.



- 61% students are at class appropriate learning levels.
- 10% students will enter class-III without learning anything in class I and II.

Summary:

- ✓ Only 60% students have attained class level basic competencies.
- ✓ 10% students are entering class III without acquiring basic learning competencies of Hindi. If students will not be able to read independently their text books it would be very difficult for them to read other text books and would lead to poor performance.

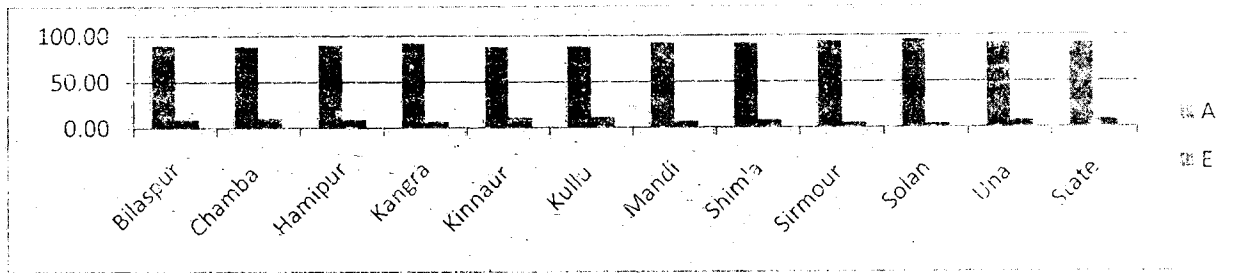
Recommendation:

- ✓ Adoption of early reading and writing activities so that without any further delay all students should be able to read their text books.
- ✓ Library should be made functional and used in enhancing reading skills of all. This would strengthen reading and reflection skills of those who can read. It would also improve their vocabulary and expression.

Math:

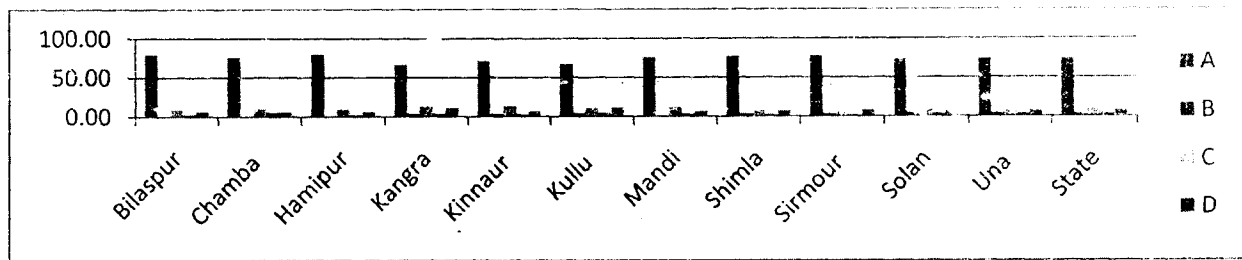
निम्न को गिनो और लिखो! ( students were given various numbers of objects to count and write its number)

## SSA-RTE Annual Plan 2014-15



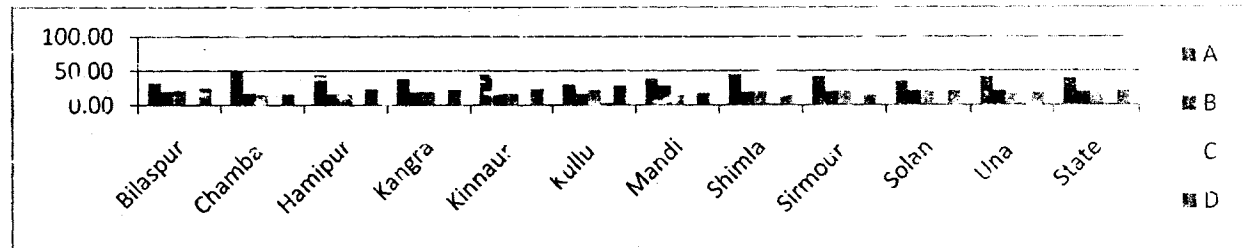
- 90% students were able count the objects and write their number correctly.
- 10% students were not able to count and write.

गणना पूरी करें- ( students were asked to read and complete the number line.)



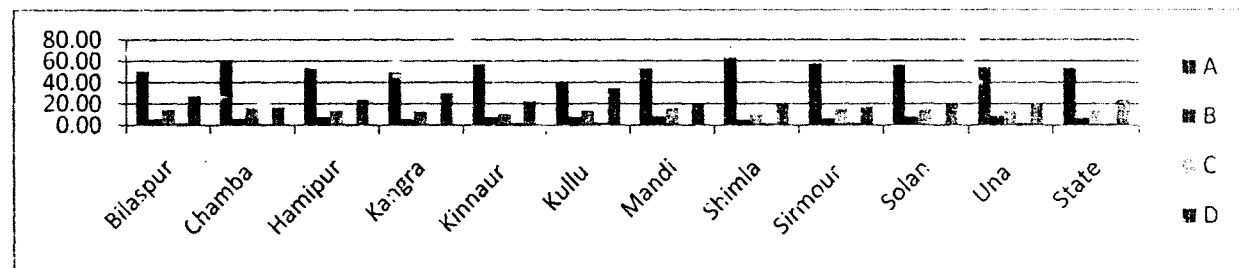
- 74% students could write numbers correctly in the box.
- 12% students do not know numbers.

अन्तराल समझो और खाली स्थान भरो । ( students were given numbers in a pattern they had to understand and complete it.)



- 39% students were able to read understand the pattern and complete.
- 23% failed to do any thing.

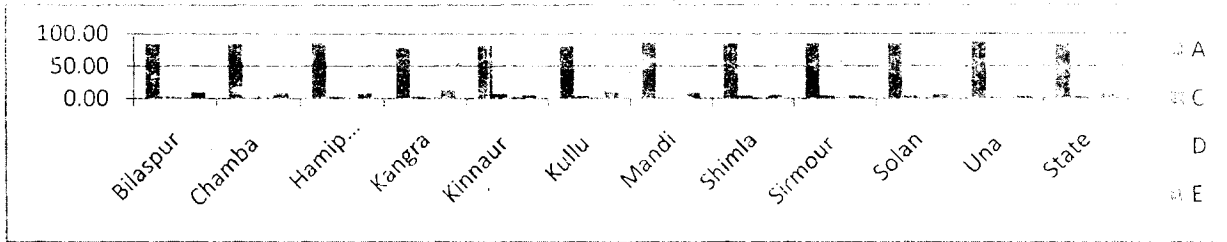
उल्टी गणना करें। (students were given a series of numbers to complete it by back counting)



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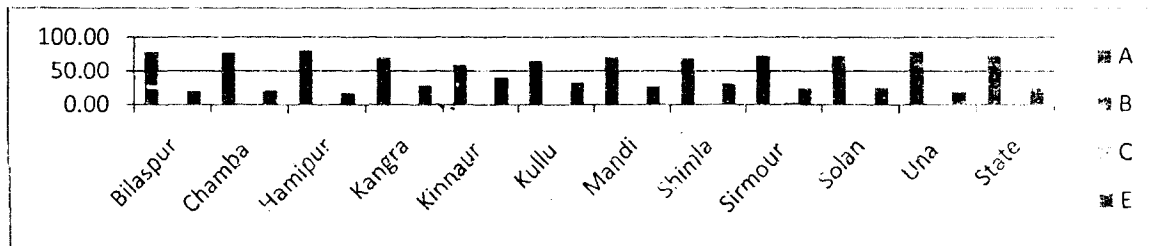
- 53% students could complete the series without committing any mistake.
- 26% students failed to do backward counting.

मिलान करें। ( students were given numbers and they had to match it with words).



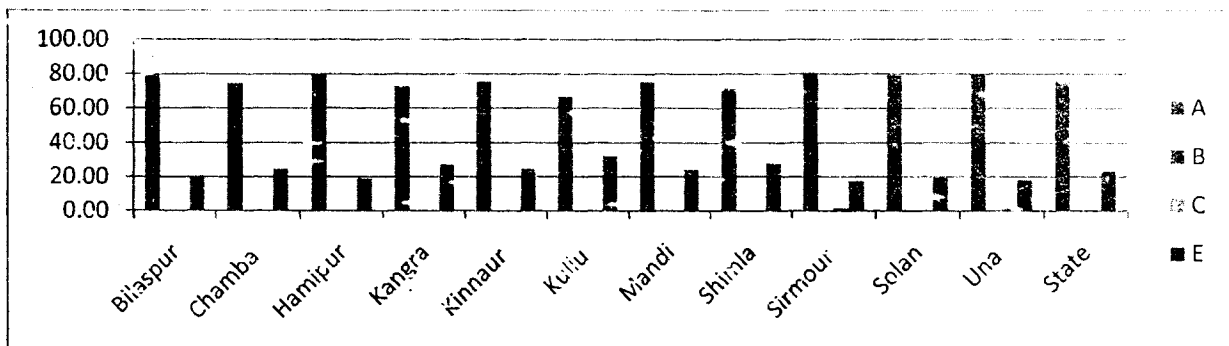
- 84% students were able to read and match correctly.
- 9% were not able to do any thing.

जमा करो।



- 73% students were able to do a sum of addition correctly.
- 26% were not able to do so.

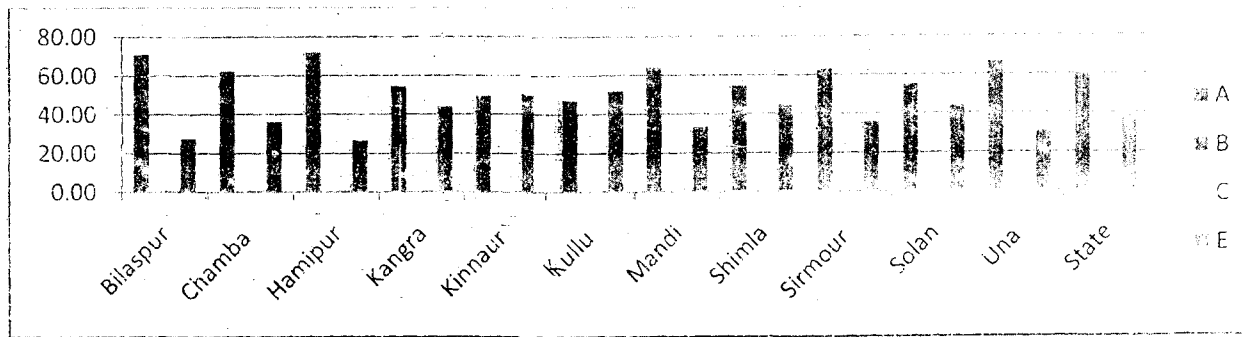
घटाव करो।



- 76% students were able to do a sum of subtraction correctly.
- 24% students were not able to do so.

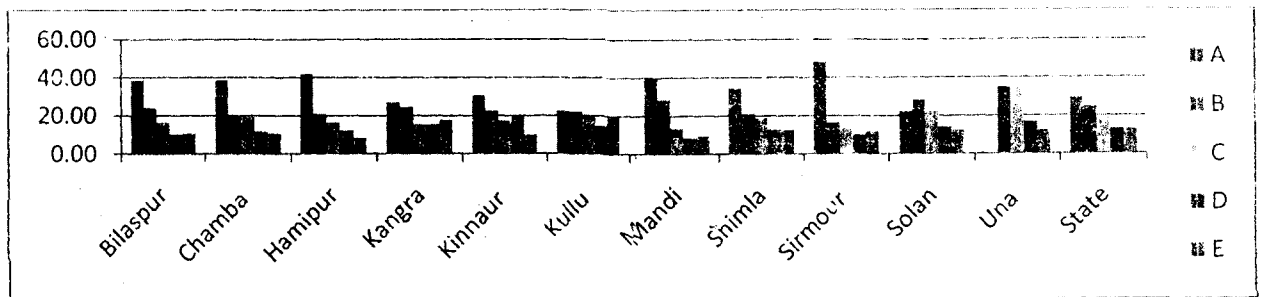
गुणा करो।

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- 60% students were able to do sum of multiplication correctly.
- 39% students failed to do it.

### Overall learning level in Math.



- 54% students have attained class appropriate learning levels.
- Out of these 54%, half of the students were not able to do questions which required them to read a statement, interpret and then solve.
- 13% students were unable to attempt any question.
- Another 13% could attempt questions of counting and numbers.

### Summary:

- ✓ About 60% students have attained class appropriate learning level and would be able to integrate well in class-III.
- ✓ 15% students are unable to do counting also.
- ✓ 15% students are at number recognition level.

### Recommendation:

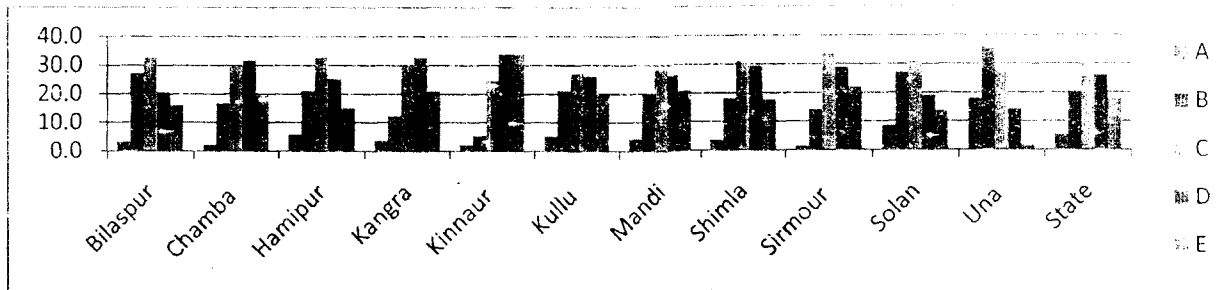
- ✓ Math is a hard spot for the students of Himachal Pradesh.
- ✓ 60% students who have attained class level learning levels should also be given drill and practice so that their understanding deepens and helps in further learning in next class.
- ✓ Students who are at recognition level should be dealt properly so that they understand numbers better.
- ✓ Leaving these students would exclude students in learning further.

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- ✓ Early numeracy programme should be institutionalized so that learning gaps identified are bridged and students are well integrated into their curriculum.

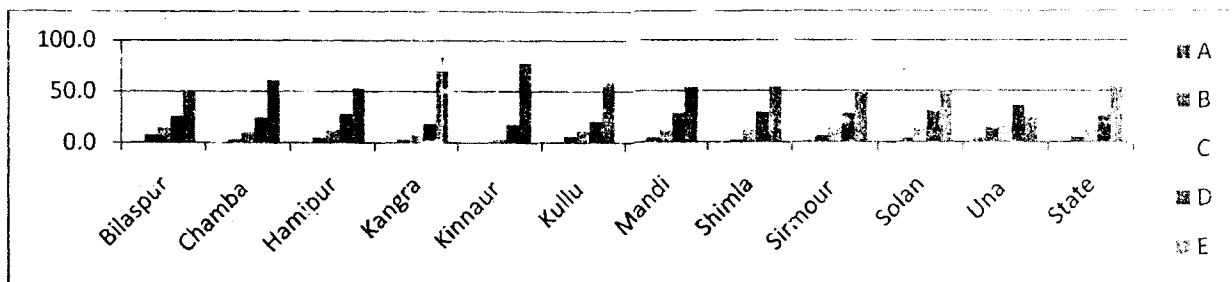
Class-VIII

Hindi:



- 5% students have attained class VIII level learning levels, where they are able to write letters, stories by using given words, write conversation between two persons, correcting spellings, other items of grammar correctly.
- Another 20% students can also attempt all these items but are not at perfection level.
- 18% students will enter class IX, who are not even able to read their question paper. It is very surprising what they have learnt in eight years of schooling.
- 26% students read their question paper haltingly. While writing most of the spellings are wrong. They can attempt questions which do not require critical thinking mainly depends on rote memory. These students can't translate their thoughts into words.

English:

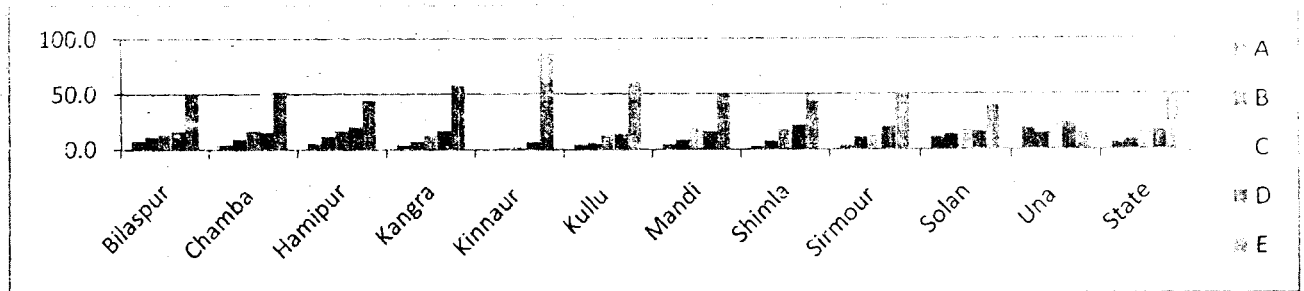


- English being third language in Himachal Pradesh, teachers find it difficult to teach and students difficult to learn. This is evident from the survey that 54% students were not able to write simple composition, letter, punctuate or rearrange words into correct sentences.
- Only 6% students have attained actual class appropriate learning and are able to attempt all different kind of language questions.
- 24% students are unable to read a simple paragraph and do comprehension.

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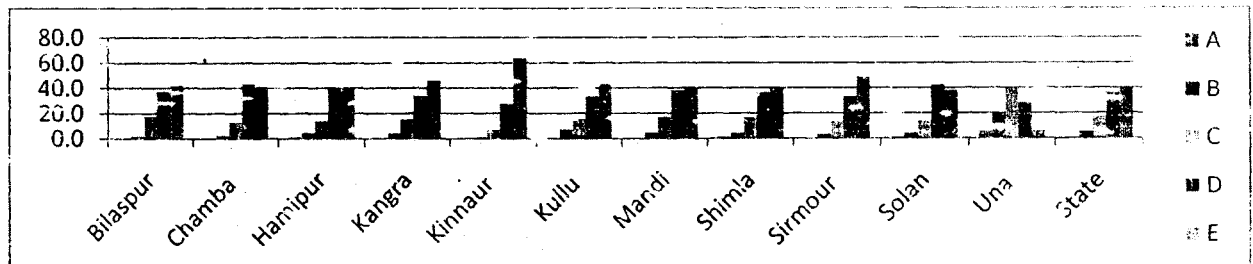
- 36% students are unable to translate their thoughts into words. These students attempt only those segment of questionnaire which requires rote memory only.

Math:



- 50% students are not able to attempt any of the questions correctly.
- 18% students can attempt simple class III- IV questions but not class VIII level.
- 8% students have perfect class VIII level learning attainment. Another 10% students also have good understanding of the subject.
- 24% students have intermediate learning levels, they know the concept but not upto the level of perfection. It is important that teacher focus on these children so that they can move forward without falling back.

Science:



- In Science 60% questions were asked in multiple choices and 40% were descriptive.
- 40% students were unable to answer any questions.
- 7% students have fully acquired class appropriate understanding of the subject and were able to apply it in day to day life.
- 36% students were able to attempt questions in objective type but were unable to attempt in descriptive type.
- 70% students do not know the basic requirement for rice cultivation whether it is Kharif or Rabi crop.
- 86% students do not know how fire extinguishes.
- 79% students do not know the effect of global warming.



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- It seems that students memorize a few concept and attempt in their school assessments. They are unable to make use of these concepts in their day to day living.
- The purpose of teaching science upto Matric level is to develop scientific attitude, thinking and applying in life; which seemed to have failed altogether.

### Summary:

- ✓ In class VIII 35 to 40% students have not acquired language skills.
- ✓ 50% students have not acquired the competency to use basic mathematical applications and similar percentages of students were not able to attempt any questions in science.
- ✓ Only 5 to 15% students had acquired class level competency.
- ✓ Students were not able to attempt descriptive questions in science since their expression in language has not developed and are unable to translate their thoughts into words.

### Recommendation:

- ✓ Students who are not able to read and write should be given special impetus, so that they can read and comprehend independently. Otherwise these students will not be able to address to their needs on their own and latter stagnate in higher classes.
- ✓ Special drive for the teaching of Math and Science need to be started at upper primary level.
- ✓ Students who are neither too good nor too bad should be given special focus so that their concept are clarified and strengthened and they develop greater interest in studies.
- ✓ It is important that in class VI subject teacher should take the classes so that concept clarification is there. Math is usually taught by Drawing teacher, science by the craft teacher etc. such practices should be discouraged.

### **B) Baseline Assessment of class-II to Class-VIII students:**

The State Government in this academic year has directed that base line assessment test in the beginning of session to be conducted, for all students the students of class II to VIII enrolled in government schools for ascertaining their curriculum attainment level of previous class i.e. a student of class II was given a test on Class I curriculum and so on and so forth.

Assessment test was conducted from 27<sup>th</sup> to 29<sup>th</sup> May, 2013 across the state through DIETs. The data of the assessment survey has been compiled at school, cluster, Block, and District level. The final data was compiled and analyzed at the State level. The detailed analytical report is attached in **ANNEXURE REMS-1**

For the conduct of Achievement test and Baseline assessments following steps were adopted:

- a) Workshop for questionnaire development: Practicing teachers, teacher educator and BRCCs were oriented on why such tests are important and also on kind of test items that needed to be developed.
  - i) Blue print of questionnaire was developed.
  - ii) Test items developed.

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- iii) Questionnaire development.
- iv) Field trial of questionnaire was done.
- v) Scoring done and data was analyzed, thereafter, final question paper was developed.
- b) Printing and distribution of questionnaires.
- c) Scoring sheets were developed for data entry at school level.
- d) Guidelines were made for the conduct of assessment.
- e) Test administration and monitoring of test.
- f) Data collection at CRCC, BRCC, DIET and State level.
- g) After data cleaning, data was analyzed subject wise and also item analysis was done to understand the actual problem areas.
- h) Reports were generated.
- i) Dissemination of findings was shared with Secretary Education, Director Elementary Education, and also with all Deputy Director Elementary Education, Block Elementary Education Officer, District Programme Officer etc.
- j) It was also shared through News Papers.
- k) With the help of these findings, state training need assessment was done in a comprehensive manner.

Guidelines Issued to the Districts for the conduct of Baseline assessment attached in Annexure-REMS-2

### **C) Third Party Evaluation:**

State has planned that a third party evaluation may be undertaken to assess the learning level of students.

Learning Links Foundation which is supporting state in the implementation of CCE, also helped in third party evaluation by engaging an agency expert in conducting such tests, Education Initiative (EI) to conduct a base line assessment of the students. This base line was done in 200 pilot schools of the state spread over 4 –districts i.e. Bilaspur, Kinnaur, Shimla and Solan. In addition to this a sample of 1000 students/class /districts were also selected. Base line assessment by EI was done for the students of class-III, V and VII in the subject of Math and Language. This assessment was specifically done to understand the learning level of the students at the beginning of academic year. Since the Achievement surveys conducted by the state are usually not considered upto the mark so comparison could be made between the two surveys.

The report of both the surveys gave similar results in terms of achievement and gaps. The detailed report of Education Initiative is given at Annexure-REMS-3.

### **D) Terminal Assessment:**

In the lines of Baseline Assessment, Terminal assessment of all the students will be undertaken. The data of Baseline will be compared with Terminal assessment and percentage improvement, if any, will be compared. Since in the state some of the schools are winter closing and others summer closing, the terminal assessment is conducted in two phases. The assessment for winter was conducted in December and for summer schools it will be conducted in March. The data analysis will be done together in May.

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The Terminal Assessment of 2014 will become the base line for the next academic session.

The state government, intends to compare and monitor the learning levels of the students on regular basis yearly as a part of quality improvement plan.

- E) **Medhavi Chhatervriti Yagna:** State government gives scholarships to 4 students in each block, 2-girls and 2-boys are selected. Student having B+ and above grades in class-V under CCE are given opportunity to sit in this Scholarship Test.

This Test as the name suggests is for high achiever students and 4-students are to be selected/block at the end so the test paper designed has 20 questions in all, 5 each in Hindi, English, Math and Environmental Science. The questions required self expression and understanding of the students. The grade wise analyses of 14709 students are:

Hindi	Grades					Total
	A	B	C	D	E	
Bilaspur	0	15	89	269	793	1166
Chamba	5	14	64	184	601	868
Hamirpur	3	19	86	283	1079	1470
KANGRA	11	32	190	359	1844	2436
Kinnaur	0	2	20	31	62	115
KULLU	1	19	90	188	727	1031
Mandi	11	44	191	535	1798	2579
Shimla	12	65	219	444	786	1526
Sirmaur	14	40	138	264	431	887
Solan	8	58	167	253	571	1057
Una	5	13	127	306	1123	1574
<b>State</b>	<b>70</b>	<b>321</b>	<b>1387</b>	<b>3116</b>	<b>9815</b>	<b>14709</b>

English	Grades					Total
	A	B	C	D	E	
Bilaspur	0	2	14	110	1040	1166
Chamba	1	1	20	96	750	868
Hamirpur	2	3	29	132	1304	1470
KANGRA	2	11	126	245	2052	2436
Kinnaur	0	0	4	10	101	115
KULLU	0	5	15	89	922	1031
Mandi	1	5	38	187	2348	2579
Shimla	4	18	123	290	1091	1526
Sirmaur	2	11	41	141	692	887

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Solan	3	26	81	213	734	1057
Una	0	2	20	134	1418	1574
<b>State</b>	<b>15</b>	<b>84</b>	<b>511</b>	<b>1647</b>	<b>12452</b>	<b>14709</b>

Math	Grades					
District	A	B	C	D	E	Total
Bilaspur	0	0	0	10	1156	1166
Chamba	29	1	5	32	801	868
Hamirpur	0	0	0	36	1434	1470
KANGRA	1	7	28	73	2327	2436
Kinnaur	0	0	0	0	115	115
KULLU	0	1	0	16	1014	1031
Mandi	0	1	3	51	2524	2579
Shimla	0	1	6	39	1480	1526
Sirmaur	0	1	7	24	855	887
Solan	17	25	41	54	920	1057
Una	0	0	1	19	1554	1574
<b>State</b>	<b>47</b>	<b>37</b>	<b>91</b>	<b>354</b>	<b>14180</b>	<b>14709</b>

EVS	Grades					
District	A	B	C	D	E	Total
Bilaspur	0	0	14	121	1031	1166
Chamba	3	1	31	184	649	868
Hamirpur	0	3	16	81	1370	1470
KANGRA	2	11	60	334	2029	2436
Kinnaur	0	1	0	18	96	115
KULLU	0	2	15	109	905	1031
Mandi	0	9	49	214	2307	2579
Shimla	0	1	26	215	1284	1526
Sirmaur	1	2	36	138	710	887
Solan	3	15	66	178	795	1057
Una	0	0	13	103	1458	1574
<b>State</b>	<b>9</b>	<b>45</b>	<b>326</b>	<b>1695</b>	<b>12634</b>	<b>14709</b>

	Percentage achievement in Grades				
Subject	A	B	C	D	E
Hindi	0.5	2.2	9.4	21.2	66.7
English	0.1	0.6	3.5	11.2	84.7
Math	0.3	0.3	0.6	2.4	96.4

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Evs.	0.1	0.3	2.2	11.5	85.9
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Less than one percent students have been graded in A- grade in all subjects. Most of the students who were graded in B+ and above grade in schools are now placed in D or E grade. This shows that:

- CCE in schools are not being implemented properly.
- Grading of students is done arbitrarily.
- Students rely on rote memory learning and hence were not able to attempt questions which required critical thinking and analysis.

### F) Notification of Steering Committee for the conduct of State Level Achievement survey:

It has been emphasized by different review missions on improving the Quality of School Education by showing improvements in learning outcomes. In order to get an informed picture and trend in learning level of students in the state and to undertake survey successfully a Steering committee is required to be constituted. The function of Steering Committee is to:

- 1) To study the achievement levels of students in Grades I and II in language skills including comprehension and basic early mathematical skills.
- 2) To study the effect of intervening variables such as school and teacher characteristics on achievement of students.
- 3) To study the difference in achievement with regard to gender, location and social groups.
- 4) To develop survey design and sampling.
- 5) To develop tool and piloting.
- 6) To analyze the data.
- 7) Report writing and dissemination.

### Following members are nominated in the Steering Committee:

- |  |             |
|--|-------------|
| 1) State Project Director SSA .                              | Chairperson |
| 2) Principal SCERT, Solan.                                   | Member      |
| 3) 1- Person from HPBOSE, Dharamsala .                       | Member      |
| 4) 1- Person from Department of Education , HPU, Shimla.     | Member      |
| 5) Mrs. Shubhra Banerjee, State Evaluation Expert, SPO, SSA. | Member      |
| 6) Mr. Shiv Kumar, Lecturer, SCERT.                          | Member      |
| 7) Mr. D.R. Chauhan, Planning Coordinator.                   | Member      |
| 8) Ms. Manjula Sharma, State Pedagogy coordinator.           | Member      |
| 9) Mrs. Babita Sharma, Zonal Coordinator, Solan .            | Member      |
| 10) Mr. Rattan, Zonal Coordinator, Dharamsala.               | Member      |
| 11) Mr. Kamal Kant, Zonal Coordinator, Kullu                 | Member      |
| 12) 2 -Teachers from schools.                                |             |

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- |     |  |        |
|-----|--|--------|
| 13) | Dr. Naresh Sharma, Retd. DDEE & Pedagogy Coord., SSA | Member |
| 14) | 1- DPO cum DIET Principal.                           | Member |

### Plan for REMES 2014-15

S. No.	Activity to be undertaken	Plan of execution	Outcome	Budget
1.	Achievement Survey	Achievement survey of class-IV and VII on sample basis.	The actual learning of students can be measured. The strength and weakness can be measured. Through teacher training class room processes can be improved.	100/school
2.	Teacher checklist Register, Report card & student portfolio.	All schools would be provided with Teacher checklist and Report cards.	This would help in systematic and effective implementation of CCE.	500/school
3.	Quality Monitoring Format	It will be implemented from the school to state level.	At state a comprehensive data could be generated at least twice to assess the quality initiatives.	100/school
4.	Terminal Assessment of classes	Common assessment tool will be developed at by DIETs under the guidance and supervision of state.	All students will be assessed at the end of session to measure the improvement made in one year.	400/school
5.	School adoption programme	All the academic officials at state, district and block level will adopt 2-schools.	They will ensure the implementation of all the quality related activities in the school and also closely monitor the progress of students. It will also give scope for any innovation in these selected schools.	
6.	Monitoring and mentoring of schools	State, DIET, BRCC and CRCC.	As per plan of monitoring all schools will be monitored.	200/school
7.	Research	State & District	Various	
8.	Misc.	At state level.	Meetings, orientations, printing, sharing and dissemination.	100/school

## SSA-RTE Annual Plan 2014-15

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### Monitoring and Supervision

The low learning levels of children at the elementary stage of education reveal that monitoring has been the weakest link between the provider and receiver.

During the year 2013-14, 134 schools have been monitored by the State and district teams. The main focus of the monitoring exercise was to observe the implementation of MDM, use and accuracy of UDISE, implementation of CAL, classroom processes / practices, conduct of baseline and terminal achievement survey etc.

Secretary (Education) and SPD (SSA/RMSA) also exclusively monitored 18 schools and training institutions in Kinnaur, Lahaul-Spiti and Kangra districts respectively. The major findings of all the monitoring reports were shared with the HODs of Elementary and Higher Education. The authorities have been requested to intervene and initiate necessary action on key findings. The reports are enclosed at **annexure-** In the AWP&B of 2014-15, there would be focus on strengthening of **2102 CRCCs** through **effective** monitoring and supervision mechanism with the four main purposes:-

- ❖ To learn from experiences to improve practices and activities in future.
- ❖ To have an internal and external accountability of the resources used and results obtained.
- ❖ To take informed decisions on the future of the initiative.
- ❖ To allow results, processes and experiences to be documented and used as a basis to steer decision making and learning processes.

During 12<sup>th</sup> five year plan period, for the purpose of monitoring and mentoring of all clusters in duration of 5 years, all DIET faculties will be given a specific number of CRCCs. The schools (CRCCs) will be allotted to each DIET faculty by the concerned DPO in equal proportion. The DIET faculty will be responsible for ensuring **quarterly visit** to the clusters for taking stock of the progress under various interventions / resources provided to these schools. The faculty will sit for at least **4 hours in a day** with the teachers of their cluster schools and **talk** to them about the strengths and weaknesses. The issues related to classroom transaction would be the central part of the dialogue between the faculty and the teachers / CRCC. Full academic and resource support will be provided by the DIET faculty to all teachers on the issues / problems being faced. Proper track record of the performance of the teachers and students on the basis of learning competencies defined for every grade from class I to VIII will also be maintained by the concerned faculty. The mechanism proposed for the development of 2102 clusters, also justifies the proposal of technological infrastructure being demanded under the LEP.

**Proposed number of CRCCs to be monitored and mentored over a period of 5 years is as under:-**

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Institution	2014-15	2015-16	2016-17	2017-18	2018-19	Total schools to be monitored and mentored	Remarks
DIETs	300	300	300	300	300	1500	Concerned DIET Principal will give year wise list of CRCCs to each DIET faculty in equal proportion. On an average one DIET faculty will have to monitor and mentor 10-15 schools over period of 5 years.
Dy. Directors of Elementary Education-cum-District Project Coordinators (SSA)	120	120	120	120	120	600	1 CRCCs per month for 10 working months for each Dy. Director of EE. On an average one Dy. Director EE will have to monitor and mentor 50 schools over a period of 5 years. Allotment of schools to each Dy. Director will be made by the DEE.
<b>Total</b>						2100	

On similar lines, the Faculty / Coordinator from the State Project Office (SSA/RMSA) will also monitor and mentor at least one school with reasonable enrolment continuously for 5 years. Continuous Professional Development (CPD) of the teachers of the cluster schools to be monitored and mentored will be the main responsibility of the faculty / officer concerned.

Proposed number of Elementary / Secondary / Senior Secondary schools to be monitored and mentored by the SPO over a period of 5 years is as under:-

Institution	2014-15	2015-16	2016-17	2017-18	2018-19	Total schools to be monitored and mentored	Remarks
State Project Office (SSA/RMSA)	30	30	30	30	30	150	On an average one State faculty will have to monitor and mentor 10 schools over period of 5 years.

Schools allotted to each SPO faculty are as under:-

Sl. No.	Faculty	Schools to be monitored	Duration of monitoring and mentoring



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1.	D.R.Chauhan	GSSS Lal Pani & GPS Lal Pani	15 days in every quarter
2.	Shubra Benerjee	GSSS Rajhana & GPS Rajhana	
3.	Manjula Sharma	GHS Bharari & GPS Bharari	
4.	Surinder Rangta	GMS Annandale & GPS Mayfield	
5.	D.N.Azad	GPS Jakhu & GPS Navbhar	
6.	Manjeet Singh	GMS Malyana	
7.	Seema Rani	GSSS Phagli & GPS Phagli	
8.	Madhu Thakur	GMS Mehli & GPS Mehli	
9.	Angmo Katwal	GHS & GPS Chaura Maidan	
10.	Kusum Sharma	GSSS Totu & GPS Totu	
11.	Sanjaya Sharma	GSSS Boileauganj & GPS Boileauganj	
12.	Y.K.Sharma	GSSS Boileauganj and GHS Chaura Maidan	
13.	Daleep Varma	GPS and GSSS Bhatta Kuphar	
14.	Anima Sharma	GGSSS Portmore	
15.	Suman Sharma	GMS & GPS Panjari	
16.	Satish Kaushal	Will observe and provide technical support wherever required.	
17.	Rupen Sehgal		

All faculties will do the analysis of schools allotted and maintain their track record. Good work done in the schools and resource support will be shared with all State and field functionaries. In addition, the State will not stop the routine monitoring and inspection of schools falling in the jurisdiction of 2102 CRCCs and High / Senior Secondary / complex Schools. For this purpose, we propose to constitute the following teams at the State level:-

To strengthen the existing monitoring and supervision mechanism, monthly review meetings for observing and analyzing the progress of SSA/RMSA and other initiatives of the Department of Education at various levels of educational hierarchy will be organized as per detail given below:-

Every CRCC (Principal/Headmaster/CHT) will hold monthly meeting with all school in-charges of his/her complex on **4<sup>th</sup> of every month (or next working day in case of holiday)**. The Cluster level meeting will be chaired by the concerned CRCC (Principal/Headmaster/CHT).

Each BRCC primary and upper primary will organize separate monthly meetings at the block level with all CRCCs on **10<sup>th</sup> of every month (or next working day in case of holiday)**. The block level meetings will be chaired by the concerned Block Project Officer (SSA/RMSA) and Block Primary Education Officer (BPEO).

Review meeting with District Coordinators, BPOs, BPEOs, BRCCs (P&UP) will be held at the District Project Office on **16<sup>th</sup> of every month (or next working day in case of holiday)**. This meeting will be attended by Dy. Director EE and Dy. Director Higher Education both and chaired by either of the two. Activity calendar of the previous month, action taken by the concerned Dy. Director/DPO on the problems identified at different levels of implementation, issues related to the delivery of learning standards in classroom transaction, implementation of RTE Act, etc. will be the core agenda items in the district meetings.

Likewise Monthly review meeting at the State level will be held at the State Project Office under the chairmanship of State Project Director / Mission Director (SSA/RMSA) on **24<sup>th</sup> of every month (or next working day in case of holiday)** which will be attended by all the Dy. Directors HE/ EE-cum-DPCs (SSA/RMSA), DIET Principals-cum-DPOs (SSA/RMSA), SOs' of concerned DIETs and DIET faculties as per need.

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The State monitoring team from the Directorate of EE and the State SSA/RMSA HQ may attend the district monthly meeting every month. Each State team will monitor at least 6 schools in the district. The sample schools will be selected in equal proportion from urban, semi-urban and rural areas. In the context of SSA-RTE, the monitoring teams will observe the functioning of schools in the following areas:-

1. *infrastructural gaps in primary and upper primary schools in accordance to the RTE provisions;*
2. *Observing teacher and student attendance in the previous quarters;*
3. *Observing activity based learning and teaching in the classrooms;*
4. *Continuous and comprehensive evaluation of children;*
5. *Testing the achievement of children in Reading / Writing/ Arithmetic at the primary level and language/ Mathematics / science / social science at the upper primary level through simple questions to be asked from the learning standards already delivered during the first / second / third term, use of library books, teacher performance against the learning standards, availability of learning resources, supply of free text books to all children, overall grading of the school as per self assessment monitoring tool designed for the schools etc.;*
6. *Observing co-scholastic areas like; performance of school in culture and sports events, school cleanliness, implementation of school health programme etc.*
7. *Maintenance of accounts;*
8. *The problems being faced by the schools, teachers and students etc.*

To make the monitoring system more vibrant and functional, following State Monitoring Teams comprising the officers from the Directorate of EE and SSA/RMSA HQ have been constituted:-

Sl. No.	Monitoring team Sh./Smt./Ms	Districts to be monitored	Monitoring dates
1.	Dy. Director HE or EF from the State HQ 3 State Coordinators from the SPO Dy. Director of the concerned district One representative from the DIET	Sirmour and Una	First round: April / May, 2014 Second Round: September / October, 2014
2.	Dy. Director HE or EE Dy. Director of the concerned district 3 State Coordinators from the SPO One representative from the DIET	Bilaspur and Hamirpur	First round: April / May, 2014 Second Round: September / October, 2014
3.	Dy. Director HE or EE 3 State Coordinators from the SPO Dy. Director of the concerned district One representative from the DIET	Shimla and kinnaur	First round: April / May, 2014 Second Round: September / October, 2014
4.	Dy. Director HE or EE 3 State Coordinators from the SPO One representative from the DIET	Mandi and kullu	First round: April / May, 2014 Second Round: September / October, 2014

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5.	Dy. Director HE or EE 3 State Coordinators from the SPO Dy. Director of the concerned district One representative from the DIET	L&S and Solan	First round: April / May, 2014 Second Round: September / October, 2014
6.	Dy. Director HE or EE 3 State Coordinators from the SPO Dy. Director of the concerned district One representative from the DIET	Chamba and Kangra	First round: April / May, 2014 Second Round: September / October, 2014

**Note: The above teams will monitor the same schools in both the rounds without prior intimation to schools. Every monitoring team will prepare an objective monitoring and evaluation report, the findings of which will be shared in the succeeding monthly meetings with the District Education Officers and the department for taking further corrective measures wherever required. The teams will monitor and evaluate their respective districts as per the above schedule.**

The detail of financial implication on monitoring and supervision of clusters and schools is as follows:-

Sl. No.	Institution	Unit cost	Days	Amount (Rs. in lakh)
1.	420 (clusters)	250	10	10.50
2.	30	200	30	0.06000
<b>Total</b>				<b>10.56</b>

## CHAPTER-6

### BRIDGING GENDER AND SOCIAL CATEGORY GAPS

Activities undertaken in Inclusive Education for Children with special needs

Progress Overview 2013-14:-

With the mandate of providing education to every child with special needs (CWSN), irrespective of the kind, category and degree of disability, in an appropriate environment, Inclusive Education for Disabled (IED) was commenced in the state in 1999-2000. SSA is a programme for Universalization of Elementary Education and there is a special component under SSA which covers CWSN. In Himachal Pradesh in the Year 2013-14 there are nearly 14678 CWSN who suffer from one of the other disability, 13144 CWSN have been integrated in formal schools. 1534 CWSN are of severe and profound category Home- Based Education Programme has been implemented at elementary level for these children in the age group of 6-18 years in H.P. These 550 CWSN have been adopted by 24 NGOs in various districts.

**Medical Camps:** - In convergence with Artificial Limbs Manufacturing Corporation of India (ALIMCO) and Family welfare and Health Department of Himachal Pradesh 80 Medical Assessment Camps for CWSN have been organized and 4535 students have been assessed in these camps. 23 corrective surgeries were performed in convergence with SMILE Train and Health Department of H.P. To expedite the process of organizing more medical camps for certification and to assess the degree of disability of CWSN, Health Authorities at higher level have also been approached and synergy with them has been chalked out

**Aids and Appliances:** 80 Medical camps have been organized in convergence with Artificial Limbs Manufacturing Corporation of India (ALIMCO) and Family welfare and Health Department of Himachal Pradesh. 1581 aids and appliances are being distributed in the State.

To and fro local bus fare has been allowed to the CWSN with their one attendant in the medical camps for formal assessment. Hiring of conveyance at the local transport rate for group of severely CWSN has also been allowed so that they can be brought to the medical camp sites.

**Braille Books Visually Handicapped Children**

45 sets of Braille Books from class 1<sup>st</sup> to class 12<sup>th</sup> have been provided in the State for blind children in H.P. 125 sets of Braille books have been distributed to low vision students.

**Preparing of IEP /ITPs**

12352 Individual Education Programmes (IEPs) have been prepared for every child and accordingly goals were fixed for every three months. For mild and moderate categories, functional academic curriculum is implemented in the classroom.

**Escort allowance:** Escort allowance has been provided as per the need of CWSN @Rs.3000/- per annum. 1605 CWSN were providing escort allowance.

**Capacity Building of In-service Teachers** Capacity building of teachers for inclusive education is an integral part of general Teacher Training Programme in service Teacher training programme. The special focus of providing special services is on Activities of Daily living Skills Training such as -

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**1 Self Help Skills:** Brushing Eating Toileting, Bathing and Dressing etc.

**2. Motor Activities:** - Under this skill CWSN with Orthopedically Impairment and cerebral Palsy are being covered and trained in motor activities under the guidance of Physiotherapist/Occupational Therapist. In addition to above these out of school CWSN are being covered by taking the services of Special Educators in Mental Retardation through utilizing Block IE Resource Rooms and opening.

### **Therapeutic Services:**

As most of the identified children are suffering from cerebral palsy, therapeutic services such as physiotherapy, occupational therapy and speech therapy were provided on priority basis. Due to shortage of physiotherapists and speech therapists and their non willingness to serve in rural areas it was also a challenge faced by the SSA. Physiotherapist has been appointed on visiting basis in some districts to provide effective therapeutic services to the needy children.

### **Counseling of parents & Community Involvement:**

3560 parents and other family members of special children were provide counseling session under SSA. Counseling sessions with the help of Trained RTs and Counselors especially under "Home Based Programme" have been initiated in all the districts of H.P. Similarly, the trained Resource Teachers are providing their support regarding the community involvement.

**Special Educators:** Under Inclusive education main focus is to retain and integrate special children in the mainstream education and to provide quality education. As per the provision of Right to free and Compulsory Education (RTE), Act, 2009 it is mandatory to bring all children with special needs and retain them in the schools. State is endeavoring to retain and educate CWSN in Government Schools through curriculum adaptation and participation in co-curricular activities. State has engaged 141 special educators at block headquarter schools so that these special educators are not only impart the education at school level but also looking after the education of scattered children in the block.

**Barrier free access** Barrier Free Access i.e. Hand Rails and Ramps have been made available in all schools where the location of building permits. More than 70% schools are barrier free.

**Ability Sports Festival for CWSN** On 3<sup>rd</sup> December 2013 the third Ability Sports Festival for CWSN was organized at district Kullu in convergence with the Department of Youth & Sports H.P. Near about 430 CWSN of the State shown their abilities in the above mentioned programme.

### **Multi -Category Training For Resource Teachers**

A multi-category Training for 126 Special Educators and 250 in-service teachers were conducted in the month of September, October and November 2013 at Composite Resource Centre and at SIEMAT, Shamlaghat (Shimla). The main content of the training was to impart Inclusive set up in School.

**Facilities and Concession:** - Department of Social Justice and Empowerment granting the scholarships as per PWD Act. From class I-V Rs 350/- for day scholar and Rs.1000/- for hostlers. From class VI-VIII Rs 400/- for day scholars and Rs 1000/- per hostlers.

- Himachal Pradesh Board of School Education exempted the total blind and hearing impaired children from Term End Examination at Higher Standard.
  - Relaxation in age:
-

## CHAPTER-7

### COMMUNITY MOBILIZATION AND MEDIA

#### Progress overview

'Community Training' to all SMC members for 3 days (non-residential) is being imparted all over Himachal Pradesh. For this purpose, SMC manual has been developed and provided to all schools during 2013-14 to train 60212 members from 15053 SMCs in all the districts including PRI members from 3243 wards/Panchayats. The manual has been prepared with active participation of all the district coordinators, BRCS and selected SMC members. For complete dissemination of SMC guidelines and empowerment of community members, 3 days non-residential SMC training is being imparted to 4 members from each SMC of primary/upper primary schools. Out of 4 members, 3 are from the Executive Body of SMC i.e. from parents of students and one from elected members of concerned ward/Panchayat. For effective delivery of the message of the manual, 50 Key Resource Persons (KRPs) have been oriented at State level. These KRPs are further imparting training at cluster/school level. Trainings will be completed by 28<sup>th</sup> February, 2014 and all the UCs and outcomes will be consolidated, analyzed and used for improving the community training in the subsequent years. District wise break up of Progress is as follows:-

3 days (Non –Residential Training) 2013-14								
Name of District	Target		Achievement		Actual expenditure as on 31-12-2013		Anticipated up to 31-03-2014	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
Bilaspur	3356	10.07	3356	00.05	3356	10.02	3356	10.07
Chamba	6212	18.64	6212	14.91	6212	3.73	6212	18.64
Hamirpur	3060	9.18	3060	0	3060	9.18	3060	9.18
Kangra	10040	30.12	10040	0	10040	30.12	10040	30.12
Kinnaur	1068	3.20	1060	0	1060	3.20	1060	3.20
Kullu	3960	11.88	3960	0	3960	11.88	3960	11.88
Lahaul & Spiti	1096	3.29	1096	3.29	1096	0	1096	3.29
Mandi	9696	29.09	9696	29.09	9696	0	9696	29.09
Shimla	9012	27.04	9012	0	9012	27.04	9012	27.04
Sirmour	5412	16.24	5412	0.00360	5412	16.2364	5412	16.24
Solan	4296	12.89	4296	5.868	4296	7.022	4296	12.89
Una	3004	9.01	3004	0	3004	9.01	3004	9.01
<b>Total</b>	<b>60212</b>	<b>180.64</b>	<b>60212</b>	<b>53.2110</b>	<b>60212</b>	<b>127.4284</b>	<b>60212</b>	<b>180.64</b>

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### District wise detail of number of persons selected for the training

Sl. No.	District	Total number of Gram Panchayats	No. of Schools	Total number of existing SMCs	Total members selected for training
1	Bilaspur	151	839	839	3356
2	Chamba	283	1553	1553	6212
3	Hamirpur	229	765	765	3060
4	Kangra	760	2510	2510	10040
5	Kinnaur	65	267	267	1068
6	Kullu	204	990	990	3960
7	Lahaul & Spiti	41	274	274	1096
8	Mandi	473	2424	2424	9696
9	Shimla	363	2253	2253	9012
10	Sirmaur	228	1353	1353	5412
11	Solan	211	1074	1074	4296
12	Una	235	751	751	3004
<b>Total</b>	<b>HP</b>	<b>2243</b>	<b>15053</b>	<b>15053</b>	<b>60212</b>

### Strengthening of School Management Committees (SMCs)

As per RTE Act 2009, community participation is mandatory to ensure that all schools look like schools and must provide quality education to all 6-14 age group children enrolled in formal schools/ alternative centres of education. SMCs have been constituted in all the Govt. Schools to ensure the community participation for the welfare and upliftment of all students as a mission:

*“School is for the community and Community is for the School.”*

**Composition of SMCs:** Each SMC comprises of parents, local authority and school teachers. 75% of the members of SMCs constituted in schools are the parents of the children studying in that school. Out of them at least 50% of the members are women. Members of PRIs are the ex-officio members of SMCs.

#### Role of SMCs:

- a) As per **State RTE Rule 14**, every SMC has to prepare a School Development Plan (SDP) under the guidance of a core team at the school level led by the SMC Chairman and members from the village /habitation, Head teacher, selected teachers and parents, especially of children from disadvantaged groups, weaker section and children with special needs. The plan process has to be initiated at least three months before the end of a financial / academic year. Every SDP shall be a three year plan with three annual sub-plans clearly spelling out the following details:-
  - i. Projection of class-wise enrolment for each year;
  - ii. Physical requirements of additional infrastructure and equipment as per RTE schedule;
  - iii. Additional financial requirement over three year period.

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b) Each SMC has to ensure that in the SDP there is clear vision for the school. Goals / targets (with clear timeline), improvement strategies, accountability and evaluation mechanisms for observing the progress of each and every child against the learning standards defined for every grade I to VIII. State would focus on sensitizing SMCs about their role in the development of school especially in nurturing the future of every school child with regular discourse with school management.

### Activities proposed under SMC training component for the year 2014-15

- ✓ Situational analysis of school to find out urgency and the importance of acting immediately.
- ✓ Preparation of effective School Development Plans (SDPs).
- ✓ Learning standards defined for every grade I to VIII.
- ✓ Continuous and Comprehensive Evaluation (CCE).
- ✓ Role of SMCs in school development and sensitizing them about resources being utilized on each school student by the State government.
- ✓ Create awareness among parents to become responsible for their wards according to the provisions of RTE Act, 2009.
- ✓ Act as a pressure group to influence block and district education functionaries to bring issues of school in their agenda.
- ✓ Mobilize human and financial resources for the development of the school.
- ✓ To ensure quality of MDM and safe drinking water.
- ✓ Sensitizing SMCs about various resources and opportunities available for improving the quality of education etc.

To implement all the above activities, 3 days non-residential training to 90972 SMC members (6 members per SMC) will be imparted during 2014-15. For this purpose ToTs will be trained at State and District level per detail given below:-

#### Development of ToTs at State Level (2014-15)

District	Education Blocks	MT's to be trained at SPO for 3 days	Community Coordinator from the district	R/P's from State Level	Total MT's to be Trained	Tentative Venue & Date
Bilaspur	5	2	1	4	3	SIEMAT, Shamlaghat Shimla May, 2014
Chamba	15	5	1		6	
Hamirpur	6	2	1		3	
Kangra	19	5	1		6	
Kinnuar	3	2	1		3	
Kullu	6	2	1		3	
L & Spiti	4	2	1		3	
Mandi	20	5	1		6	
Shimla	20	5	1		6	
Sirmour	13	4	1		5	
Solan	7	2	1		3	
Una	6	2	1		3	
<b>Total</b>	<b>124</b>	<b>38</b>	<b>12</b>		<b>4</b>	



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Tentative financial requirement for the development of ToTs (MTs) at the State Level

Particulars	Number of Participants	Unit cost (Rs.)	Amount in Rupees
Boarding and Lording	50	150	7500
Tea and Snacks	50	20	1000
TA as per Norms	50	500	25000
DA as per Norms	50	200	10000
Honorarium to RPs as per norms		3000	3000
Stationary Cost	50	50	2500
Miscellaneous expenditure		5000	5000
<b>Total</b>			<b>54000</b>

Financial requirement for the development of ToTs (MTs) at the district Level will be worked out as per unit cost proposed under MTs training.

District wise costing for organizing 3 days non-residential training of SMC members (2014 -15)

Sl. No.	District	Total number of existing SMC's	Members to be Trained from one SMC *6	Unit cost (Rs. in lakh)	Budget requirement (Rs. in lakhs)
1.	Bilaspur	843	5058	0.003	1517400
2.	Chamba	1569	9414	0.003	28.24200
3.	Hamirpur	765	4590	0.003	13.77000
4.	Kangra	2516	15096	0.003	45.28800
5.	Kinnaur	270	1620	0.003	4.86000
6.	Kullu	997	5982	0.003	17.94600
7.	Lahaul-Spiti	275	1650	0.003	4.95000
8.	Mandi	2444	14664	0.003	43.99200
9.	Shimla	2277	13662	0.003	40.98600
10.	Sirmaur	1377	8262	0.003	24.78600
11.	Solan	1075	6450	0.003	19.35000
12.	Una	754	4524	0.003	13.57200
	<b>Total</b>	<b>15162</b>	<b>90972</b>	<b>0.003</b>	<b>272.91600</b>

**Strategies for mobilization of communities in Special Focus Districts (SFDs) & Educationally Backward Blocks (EBBs)**

There are 8 Special Focus Districts and 8 Educationally Backward Blocks in the state. In these districts, community mobilization programmes would be carried out through community training, meetings, community Sammelan, Local festivals etc. Awareness campaign will be organized to motivate the masses regarding enrolment & retention, drop out of disadvantaged groups. Special camps will also be organized in SFDs & EBBs. They will be shown documentary films related to domestic violence, female feticide and increasing crime rate. They will be sensitized about women legal rights, health & hygiene etc.

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### Proposal Regarding Media Activities for 2014-2015

Sl. No.	Medium of Advertisement	Activities	Action	Proposed amount (in lacs)
1	Audio Activities	Audio via Radio	Minimum 3 slots/Day on Pry-A.I.R Minimum 3 slots/Day on FM- AIR	30.00
2	Video Activities	Video via TV	Minimum 2 slots/Day on Shimla Doordarshan	12.00
3	Print Media	ADVERTISEMENTS 1-News Papers 2-Broachers 3-Hand Bills 4-Magazines	Advertisement in news papers Printing of Broachers Printing of Hand Bills Adv in local Magazines	5.00
4	Outdoor Publicity	Hoardings Banners Adv. On HRTC Buses Wall Painting	By putting Banners & hoardings on busy areas. Putting hoardings on back of HRTC Buses. Wall paintings in remote areas.	5.00
5	Interpersonal Communication	Theatres Story Telling Dance Troops Music Troops	Theatrical performances by NGO and Public Relation troops should be encouraged.	2.00
6	Exhibitions Mela's	Book Fair Science Fair	Science fairs and awareness campaigns should be organised in mela's 7 places with good gathering	1.00
7	Social Media	Face Book Twitter		
8	Digital Media	Website Advertisement Webpage		
9	Telecommunication	Tele-messaging Tele-Tunes	Messaging service pack & RTE Anthem tune as caller tune can be taken from BSNL	5.00
	<b>TOTAL AMOUNT</b>			<b>60.00 (SIXTY LACS)</b>

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- For MR Children pass percentage is 25% at Matriculation Standard in compulsory courses.
- Half an hour extra time for taking examination. Blind students are exempted from practical examination.
- Facility of writer for writing out the answer scripts.

### Monitoring System of IE Activities

For proper monitoring of resource teachers and NGOs, State Project Office SSA has designed the monitoring Performa for all District Project Officers, which includes:

- No funds may be released to NGOs without inspecting their working as per Terms Of References (TOR) fixed by SSA.
- The NGOs must have trained Special Educators registered from Rehabilitation Council of India (RCI).

Regarding monitoring of the work done by the Resource Teachers, SSA has also developed monthly monitoring Performa. Every Resource Teacher has to submit their monthly progress report to the concerned District IE Coordinators. After compiling the monthly progress report of IE RTs, the Distt. Project Officers send the reports to the SPO which are reviewed in the SSA monthly review meetings.

### Home Based Education Programme

Home Based Education is being imparting in Himachal Pradesh with the help of Non Governmental Organizational Bodies and Special Educators. Under Sarva Shiksha Abhiyan educational services are providing to the severe and profound CWSN. Total children who are being benefitted under HBP are 1534. Following activities were undertaken for severe and profound CWSN. These children are being mainstreamed in formal schools gradually. After mainstreaming the children Non Governmental Organizational and Special Educators are adopted new children to whom these services are required. To include the children in formal schools following activities are being undertaken;

- Assessment camps
- Providing Aids and appliances:
- Necessary corrective surgery
- Therapeutic service
- ADL
- Teaching Learning Process
- Providing special educators.
- Social interactive activities.
- Teaching learning material.
- Transport/Escort/services to CWSN
- Curricular adaptation.
- Assessment and Evaluation

### Proposed activities under IE for the year 2014-15 from State Project Office, SSA

Sl. No.	Activities	Unit Cost	Phy.	Fin.	Total in Lacs
1	Preschool activities for CWSN	.50	12	6.0	6.0
2.	Material development and purchase of A/V CDs /DVDs Charts/ Posters /books Etc.	.01	500	5.0	5.0

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3.	Sports festival/Excursion/Visits/Study Tour	.01	400	4.00	4.0
4.	Workshops/Meetings/Seminar	.50	20	10.0	10.0
5	Monitoring of Resource Rooms/Schools/ Districts /blocks	.010	20	.20	.20
<b>Total</b>					<b>25.20</b>

### Proposal under Inclusive Education for 2014-2015

There are 15068 Children identified in the State out of which 13191 children are enrolled in the formal schools and 1877 children are covered through home Based Education Programmed.

**Total budget allocation will be 15068\*3000=452.04000 lacs**

Plan for 2014-15					
Sl. No.	Activities	Phy.	Unit cost (Rs. in lakhs)	Total (Rs. in lakhs)	Time line
1	Assessment Camps	40	0.5	20	April- June
2	Aids & Appliances	1100	0.01	11	Aprii- July
3	Corrective Surgery	50	0.15	7.5	April- July
4	School readiness programme HBP/	1877	0.08	112.6	All year
5	Salary of RTs	130	0.1	143	All year
6	Escort Allowance	1400	0.03	42	April- July
7	Sports	98	0.03	3	All year
8	Excursion /Exposure Tour/Anjali Festivals	500	0.01	5	12-Dec
9	Parent Counseling	5000	0.005	25	12-Nov
10	Resource Rooms	92	0.2	18.4	April- July
11	Physiotherapy	1500	0.01	15	All year
12	Training of Inservice special educator and general teachers curriculum adaptation	400	2.5	30	
13	Training on braille	80	2.5	5	
14	Training on sign lang	80	2.5	5	
15	Training on assessment of Mr	80	2.5	5	
16	Training on T-L of LD	80	2.5	5	
				<b>452.5</b>	

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Plan for 2013-14					
	Activities	Phy.	Unit cost	Total	Time line
1	Assessment Camps	95	0.11	10.90	Aprii- June
2	Aids & Appliances	1240	0.0	7.5	April- July
3	Corrective Surgery	95	0.081	7.7	April- July
4	Grant to NGO	1534	0.05264	80.7624	All year
5	Salary of RTs	141	0.10	141	All year
6	FCED Training	154	0.03545	5.46	Jan- Mar 2014
7	20 days Teacher Training of RTs	348	0.02701	9.4	As per batch
8	Escort Allowance	1590	0.03	47.70	April- July
9	Sports	98	0.3636	35.64	All year
10	Excursion /Exposure Tour/Anjali Festivals	494	0.01	4.94	Dec-12
11	Parent Counseling	2946	0.00	8.61	Nov-12
12	Vccational Training	57	0.23	13.00	Sept- Nov 2012
13	R Rooms	52	0.2725	14.1696	April- July
14	Day Care & 2	2	1.25	2.25	April- July
15	House hold survey in 12 districts	7	0.12142	0.85	July -April
16	Caregivers	3	0.03	1.05	All year
17	Physiotherapy unit	1306	0.01418	18.53	All year
18	Enlarge printing books/print material	190	0.0121	2.30	All year
19	TA to special Educator/RTs to cover CWSN under home based /monthly meeting	186	0.1536	28.57	All Year
	<b>TOTAL</b>			<b>440.34</b>	

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### Special Focused Districts

(Bilaspur, Mandi, Kullu, Una, Shimla and Sirmour Kinnaur and Lahaul Spiti)

As such exclusion is not such a big issue in the State, however we have SC/ST/Minority dominated districts / some pockets where population of these communities is more than 40%. The detail of such pockets is as under:-

Block	Govt. Pry Schools	Enrolment (All Category)			SC Enrolment			Percentage of SC enrolment		
		B	G	Total	B	G	Total	B	G	Total
Balh (Mandi)	114	2015	2148	4163	1220	1290	2510	60.55	60.06	60.29
Anni(kullu)	113	1637	1699	3336	627	630	1257	38.00	38.00	37.67
Nirmand (Kullu)	105	1639	1914	3553	939	1122	2061	57.00	59.00	58.00
Chauhara (Shimla)	122	2041	1831	3872	705	632	1337	34.56	34.53	34.54
Dodra-Kawar	14	322	322	644	128	132	260	39.85	39.66	40.46
Sadar(Bilaspur)	153									
Shillai (Sirmour)	89	1697	1910	3607	791	822	1613	47.00	47.00	44.00
Kinnaur	These districts are already being covered under the tribal area sub plan. Adequate resources are provided to these districts under tribal sub plan. Therefore no special interventions for ST children have been proposed under SSA during 2014-15									
Lahaul&Spiti										

Block	Govt. U/P Schools	Enrolment(All Category)			SC Enrolment			Percentage of SC enrolment		
		B	G	Total	B	G	Total	B	G	Total
Balh (Mandi)	48	1594	1680	3274	960	993	1993	60.23	59.11	59.65
ANNI(Kullu)	42	1206	1276	2482	496	484	980	41.12	37.93	39.48
Nirmand (Kullu)	41	1131	1257	2388	606	713	1319	53.58	56.72	55.23
Chauhara (Shimla)	46	2041	1831	3872	705	632	1337	34.56	34.53	34.54
Dodra-Kawar	6	322	322	644	128	132	260	39.85	41.07	40.46
Sadar(Bilaspur)										
Shillai (Sirmour)										
Kinnaur	These districts are already being covered under the tribal area sub plan. Also adequate resources are provided to these districts under tribal area sub plan. Therefore no special interventions for ST children of these districts have been proposed under SSA during 2014-15.									

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### Enrollment of Upper Primary Students

Targeted children in the SFDs and minority districts are given in the tables below:-

#### SFDs

Sl. No.	District	SC	ST
1.	Bilaspur	4265	430
2.	Mandi	15325	600
3.	Kullu	7067	235
4.	Una	6118	497
5.	Shimla	11338	255
6.	Sirmour	10223	410
7.	Kinnaur	906	1389
8.	Lahaul & Spiti	45	825
	<b>Total</b>	<b>55287</b>	<b>4641</b>

Source: UDISE

Sl. No.	District	Minority
1.	Bilaspur	303
2.	Chamba	1372
3.	Hamirpur	126
4.	Kangra	642
5.	Kullu	60
6.	Mandi	210
7.	Shimla	304
8.	Sirmour	1453
9.	Solan	437
10.	Una	522
	<b>Total</b>	<b>5429</b>

Source: UDISE

More focus will be on the above dense pockets of SC population. Keeping in view the problem areas and to achieve the objectives as laid down above, proposed activities under SFD component for the year 2014-15 are as under:-

### Plan for SFDs

#### Residential Special Teaching Course in Learning Standards

Target Group: Upper Primary Students of the Parents of SC/ST/Minority Muslim Dominated Communities in 8 Special Focus Districts (SFDs) of Himachal Pradesh.

**Subjects:** Science, Mathematics and English

**Duration of the Course:** Four Weeks

**Timeline:** During summer and winter vacations

**Criteria for selection of students:** Parents income below one lakh fifty thousand only.

**Responsibility at DIET:** TTI, EE, Gender Coordinator at DIET level and Subject expert Science, Maths, Language.

In previous years SSA annual plans, for all category school children including children belonging to SC/ST/Minority communities of 8 Special Focus Districts (SFDs), enabling conditions were created by planning for them various interventions like; inter-district /inter-state exposure visits to historical places, learning centres of excellence, places of worship, providing them supplementary reading material, workbooks, counselling of

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students and their parents etc. These activities were repeatedly planned for 3-5 years in a phased manner for the coverage of maximum children of such categories. Many children have been benefitted through these interventions under the innovative head of SSA.

It is worth mentioning here that the State has Lahaul-Spiti and Kinnaur as two tribal districts where school going children get benefitted through various tribal area sub-plan interventions provided under the State budget. Whereas school children of SC/Minority Muslim communities living in Special Focus Districts except the above two tribal districts, do not get benefitted to the same extent as their counterparts in Lahaul-Spiti and Kinnaur from various schemes and programmes.

As mandated in the RTE Act, 2009, taking holistic view of the education of school going children of 8 SFDs including Lahaul-Spiti and Kinnaur, this year i.e. during 2014-15 we will identify the learning levels of children belonging to above mentioned categories in terms of grades achieved in the baseline assessment done by the State in May, 2003 or the achievements of students in the last term tests of the academic session 2013-14. The strength of students will be identified and recorded on the following format:-

**Special Focus District:**

Grade achieved in the baseline assessment	Subject			Block	Category SC/ST/Muslim Minority
	English	Science	Mathematics		
	Students	Students	Students		
E					
D					
C					
B					
A					

{Note: Grade achieved to be treated as baseline for 4 weeks course}



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In each grade, students will be divided into batches of 30 each for the special teaching course.

### Proposal for SC/ST/minority children of 8 SFDs

Each batch of 30 students will be exposed to undergo a 4 weeks Special Teaching Course with the objective to ensure that they show improvement in their learning abilities in English, Science and Mathematics against the defined learning standards. The course will be organized in batches of 30 each at the DIET of the concerned SFD. The educators or teachers for the proposed course will be outsourced from **renowned academies / schools of excellence** from across the region. The course will be organized during vacations in summers and winters for a period of 4 weeks for 7 teaching hours each day with an hour break and additional inputs during morning and evening extra classes. There will be two periods of one hour duration for each subject. The children will be escorted by her / his guardian to the DIET. The detailed information about the course will be conveyed by the concerned DPO. All expenses on children and their escorts including travel cost will be borne by the DPO. Sunday will be a holiday when local excursion tour can also be explored for children with specific objective. The DIET Principal-cum-DPO (SSA/RMSA) of the concerned SFD will be the coordinator for the entire course. The teacher or the educator outsourced for the purpose will regularly evaluate and track the progress of each child against the identified grade. The time table for the course will be designed by the DPOs concerned. There will be total six batches (3 for SC/ST and 3 for Minority children)

After completion of the course, end term will be conducted by the concerned teacher or the educator under the supervision of DPO so that the progress of each child in the subject could be compared with her/his initial grade. It will also be mandatory for concerned DPOs to record feedback from the students about the course and try to find out the extent of usefulness of the same.

The funds for this purpose are proposed in the innovative head of SSA under SC/ST and children belonging to minority communities. Good boarding / lodging arrangements for the teachers to be outsourced and children will be made by the concerned DPO.

**Tentative budget for the stated proposal for SC/ST under the innovation head of SSA is as under:-**

Activity	Unit cost.(Rs. In Lakh)	Physical	Financial (Rs. In Lakh)	Total Amount (Rs. In Lakh)
Out sourcing of teachers One each for English, Science and Mathematics	.35	24 batches: 3 in each DIET	8.40	8.40
Boarding lodging for teachers	0.09000	24	2.16	2.16
Boarding lodging for children	0.09000	1000	24.00	90.00
Travelling cost for the escort of the child	0.005	1000	5.00	5.00
Miscellaneous charges	.002	1000	2.00	2.00
<b>Total</b>				<b>107.56</b>

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Tentative budget for the stated proposal for minority children under the innovation head of SSA is as under:-

Activity	Unit cost (Rs. In Lakh)	Physical	Financial (Rs. In Lakh)	Total Amount (Rs. In Lakh)
Out sourcing of teachers One each for English, Science and Mathematics	.35	30 batches: 3 in each DIET	10.50	10.50
Boarding lodging for teachers	0.09000	30	2.70	2.70
Boarding lodging for children	0.09000	1000	24.00	90.00
Travelling cost for the escort of the child	0.005	1000	5.00	5.00
Miscellaneous charges	.002	1000	2.00	2.00
<b>Total</b>				<b>110.2</b>

Expected outcome:

- ❖ Children will get exposed to new learning environment
- ❖ 5 % children will move from grade E to D
- ❖ 10 % children will move from grade D to C
- ❖ 15 % children will move from grade C to B
- ❖ 20 % children will move from grade B to A
- ❖ 30% children will move from A to excellence

**The process of identification of targeted children and teachers will be done in month of March, 2014 if PAB approves the proposal.**

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### Girl's Education

#### Gender Perspective in Enrolment

In the State a total of 614287 children are enrolled in primary and upper primary section, 361046 children are enrolled in primary section and 253241 children in upper primary section. Out of which 304895 are boys and 309392 are girls. In primary, the percentage of enrolment of boys and girls is 49.39% and 50.01 % respectively. At the upper primary level, the percentage of boys and girls is 49.99% and 50.61% respectively which is almost the same in comparison to primary. In both primary and upper primary sections taken together, the enrolment of boys and girls are 49.50 % and 50.30% respectively. This indicates gender parity is 0.2 (pry.) & 1.22 (upper pry.) in enrolment in the State. In Himachal Pradesh there are no significant issues regarding enrolment, retention and transition rate in relation to sex.

#### Net Enrolment Rate for Girls

Year	Primary			Upper primary		
	Boys	Girls	Total	Boys	Girls	Total
2013-14	99.58	99.56	99.57	99.81	99.76	99.79
2012-13	99.54	99.53	99.53	99.77	99.71	99.74
2011-12	99.53	99.44	99.49	99.70	99.62	99.66
2010-11	99.72	99.68	99.70	99.73	99.74	99.76
2009-10	91.16	90.93	91.05	92.20	92.81	92.49
2008-09	90.31	90.55	90.42	91.64	91.57	91.60
2007-08	89.48	90.06	89.75	92.87	92.40	92.65

Source: DISE

#### Gross Enrolment Ratio

Year	Primary level			Upper Primary		
	Boys	Girls	Total	Boys	Girls	Total
2013-14	106.76	106.54	106.65	103.49	103.80	103.63
2012-13	107.53	107.18	107.36	105.95	106.31	106.12

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2011-12	110.04	110.01	110.03	125.09	124.42	124.77
2010-11	111.22	111.68	111.44	131.31	129.97	130.68
2009-10	112.17	111.84	112.01	128.42	128.21	128.32
2008-09	111.26	111.20	111.23	131.80	129.98	130.93
2007-08	110.27	110.72	110.48	136.35	133.48	134.98

Source:DISE

### Transition Rate (Primary to upper primary)

Year	Boys	Girls	All
<b>2013-14</b>			
<b>2012-13</b>	<b>99.03</b>	<b>98.72</b>	<b>98.88</b>
2011-12	98.11	97.18	97.67
2010-11	96.18	96.62	96.64
2009-10	93.16	94.02	93.57
2008-09	93.26	91.77	92.56

Source:DISE

### Drop out rate

Year	Pry	U.Pry
<b>2011-12</b>	<b>0.37</b>	<b>0.25</b>
<b>2012-13</b>		
<b>2013-14</b>	<b>0.41</b>	<b>0.51</b>

Source:DISE

### Percentage girls to total enrolment and GPI in enrolment 2014-15

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Districts	% Girls to total enrolment		Gender parity index (GPI)	
	Primary	Upper Primary	Primary	Upper Primary
Himachal	30.61	47.12	1.02	0.89

Source:DISE

### Percentage enrolment and population by social category

	% population share (Census 2001)	% enrolment share				
		2009-10	2010-11	2011-12	2012-13	2013-14
SC	24.37	28.24	28.09	28.06	27.82	27.90
ST	3.99	5.69	5.74	5.80	5.70	5.52
Muslim	-	1.37	1.59	1.69	1.66	2.07

Source:DISE

### Retention rate – Elementary

Year	ELEMENTARY LEVEL		
	Boys	Girls	All
2013-14			
2012-13	94.95	95.39	95.16
2011-12	98.98	95.71	97.42
2010-11	92.42	87.84	90.22
2009-10	87.08	85.29	86.22

Source: DISE

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### Progress for the year 2013-14

The State has no gender discrimination in school setting. All girls are enrolled in schools and their drop-out rate and retention rate compares well with the boys. For the year 2013-14 there was no budget provision for girls' related activities under innovation. Still some activities which could be undertaken are:

#### 1. Development of module for gender training under teachers training sessions-

Under teachers training a training module and material was developed for teachers training.

#### 2. Girls' Resource Rooms:

The resource rooms for girls which were established in the year 2011-12 in the GSSS of block headquarters where we could use existing infrastructure. This room was equipped with items useful for girls viz. library books, sports items, first aid/ dispensary items. For specifically girls related biological and psychological issues girls room will provide them an opportunity to interact amongst themselves and lady teachers. These rooms are being used for sort of counseling centers, providing stress-free environment.

#### 3. MEENA Initiative-

Girl child is being provided enough opportunities at different levels for her personality development through Meena Manches. Since no funds were provided to celebrate MEENA WEEK/Meena Utsav these activities were confined to their schools and girls could not be given exposure to different districts or states.

#### 4. KGBV-

There are 10 KGBVs functioning in the state. The activities are confined only to their respective KGBVs. These girls could not be given exposure due to lack of budget.

### Proposal for 2014-15

In fact the skew is in sex ratio at birth which also is being addressed and the sex ratio at birth is also improving. Still the social stigma persists as far as caste and sex are concerned. The issues which need to be addressed are social disparity and empowerment of girls. To make a significant shift in the social status of the girl child a two prong strategy has been planned one for girl child itself and the other one for teacher and SMCs.

Girl's empowerment through training in martial arts would be given main consideration. They can use this skill in the time of need for self defense. It would also act as a deterrent to lumpen elements of the society. Long term plan would be extended to a period of three to four years. Different types of activities

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for development of life skills amongst the girls would be undertaken. This would help in their better adjustment in future where the life style is changing rapidly and becoming more challenging.

Society's perception about girl child needs a drastic shift. Girl child should not be considered as a burden by the parents. Parents and teachers need to be duly oriented in doing away with this social evil of perpetual discrimination against the girl child right from her birth. Community trainings and orientations would be organized to cultivate in them a positive attitude and a supportive role towards girl child.

**Under RTE, the universal approach will provide for creating an enabling environment for ensuring enrolment and retention of girls in schools.** Various reports suggest that the gains made at the upper primary level are fragile and need to be consolidated in a holistic manner. The activities for girl child needs to be reviewed and planned keeping in mind the entitlement under RTE. During 2014-15 the state has planned various activities for girls in school, community members, teachers and mothers. These are outlined as under:

- 1. Gender Sensitization of teachers:** It is proposed to promote teacher empowerment through a continuing professional development through in-service training of teachers, teacher educators and administration.
  - 2. Meena Manch:** Meena Manch will be strengthened in schools with the help of school teacher and SMC members. MEENA WEEK will be celebrated on 21<sup>st</sup> to 25<sup>th</sup> Sept. Special drives to focus on empowerment of girls and reflection on critical social issues. It has resulted in better understanding of girls' related issues and also more participation of girls in different co-curricular activities in schools. Meena week will be organized at MCS constructed under NPEGEL.
  - 3. Strengthening of Model Cluster Rooms as Girl's resource rooms:** Under NPEGEL Model Cluster Schools were constructed where an additional room was available, this room was exclusively used for girls' activities. Students will get a platform to share their views and get to know latest under the guidance of their teachers (MCSs). In these rooms girls can sit and discuss their problems regarding process of growing up and other such issues with the lady teachers and amongst peer group. In these rooms library, first aid box and other relevant necessary kits for girls are available. Meena week will be organized at MCSs. This celebration gives opportunity to girls to exhibit their skills in dramatics, debate declamation etc and instills confidence in them and enhances personality.
  - 4. Camps for adolescent counseling for health, hygiene, drug abuse, personal care:** The needs of adolescent girls in terms of their empowerment, health, and overall personality development are required to be addressed systematically and following areas will be covered: menstrual hygiene, first
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aid, Yoga etc. These camps will be organized for gender resource group at DIET level in convergence with NRHM. The inputs received will be discussed in teachers training programme.

5. **Exposure to Medhavi Balika:** Two academically high achieving girls from each block will be selected and given out of state educational exposure to science city Jalandhar and also to various educational institutions in Chandigarh. This will give them opportunity to observe diversity of culture, heritage and above all a direct interaction with premier educational institutes and thereby widening their outlook for life.
6. **Exposure visit for KGBV Girls -** As per recommendation of KGBV evaluation team local exposure visit to various places like banks, post offices, police stations printing press, state/district library, DC office, Vidhan Sabha, Museum and Panchayat etc will be given to all KGBV girls. They will be acquainted with the functioning of these places. These girls will also be taken to the sites of hydropower stations mushroom production units, farms etc.
7. **Training for Self Defense:** Girls from disadvantaged groups or those living in difficult circumstances (migrant children & girls in conflict situations) are vulnerable & face several security concerns. So there is need to empower the girls for life saving skills or skills education. In the present prevailing social scenario empowerment of girls through self-defense has become need of the hour, so that, girls can freely move out of their homes as and when required now and in future. In order to accomplish these objectives, it is proposed to empower girls in Martial arts and Self-defense. This would be done:
  - **Short term courses:** In short term (10 days) course large number of girls would be trained in self-defense. In this training they would be taught about various measures that can be resorted to when they are exposed to or encounter such social evils.
  - **Long term courses:** In long term course all the girls enrolled in KGBV and girls of these schools will be given training for a long period of time until they are certified as black or brown belt in different categories of martial arts like Karate or Taekwondo. As KGBV in Himachal Pradesh exists in existing schools. These girls would be empowered for life for self-defense and would also be able to take up as profession to teach other girls in future.
8. **Training of girls for sanitary napkin making:** It is important that the girls in KGBV hostels maintain personal hygiene. KGBV hostels are located in remote areas and to buy these from the market is difficult. These girls should be trained for sanitary napkin making as it would be a life skill and can also be taken as vocation in later life. The monitoring committee has also recommended that girls should be given training for self empowerment.



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Sl. No	Activity	Process	Outcome	District	Girls/Teachers/Community	Financial implication	
1	Capacity Building of Gender Resource Group	Members of the Adhyapika Manch will be oriented and existing resource group will be strengthened for undertaking and organizing activities for girls' education and empowerment.	A Group of 250 resource persons will be trained and	Bilaspur	20	This will be met out of master trainer training under teacher training component.	
				Chamba	20		
				Hamirpur	20		
				Kangra	20		
				Kinnaur	10		
				Kullu	20		
				L&S	10		
				Mandi	20		
				Shimla	20		
				Solan	20		
				Sirmour	20		
				Una	20		
SRG	30						
2	Self Defense Long term six months training for KGBV girls	MoU will be done with the reputed organization imparting such trainings.	Girls would gain self confidence and also a skill for life. Girls can use this skill in the time of need for self defense. It would also act as a deterrent to lumpen elements of the society.	Chamba	400	8*15000*6= 720000	
				Sirmour	50	90000	
				Shimla	50	90000	
				<b>Total</b>	<b>500</b>	<b>900000</b>	
3.	Self Defense Short term ten days training through Police Department	MoU will be done with the Police department	This would help in their better adjustment in future where the life style is changing rapidly and becoming more challenging.	Bilaspur	1500	Unit cost @ Rs. 300/child 45000	
				-			
				Chamba	1500		45000
				Hamirpur	1000		30000
				Kangra	2000		60000
				Kinnaur	100		30000
				Kullu	1000		30000
				L&S	100		3000
				Mandi	2000		60000
				Shimla	1500		45000
				Solan	1000		30000
				Sirmour	1000		30000
Una	1000	30000					
<b>Total</b>	<b>13200</b>	<b>393000</b>					
4.	Camps for adolescent	Awareness campaign. It will be done in		At DIET level	For 50 participan	180000	

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	for health, hygiene, drug abuse, personal care.	NRHM. Camp will be organized at district level		resource person and active teachers from schools.	@ 300	
5.	Training of girls at KGBV for sanitary napkin making.	Training at KGBVs- Experts will be called in KGBVs to train girls.		Hostel warden, expert and girls.	@ 5000/ KGBV ( material, honorarium, TA/DA)	50000/-
6	Strengthening of Meena Manch.	MEENA WEEK will be celebrated on 21 <sup>st</sup> to 25 <sup>th</sup> Sept. Special drives to focus on empowerment of girls and reflection on critical social issues.	Students will get a platform to share their views and get to know latest under the guidance of their teachers. It has resulted in better understanding of girls' related issues and also more participation of girls in different co-curricular activities in schools.	1360 Senior Secondary Schools	@ 1000/ school	1360000/-
7.	Exposure to Medhavi Balika	Two academically high achieving girls from each block will be selected and given out of state educational exposure for five days to science city Jalandhar and also to various educational institutions in Chandigarh.	This will give them opportunity to observe diversity of culture, heritage and above all a direct interaction with premier educational institutes and thereby widening their outlook for life.	124 blocks	248 girls @ Rs.2500 per child	6,20,000
8.	Local Exposure to KGBV Girls (four exposures to different	As per recommendation of KGBV evaluation team local exposure visit to various places like banks, post offices,	They will be acquainted with the functioning of these places.	Chamba Sirmour Shimla	400 50 50 Total-500 @400	2,00,000

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	places)	police stations printing press, state/district library, DC office, Vidhan Sabha, Museum and Panchayat etc will be given to all girls from each block.				
8.	Meetings at state level with gender coordinators to review progress of KGBV and other girl child related activities	Quarterly meetings will be organized at state level to review progress made and to discuss issues related to functioning of KGBV.	Better implementation of girl child related and KGBV activities	12 gender coordinator	@700	33600/-
9	Orientation /capacity building of KGBV staff.	Four days workshop will be organized to build the capacity of KGBV staff at state level with the help of national level resource group.	Effective implementation of KGBV related intervention	KGBV staff , three gender coordinators, state coordinators Total =85	@700	238000

**Total funds requirement for girls education under innovation head is Rs. 39.75 lakh**

### KGBV Blocks in Himachal Pradesh

Sl. No.	District	Block	Population			Literacy Rate		Population		%age of SC to total Population	%age of ST to total Population	Sex Ratio		Gender Gap
			Male	Female	Total	Male	Female	SC	ST			SC	ST	
1.	Chamba	Salooni	21410	20320	41730	77.7	42.7	10441	3230	25.02	7.74	979	938	35
2.		Tissa	34219	32096	66315	65	32.1	17623	5370	26.57	8.10	942	909	32.9

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3.		Mehla	19573	19003	38576	80.1	54.5	5376	9501	13.94	24.63	957	993	25.6
4.		Pangi	9259	8339	17598	74.6	44.2	836	15337	4.75	87.15	874	995	30.4
5.		Bharmour	11734	10998	22732	75.1	50.3	2422	19089	10.65	83.97	968	962	24.8
6.	Sirmaur	Shilai	17514	15308	32922	62.2	44.3	9010	0	27.37	0.00	881	0	21.9
7.	Shimla	Chauhara	20249	19264	39513	73.7	47.2	11325	5	28.66	0.01	965	250	26.5

Source : Census 2001

There are 10 Kasturba Gandhi Balika Vidyalaya (KGBVs) functioning in Himachal Pradesh. Eight KGBVs are in District Chamba, one each in district Shimla and Sirmour. Kasturba Gandhi Balika Vidyalaya are functioning under model- III, in which hostel facility is provided in the existing Government schools. UDISE data on annual school statistics covers KGBV schools. As KGBVs in Himachal Pradesh are functional in existing schools and after passing 8<sup>th</sup> class girls move on to the next level of education. KGBVs to be opened under RMSA will be opened near existing KGBV schools.

District	Block	Name of the Hostel
Chamba	Salooni	GHS Himgiri Kothi
		GSSS Kihar
	Tissa	GHS Bagheigarh
		GMS Tissa
	Mehla	GSSS Mehla
		GHS Karian
	Pangi	GSSS Sach
Bharmour	GHS Bharmour	
Shimla	Chauhara	Gonsari
Sirmaur	Shillai	GSSS Shillai

Category-wise enrolment of KGBV Hostels Jan, 2014											
Block	Place of KGBV	Model	Name of Agency	Status of KGBV	Enrollment of Girls						Total
					SC	ST	OBC	BPL	Muslim	Other	
Tissa	Bhageigarh	III	HPPES	Functional	11	17	0	22	0	0	50
	Tissa	III	HPPES	Functional	23	6	0	21	0	0	50
Salooni	Himgirikothi	III	HPPES	Functional	33	6	0	10	0	1	50
	Kihar	III	HPPES	Functional	16	0	0	25	9	0	50
Bharmour	Bharmour	III	HPPES	Functional	5	45	0	0	0	0	50

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Mehla	Karian	III	HPPES	Functional	4	11	0	35	0	0	50
	Mehla	III	HPPES	Functional	6	4	0	40	0	0	50
Pangi	Sach	III	HPPES	Functional	23	2	0	0	0	0	25
	<b>Grand Total</b>				<b>121</b>	<b>91</b>	<b>0</b>	<b>153</b>	<b>9</b>	<b>1</b>	<b>375</b>
<b>Shimla</b>											
Chhohara	Andhra	III	HPPES	Functional	25	0	0	17			42
<b>Sirmour</b>											
Shillai	shillai	III	HPPES	Functional	30	0	6	14			50
	<b>Total</b>				<b>176</b>	<b>91</b>	<b>6</b>	<b>184</b>	<b>9</b>	<b>1</b>	<b>467</b>

### Activities undertaken in these KGBVs along with normal studies

- Girls are being imparted need based life skill / vocational education.
- Chamba district- Chamba Rumaal, Chamba chuck ,Chamba badiyan, Khadi unit and computer education and in Shimla district activities related to horticulture and in Sirmour making of soft toys, making tat Patti etc.
- **Curriculum instructions** -Curriculum instructions are being supplemented through tutoring.
- Learning gaps are being identified through CCE checklist register and through baseline assessment and accordingly remedial measures have been taken through tutoring.
- Enhancement in learning level will be ensured through regular monitoring and line assessment.
- Monitoring team comprises of gender coordinator, DPO SSA and members of gender resource group.
- Exposure visits to different places within and out side the district through Melas.
- Exposure visits within state and out of state
- To inculcate reading habit libraries have been established in all KGBVs in collaboration with ' Room to Read'. These libraries are being managed by KGBV girls.
- Regular monitoring of Kasiurba Gandhi Balika Vidyalaya (KGBV) by state level' and district level monitoring team.
- Monitoring report is being shared at SPO in monthly meeting.
- **Sports & competition:** Exposure through participation in sports and cultural meet at block, district and state level to instill self confidence of girl child and to provide them platform to exhibit their talent. KGBV girls were encouraged and given opportunity to participate in these events and won laurels. Girls were also given opportunity to explore and exhibit their talents in music singing and dance.
- **Exposure visits** -Exposure visits are being organized for KGBV girls to visit police station. Bank, Museum, Printing Press, Offices of DC/SDM/Dy.Dir.(Edu.),DIET, Distt. Library, Gram Panchayat
- **Uniform-** Two sets of uniforms and one set of track suit were provided to all girls of KGBVs

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- School Management Committee has been functional in each and every school of the Pradesh.
- As KGBVs in Himachal Pradesh is functional in existing schools of the Pradesh the existing SMCs are responsible for all KGBV activities.
- All parents of the students are the members of general house of the SMC. They were sensitized and oriented for all types of activities organized in KGBVs.
- Monitoring -KGBVs are being monitored by the state, district and block level functionaries and gender coordinators of state and districts. State has developed monitoring format for KGBVs. Monitoring reports are being shared with district and state level meetings.
- An MoU was signed with RtR for library to inculcate reading habit among students.
- For admission in KGBV priorities are given to the girls who are –
  - ✓ Out of school- drop out
  - ✓ Belongs to minority community
  - ✓ BPL
  - ✓ SC/ST/OBC
  - ✓ Special children

SMCs are being oriented for identification of above group and orientation of their parents for admission in KGBV

- Teachers are being trained in in-service teachers training organized under SSA.
- KGBV staff is being oriented regularly (every year)
- KGBVs are being monitored by SMC, Head of the Institute, BRC, DIET faculty, gender coordinators and state coordinators.
- Progress report cards are being shared with parents and guardians.
- Girls were imparted karate education in KGBVs under innovation fund from the year 2006 till 2012. But during 2013-14 there is no budget for such activity. For 2014-15 this activity is again being proposed under innovation.
- Community is being sensitized towards safety and security of KGBV girls.
- Gender sensitization workshops have been organized at district and block level to sensitize the KGBV staff and existing school teachers of KGBV.

### **Construction of KGBV Hostel**

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District	Block	Name of the Hostel	Status
Chamba	Salooni	GHS Himgiri Kothi	Completed
		GSSS Kihar	Completed
	Tissa	GHS Bagheigarh	Completed
		GMS Tissa	Completed
	Mehla	GSSS Mehla	Completion level
		GHS Karian	Completed
	Pangi	GSSS Sach	Completed
Bharmour	GHS Bharmour	Completed	
Shimla	Chhauhara	Gonsari	Completed
Sirmour	Shillai	GSSS Shillai	Completed

### KGBV National Evaluation, issues related to Himachal Pradesh

A national Evaluation of KGBVs was conducted in 24 states including Himachal Pradesh from 18<sup>th</sup> November to 5<sup>th</sup> December, 2013. Key concerns relating to Himachal Pradesh and the action taken report is enumerated below:

Sl. No.	Observation	Action Taken Report
1.	The KGBVs in Himachal Pradesh do not cater to out of school/never enrolled girls, but to SC, ST and BPL. Identification of students is done in an ad-hoc manner. There is hardly any girl who has had any gap year in her studies; enrolment over the years has been done from almost the same villages, thus the reach of KGBV seems to be restricted to a limited area which needs to be rectified. KGBVs were set up to focus on the never enrolled, drop out and vulnerable girls with priority to be given to SC, ST and Muslim and BPL girls. For the next academic session it may be ensured that a concerted effort is made to identify never enrolled and dropped out girls and they are put through an accelerated bridge programme before mainstreaming in the KGBV.	<p>A detailed guideline developed by SPO was already provided to all KGBVs. Now guidelines have already been modified as per the observation of KGBV Evaluation Team.</p> <p>KGBV guidelines have been modified keeping in view the enrollment process and student selection criteria as there are small number of out of school girls and minority girls in age group of 6-14.</p> <p>For admission in KGBV, priorities are given to the girls who are –</p> <ul style="list-style-type: none"> <li>• Out of school- drop out</li> <li>• Belongs to minority community</li> <li>• BPL</li> <li>• SC/ST/OBC</li> <li>• Special children</li> </ul> <p>SMCs are being oriented for identification of above group and their orientation.</p>
2.	No enriched curriculum and supplementary reading materials/practices were found. Part time teachers are providing training on	As KGBVs are functional in existing schools and supplementary reading materials/practices are followed by the school which includes KGBV girls.

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	<p>cutting and stitching, embroidery etc. These girls need extra help in academics and not in such traditional gendered skills which perpetuate traditional roles of girls</p> <p>KGBV's academic staff needs to be immediately given training on pedagogy and management of education in a residential institution. State must draw up a training programme to cover the district and block functionaries for all the KGBVs. The State academic authority may be engaged in order to help with accelerated learning materials.</p>	<p>Curriculum instructions are being supplemented through tutoring.</p> <p>Learning gaps are being identified through CCE checklist register and through baseline assessment and accordingly remedial measures have been taken through tutoring.</p> <p>Enhancement in learning level will be ensured through regular monitoring end line assessment.</p> <p>Progress report cards are being shared with parents and guardians.</p> <p>Teachers are being sensitized towards gender issues in in-service teachers training organized under SSA</p> <p>Training modules have been prepared with the help of academic authority and with the involvement of gender resource group at state level.</p> <p>KGBV staff is being oriented regularly every year.</p>
3.	<p>Management issues like irregular provision of essentials like sanitary napkins and inadequate nutrition emerged during to the KGBVs. It appears the norms of expenditure under different components are not clear to the field staff. Chhauhara KGBV had basic issues like lack of doors on toilets and bathrooms, which should have been addressed with effective monitoring and supervision.</p> <p>There is urgent need for capacity building of managerial staff about the objectives and norms of the scheme. The State needs to plan for their training and orientation before the academic session. The norm of cost and provisioning needs to be communicated /monitored in all the KGBVs with immediate effect. Under no condition should girls go Hungary /be made to skip meals.</p>	<p>DIET chart has been made to ensure proper meals with nutritive food. There is close synergy with NRHM for all medical help. It would be further strengthened and medical checkup would be held every quarter.</p> <p>It has been ensured in the revised guidelines that girls should be given nutritive food.</p> <p>it has also been ensured to provide sanitary napkins to girls regularly.</p> <p>The KGBV staff would be again oriented / trained under teachers training in the month of Feb., 2014.</p> <p>The revised guidelines will be shared with all the KGBV staff.</p>
4.	<p>The fund flow to the KGBVs is from the State to the district and then based on demand to the KGBV. The operation of KGBV accounts is not uniform and varied from attachment to secondary school to requiring approval from SMC.</p> <p>The State should explore transfer of funds from the State electronically straight to the KGBV account and also standardize the drawl and approval processes.</p>	<p>As per recommendation the funds will be directly transfer from state to KGBV account.</p>



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5.	<p>The practice of hiring male staff-especially accountant who stays in the KGBV from 9:00AM to 5:00 PM every day, cook and remedial teachers needs to be regulated/discontinued.</p> <p>Process of appointments in KGBV hostels need to be streamlined and made transparent and since it is a residential girls' school for girls a standard operating procedure for access to staff needs to be worked out before the next academic session.</p>	<p>The appointment of female staff (Accountants, Cook, part time teachers and Chowkidar) would be taken up in the EC meeting to be held in the month of February, 2014.</p> <p>For the time being accountants have been given direction to sit in the office of Principal of KGBV school and the male members are not being allowed to enter inside the KGBV hostel. The instructions are made part of the guidelines.</p>
6.	<p>Convergence within SSA for academic support and with other departments like health and sanitation was found to be weak.</p> <p>BRCs and other academic support structures should be given a minimum number of inspections and capacity building to be done in KGBVs. The State also needs to work out scheduled like health check-ups, deworming etc. at the State /Distt. Level.</p>	<p>As KGBVs in Himachal Pradesh are functional in existing schools (Model-III) and all the activities are integrated and implemented in totality.</p> <p>This year baseline survey was done for all children including girls enrolled in KGBV.</p> <p>Teachers were imparted training on teaching of Science, Mathematics and language. The teachers teaching in the KGBV schools were also included in the training programme.</p> <p>There is close synergy with NRHM for all medical help. it would be further strengthened and medical checkup would be held every quarter.</p>

Sl. No.	Name of SSA interventions	PAB approval for the year 2013-14 including spill over (Rs in lakhs)	Expenditure as on 31-12-2013	Expenditure as on 31-03-2014
	<b>Non Recurring Cost</b>			
1	Construction of Building	12.00		12.00
	<b>Sub Total</b>	<b>12.00</b>		
2.	<b>Recurring Costs per annum</b>			
i)	Maintenance per girl student per month @ Rs. 900/-	54.00	34.63	54.00

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ii)	Stipend for girl student per month @ Rs. 50	3.00	1.82	3.00
iii)	Supplementary, TLM, Stationery and other educational material Course books, stationery and other Educational material	3.00	2.05	3.00
iv)	Salaries:	63.00	25.43	63.00
v)	Electricity /Water charges	3.60	1.88	3.60
vi)	Medical care/contingencies @ Rs. 750/- child	3.80	1.63	3.80
vii)	Maintenance	2.00	1.06	2.00
	Miscellaneous	2.00	1.40	2.00
viii)	Preparatory camps	1.00	0.20	1.00
ix)	PTAs/school functions	1.00	0.41	1.00
x)	Capacity building	3.00	0.93	3.00
xi)	<b>Sub Total</b>	<b>139.40</b>	<b>71.44</b>	<b>139.40</b>
	<b>Total</b>	<b>151.40</b>	<b>71.44</b>	<b>151.40</b>

### EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

The basic objective of ECCE intervention under the innovation activities component of SSA is to ensure maximum enrollment in Grade-1 of Primary Cycle of education by strengthening the pre-school education and child care. The primary schooling under the Education Department of the State does not have any formal nursery system and instead, this space is filled by the ICDS programme being implemented by the Department of Social Justice and Empowerment where pre-school education is imparted in the Anganwaris established across the state. In view of the above, ECCE component is being strengthened in convergence with ICDS of the state. In this direction the state has taken a lead by making a linkage between ECCE and primary education by opening ECCE and ICDS centers near the existing primary school. Out of total 18901 AWs, till date we have shifted 2581 AWs to the nearest government primary schools. This has resulted in increase in enrolment in the first grade of primary schools where these AWs have been co-located.

SSA Himachal Pradesh and the Department of Elementary Education are making efforts to shift all the Anganwaris to the nearest government primary schools so that there is not only an easy access to primary schooling among 3-6 age group children, but this will further increase the number of new entrants in the first grade of the primary cycle of education. Under Sarva Shiksha Abhiyan teachers at primary level are also being trained for school readiness activities for new entrants in class-1.

#### Convergence and coordination mechanism

- At Present ECCE intervention is being implemented in convergence with ICDS of Women and Child Welfare Department in the State.
- Plan for ECCE activities is developed with the help of ICDS coordinators.

District	ICDS run centres supported by SSA	
	No. of centres	No. of children

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Bilaspur	1111	9118
Chamba	1494	21792
Hamirpur	1351	6804
Kangra	4216	23589
Kinnaur	234	2226
Kullu	1095	11042
Lahaul Spiti	123	969
Mandi	3004	35485
Shimla	2147	17244
Solan	1277	12226
Sirmour	1485	15380
Una	1364	8678
<b>Total</b>	<b>18901</b>	<b>164553</b>

### Action Plan/ Activity Calendar under ECCE component of SSA for the year 2014-15.

Sl. No.	Activity	Phy.	Fin. In lacs	Time line
1	2 days Training of Anganwari workers on pre-school education so that the flow of children to the nearest GPSs is ensured.	2581	2581*500=12.90	June, 2014
2.	Providing learning material (pre-school kit) to all co-located AWs.	2581	2581*1500=38.72	
3.	Quarterly convergence meeting with DPOs (ICDS)	15	60*1000=0.6000	

## CHAPTER-8

### SCHOOL INFRASTRUCTURE

#### SCHOOL INFRASTRUCTURE

##### Improving school infrastructure:

Section 48(d) of RTE Act, 2009 fixes responsibility of centre/state Govt. to provide infrastructure including school buildings as per the schedule of the RTE Act. The schedule of the Act lays down the norms and standards for a school building. The quality of the school building and availability of basic facilities therein is an important component of school access. The built environment of the school has to be inviting, attractive and comfortable to the child so that he/she is motivated to enrolment in and attend the school regularly.

A school building, as per the schedule of RTE Act, has to be an all weather building comprising at least one classroom for every teacher and an office-cum-store-cum-Head Teacher room, barrier free access, toilets separate for boys and girls, safe and adequate drinking water facility, arrangements for securing the school building with boundary wall or green fencing, equipment for sports and games, a library and TLM.

Fresh proposal regarding civil works in the AWP&B 2014-15 has been prepared on the basis of guidelines issued by GOI vide D.O No. 11/15/2011 – EE.13 dated 7<sup>th</sup> December 2011. The infrastructure gap in the latest DISE Data as on 30-09-2012 and provision contains in the RTE act 2009 have been strictly adhered to. In compliance with the guidelines issued by the State Project Director SSA/RMSA H.P vide office letter No. HPPES (SSA)-HQ-(CW)-SPO, dated 26 December, 2013 regarding civil works proposal in the AWP&B 2014-15, the necessary proposals have been formulated by the districts with the active participation of technical staff of civil wing/SMC.

SSA supports all Govt. and local body schools in meeting the infrastructure requirements specified in the schedules to the RTE Act. DISE Data for the year 2013-14 reflects the availability of infrastructure facility in Govt. Primary and Upper Primary schools of the district as below:

##### *Main objectives set under Civil Works intervention for the year 2014-15*

##### *Improvement of Infrastructure Facilities:*

1. Construction of Boundary Walls.
2. Hand Rails/Ramps.
3. New Primary School Building
4. New Upper Primary School Building
5. Additional Class Room
6. Construction of Headmaster rooms.

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7. Provision of new building where the school buildings are in dilapidated condition.
8. Augmentation of B.R.C.C. Buildings
9. Boys Toilet
10. Retaining Walls.
11. Major Repair
12. Minor Repair
13. Child friendly toilet

Civil works under SSA are being executed through community participation at all the sites. The experiences of the DPEP i.e. cost-effective designs using local materials and technologies, alternative designs, child friendly elements, solar passive design features are being shared. The VEC manual devised at SPO for the execution of civil works through community participation has been disseminated to all the districts. This further has been distributed at the school level. In addition to this, the structural designs of additional classrooms and Head Master's rooms have been got vetted through HP PWD authorities and further prepared in convergence with National Institute of Technology, Hamirpur and shared with the districts for execution.

Name of activity	Unit cost	Number of			Estimated financial outlay (In Rs.)	SSA intervention
		workshops	participants	days		
Capacity building/ workshops	500	1	75	5	187500	Management cost
Municipal Tax of DPEP					95000	
Maintenance of office building					500000	
Maintenance of SIEMAT building					500000	
<b>Total</b>					<b>1282500</b>	

### School Infrastructure: Civil Works (2014-15)

#### Overview of the performance during the year

##### 1. Cumulative Progress for 2013-14 (like; up to March, 2014)

Sl. No.	Activity	Target	Completed	In progress	Not Started	Financial Outlay	Expenditure (Rs. In lakhs)	Spillover (Rs. In lakhs)
1	BRC Building	56	55	1	0	340.00	337.20	2.80
2	CRC Building	538	533	4	1	1076.00	1061.09	14.91
3	New School Building (Primary)	93	11	16	66	1214.00	285.00	929.00

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4	New School Building (Upper Primary)	29	0	6	23	638.00	101.40	536.60	
5	Additional Classrooms	11421	10555	691	175	18130.50	17432.71	697.79	
6	Toilets	4448	4445	2	1	1334.40	1316.24	18.16	
7	Separate Girls' Toilets	9819	8761	649	409	4657.50	4361.92	295.58	
8	Drinking Water	2417	2397	7	13	483.40	464.13	19.27	
9	Boundary Walls (No.)	3607	3510	74	23				
	Boundary Walls (RMT.)	44987	8	241804	126017	82057	7551.65	6979.64	572.01
10	Kitchen Sheds	88	88	0	0	44.00	44.00	0.00	
11	Major Repair (Primary)	1586	1313	129	144	1140.53	1285.05	-144.52	
12	Major Repair (Upper Primary)	473	316	65	92	460.55	259.28	201.27	
13	Furniture	93431	93431	0	0	467.01	444.97	22.04	
14	Head Master's Rooms (Primary)	28	19	9	0	74.20	312.61	-238.41	
15	Head Master's Rooms (Upper Primary)	1624	1255	281	88	4306.25	3841.15	465.10	
16	Library (Primary)	19479	19479	0	0	584.37	300.54	283.83	
17	Library (Upper Primary)	7875	7875	0	0	787.50	435.71	351.79	
18	Augmentation of BRC	56	18	24	14	280.00	263.71	16.29	
19	Electrification	7366	5176	1860	330	1104.90	1224.85	-119.95	
20	CWSN Friendly Toilets	2773	1153	100	1520	556.20	366.96	189.24	
21	Ramps with Hand Rails	4804	1010	1498	2296	154.38	286.27	-131.89	
<b>Total</b>						<b>45385.34</b>	<b>41404.43</b>	<b>3980.91</b>	

### 2. Physical and financial progress during 2013-14

(For the works approved under AWP&B 2013-14 for fresh works up to March, 2014)

Sl. No.	Activity	Target for 2013-14	Completed	In progress	Not taken up	Approved Outlay for 2013-14	Expenditure incurred	Spillover from fresh works
							In lakhs	In lakhs
1	Building less School (Upper Primary)	2	0	0	2	44.00	0.00	44.00
2	Dilapidated School Building (Primary)	5	0	0	5	90.00	0.00	90.00
3	CWSN Friendly Toilets	1678	575	100	903	335.60	157.41	178.19
4	Ramps with Hand Rails	3350	744	1498	1108	268.00	201.76	66.24

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Total			737.60	359.17	378.43
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### Fresh Proposals for 2014-15

Different activities have been proposed by the districts under School Infrastructure (Civil Works) as per the gaps identified at the Elementary Schools of the State. Efforts have been made to make the schools RTE compliant. Also, retaining walls have been proposed to protect soil erosion during rainy season which might cause damage to the school buildings thus endangering the life of the students and teachers. Retaining walls are also necessary because in the hilly regions of the State, construction of boundary walls is not possible without making provisions for retaining/breast walls. Care has been taken to prioritize the works as per the guidelines issued by Ministry of Human Resource Development. Fresh proposals for the year 2014-15 amount to Rs. 15339.74 lacs.

District wise detail of activities as proposed for 2014-15 is enumerated in the following tables:

(Rs. in Lakhs)

Sl. No.	Activity	Bilaspur		Chamba		Hamirpur		Kangra	
		Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	New School Bldg (P)	0	0.00	0	0.00	0	0.00	2	50.00
2.	New School Bldg (UP)	4	120.00	20	600.00	0	0.00	7	210.00
3.	Building Less (P)	1	25.00	0	0.00	1	25.00	1	25.00
4.	Building Less (UP)	0	0.00	0	0.00	0	0.00	1	30.00
5.	Dilapidated Bldg (P)	0	0.00	0	0.00	0	0.00	0	0.00
6.	Dilapidated Bldg (UP)	0	0.00	0	0.00	0	0.00	0	0.00
7.	Addi. Class Rooms	4	26.00	144	936.00	0	0.00	65	422.50
8.	Boundary Walls (Rmts.)	21050	442.05	30840	647.64	5094	66.22	41539	872.319
9.	Ramps with Hand Rails	40	6.00	0	0.00	0	0.00	0	0.00
10.	CWSN Friendly Toilets	100	50.00	0	0.00	0	0.00	0	0.00
11.	Major Repair (P)	27	52.625	95	192.983	49	69.15	122	228.563
12.	Major Repair (UP)	14	47.104	4	6.106	13	24.32	23	270.148
13.	Retaining Walls	0	0.00	43	112.98	498	46.05	38	120.491
14.	BRC Bldg.	0	0.00	0.00	0.00	1	11.00	0	0.00

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15.	Electrification	0	0.00	0	0.00	0	0.00	0	0.00
16.	Augmentation of BRC	0	0.00	0	0.00	0	0.00	0	0.00
<b>Total</b>			<b>768.779</b>		<b>2495.709</b>		<b>241.74</b>		<b>2229.021</b>

(Rs. in Lakhs)

Sl. No.	Activity	Kinnaur		Kullu		Lahaul-Spiti		Mandi	
		Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	New School Bldg (P)	1	25.00	0	0.00	1	25.00	22	550.00
2.	New School Bldg (UP)	2	60.00	9	270.00	1	30.00	29	870.00
3.	Building Less (P)	0	0.00	2	50.00	0	0.00	0	0.00
4.	Building Less (UP)	0	0.00	4	120.00	0	0.00	0	0.00
5.	Dilapidated Bldg (P)	0	0.00	0	0.00	0	0.00	0	0.00
6.	Dilapidated Bldg (UP)	0	0.00	0	0.00	0	0.00	0	0.00
7.	Addl. Class Rooms	17	110.50	25	162.50	19	123.50	3	19.50
8.	Boundary Walls (Rmts.)	1257	26.397	0	0.00	2049	43.029	47787	1003.53
9.	Ramps with Hand Rails	0	0.00	60	9.00	0	0.00	158	23.70
10.	CWSN Friendly Toilets	34	17.00	0	0.00	0	0.00	387	193.50
11.	Major Repair (P)	5	6.23146	263	221.38542	0	0.00	89	131.29
12.	Major Repair (UP)	4	11.08544	10	8.092	0	0.00	7	13.72
13.	Retaining Walls	0	0.00	0	0.00	0	0.00	190	727.73
14.	BRC Bldg.	0	0.00	0	0.00	0	0.00	0	0.00
15.	Electrification	0	0.00	0	0.00	51	7.65	0	0.00
16.	Augmentation of BRC	0	0.00	0	0.00	0	0.00	4	20.00
<b>Total</b>			<b>256.2139</b>		<b>840.97742</b>		<b>229.179</b>		<b>3552.97</b>

(Rs. in La

Sl. No.	Activity	Shimla		Sirmour		Solun		Una	
		Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	New School Bldg (P)	3	75.00	9	225.00	0	0.00	0	0.00
2.	New School	10	300.00	18	540.00	4	120.00	0	0.00



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	Bldg (UP)								
3.	Building Less (P)	0	0.00	0	0.00	1	25.00	0	0.00
4.	Building Less (UP)	0	0.00	0	0.00	1	30.00	0	0.00
5.	Dilapidated Bldg (P)	0	0.00	0	0.00	1	25.00	0	0.00
6.	Dilapidated Bldg (UP)	0	0.00	0	0.00	0	0.00	0	0.00
7.	Addl. Class Rooms	13	84.50	0	0.00	16	104.00	8	52.00
8.	Boundary Walls (Rmts.)	34085	715.79	54201	1138.221	0	0.00	23090	484.89
9.	Ramps with Hand Rails	0	0.00	167	25.05	0	0.00	0	0.00
10.	CWSN Friendly Toilets	0	0.00	76	38.00	0	0.00	0	0.00
11.	Major Repair (P)	0	0.00	144	227.051	104	217.63	32	54.11
12.	Major Repair (UP)	0	0.00	27	44.91	6	11.89	11	17.20
13.	Retaining Walls	0	0.00	95	160.896	0	0.00	0	0.00
14.	BRC Bldg.	0	0.00	0	0.00	0	0.00	0	0.00
15.	Electrification	0	0.00	60	9.00	0	0.00	0	0.00
16.	Augmentation of BRC	0	0.00	0	0.00	0	0.00	0	0.00
	<b>Total</b>		<b>1175.29</b>		<b>2408.128</b>		<b>533.52</b>		<b>608.20</b>

### Consolidated Fresh Proposal for 2014-15

(Rs. in lakhs)

Sl. No.	Activity	Total	
		Physical	Financial
1.	New School Bldg (P)	38	950.00
2.	New School Bldg (UP)	104	3120.00
3.	Building Less (P)	6	150.00
4.	Building Less (UP)	6	180.00
5.	Dilapidated Bldg (P)	1	25.00
6.	Dilapidated Bldg (UP)	0	0.00
7.	Addl. Class Rooms	314	2041.00
8.	Boundary Walls (Rmts.)	260992	5440.09
9.	Ramps with Hand Rails	425	63.75
10.	CWSN Friendly Toilets	597	298.50
11.	Major Repair (P)	930	1401.07

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12.	Major Repair (UP)	119	454.58
13.	Retaining Walls	864	1168.15
14.	BRC Bldg.	1	11.00
15.	Electrification	111	16.65
16.	Augmentation of BRC	4	20.00
	<b>Total</b>		<b>15339.74</b>

### Unit Cost for different activities

Due to cost escalation in construction material and labour cost, unit cost as proposed for the year 2014-15 under:

(Rs. in lacs)

Sl. No.	Activity	Unit Cost for 2013-14	Unit Cost for 2014-15
1.	New School Bldg (P)	18.00	25.00
2.	New School Bldg (UP)	22.00	30.00
3.	Addl. Class Rooms	4.00	6.50
4.	Boundary Walls (Rmts.)	0.013	0.021
5.	Ramps with Hand Rails	0.08	0.15
6.	CWSN Friendly Toilets	0.20	0.50
7.	BRC Bldg.	0.80	11.00

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### Spill Overs for 2014-15

Different activities have been spilled over by the districts under School Infrastructure (Civil Works) as the entire expenditure has not been incurred out of the total budget allocated by the Project Approval Board (PAB). Several factors cause the amount of be spilled over for the next year. Some of the main are:

- a) Late release of funds to the State by Govt. of India (Gol).
- b) Late release of corresponding state share by the State Government.
- c) Non-active School Management Committees at some of the schools.
- d) Dispute among the SMC members.
- e) Non-availability of suitable site for construction.
- f) Land dispute.
- g) Non-release of second installment of funds by (Gol) till date.

An amount of Rs. 4039.74 lacs has spilled over since the preceding years which has not been released by Gol. District wise detail of spill over as proposed for 2014-15 is enumerated in the following tables:

Sl. No.	Activity	(Rs. in Lacs)							
		Bilaspur		Chamba		Hamirpur		Kangra	
		Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	New School Bldg (P)	0	0.00	18	207.281	0	0.00	0	0.00
2.	New School Bldg (UP)	0	0.00	0	0.00	0	0.00	0	0.00
3.	Building Less (P)	0	0.00	0	0.00	0	0.00	0	0.00
4.	Building Less (UP)	0	0.00	0	0.00	0	0.00	0	0.00
5.	Dilapidated Bldg (P)	0	0.00	0	0.00	0	0.00	0	0.00
6.	Dilapidated Bldg (UP)	0	0.00	0	0.00	0	0.00	0	0.00
7.	Addl. Class Rooms	0	7.40	0	0.00	0	0.00	0	0.00
8.	Boundary Walls (Rmts.)	0	67.83	0	0.00	0	0.00	0	0.00
9.	Ramps with Hand Rails	0	0.00	312	24.88	0	0.00	0	0.00
10.	CWSN Friendly Toilets	0	0.00	0	0.00	0	0.00	0	0.00
11.	Major Repair (P)	0	10.70	0	0.00	0	0.00	0	0.00
12.	Major Repair (UP)	0	2.36	0	0.00	0	0.00	0	0.00
13.	Retaining Walls	0	0.00	0	0.00	0	0.00	0	0.00

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14.	HM Room (UP)	0	0.00	0.00	0.00	0	0.00	0	0.00
15.	HM Room (P)	0	0.00	0	0.00	0	0.00	0	0.00
	BRC Bldg.	0	0.00	0	0.00	0	0.00	0	0.00
15.	Electrification	0	0.00	0	0.00	0	0.00	0	0.00
16.	Augmentation of BRC	0	0.00	0	0.00	0	0.00	0	0.00
17.	Girls' Toilet	0	0.00	0	0.00	0	0.00	0	0.00
	CRC Bldg	0	0.00	0	0.00	0	0.00	0	0.00
	<b>Total</b>		<b>88.29</b>		<b>232.161</b>		<b>0.00</b>		<b>0.00</b>

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(Rs. in Lacs)									
Sl. No.	Activity	Kinnaur		Kullu		Lahaul-Spiti		Mandi	
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1.	New School Bldg (P)	0	0.00	0	69.65	0	36.00	0	134.00
2.	New School Bldg (UP)	0	0.00	0	0.00	0	88.00	0	0.00
3.	Building Less (P)	0	0.00	0	0.00	0	0.00	0	0.00
4.	Building Less (UP)	0	0.00	0	0.00	0	0.00	0	0.00
5.	Dilapidated Bldg (P)	0	0.00	0	0.00	0	45.00	0	0.00
6.	Dilapidated Bldg (UP)	0	0.00	0	0.00	0	0.00	0	0.00
7.	Addl. Class Rooms	0	0.00	0	51.88	0	39.67	0	348.80
8.	Boundary Walls (Rmts.)	0	0.00	0	70.79	2049	11.32	0	931.53
9.	Ramps with Hand Rails	0	0.00	0	0.40	0	0.64	0	0.00
10.	CWSN Friendly Toilets	0	0.00	0	0.00	0	2.00	0	0.00
11.	Major Repair (P)	0	0.00	263	17.18	0	0.00	0	29.85
12.	Major Repair (UP)	0	0.00	10	1.74	0	0.00	0	33.47
13.	Retaining Walls	0	0.00	0	0.00	0	0.00	0	0.00
14.	HM Room (UP)	0	0.00	0	13.744	0	6.85	0	84.56
15.	HM Room (P)	0	0.00	0	0.00	0	3.35	0.00	0.00
	BRC Bldg.	0	0.00	0	0.00	0	0.00	0	0.00
16.	Electrification	0	0.00	0	15.60	51	0.00	0	24.51
17.	Augmentation of BRC	0	0.00	0	0.00	0	0.00	0	5.00
18.	Girls' Toilet	0	0.00	0	3.50	0	6.14	0	187.79
19.	CRC Bldg	0	0.00	0	0.00	0	0.00	0	11.61
	<b>Total</b>		<b>0.00</b>		<b>244.484</b>		<b>238.97</b>		<b>1791.12</b>

(Rs. in Lacs)									
Sl. No.	Activity	Shimla		Sirmour		Solan		Una	
		Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	New School Bldg (P)	0	27.00	0	93.25	0	72.00	0	0.00
2.	New School Bldg (UP)	0	0.00	0	0.00	0	0.00	0	0.00
3.	Building Less (P)	0	23.40	0	0.00	0	0.00	0	0.00
4.	Building Less (UP)	0	77.00	0	0.00	0	0.00	0	0.00
5.	Dilapidated Bldg (P)	0	45.00	0	0.00	0	0.00	0	0.00
6.	Dilapidated Bldg (UP)	0	22.00	0	0.00	0	0.00	0	0.00
7.	Addl. Class Rooms	0	331.46	0	0.00	0	105.79	0	107.735
8.	Boundary Walls (Rmts.)	0	182.14	0	0.00	0	46.35	0	41.55

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9.	Ramps with Hand Rails	0	0.00	0	0.00	0	0.00	0	0.00
10.	CWSN Friendly Toilets	0	0.00	0	0.00	0	2.80	0	0.00
11.	Major Repair (P)	0	1.33	0	0.00	104	11.22	0	8.097
12.	Major Repair (UP)	0	10.74	0	0.00	0	0.55	0	3.12
13.	Retaining Walls	0	0.00	0	0.00	0	0.00	0	0.00
14.	HM Room (UP)	0	21.20	0	0.00	0	5.38		0.00
15.	HM Room (P)		0.00	0	0.00	0	0.00		0.00
16.	BRC Bldg.	0	0.00	0	0.00	0	0.00	0	0.00
17.	Electrification	0	0.00	0	0.00	0	22.05	0	0.00
18.	Augmentation of BRC	0	20.00	0	0.00	0	0.00	0	0.00
19.	Girls' Toilet	0	153.22	0	0.00	0	10.33	0	0.00
20	CRC Bldg		0.00	0	0.00		0.00	0	0.00
	<b>Total</b>		<b>914.49</b>		<b>93.25</b>		<b>276.47</b>		<b>160.50</b>

### Consolidated Spill over for 2014-15

Sl. No.	Activity	State	
		Physical	Financial
1	New School Bldg (P)	18	639.181
2	New School Bldg (UP)	0	88
3	Building Less (P)	0	23.4
4	Building Less (UP)	0	77
5	Dilapidated Bldg (P)	0	90
6	Dilapidated Bldg (UP)	0	22
7	Add. Class Rooms	0	992.735
8	Boundary Walls (Rmts.)	2049	1351.51
9	Ramps with Hand Rails	312	25.92
10	CWSN Friendly Toilets	0	4.8
11	Major Repair (P)	367	78.377
12	Major Repair (UP)	10	51.98
13	Retaining Walls	0	0
14	HM Room (UP)	0	131.734
15	HM Room (P)	0	3.35
16	BRC Bldg.	0	0
17	Electrification	51	62.16
18	Augmentation of BRC	0	25
19	Girls' Toilet	0	360.98
20	CRC Bldg	0	11.61
	<b>Total</b>	<b>0</b>	<b>4039.737</b>

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### Proposal for deferred liability

In the year 2013-14, there was a spill over of the funds sanctioned by the Project Approval Board. The same was not allocated by the PAB for some activities. As a result the on-going/in-progress works either could not be taken up or funds from other activities were spent for completion of on-going works. Where the funds from other activities could not be made available, works in those districts are still in complete for want of funds. The State has proposed Rs. 4936.10 lacs as deferred liability which shall be required to complete the on going works.

### Detail of Spill over proposed but not allocated

Activity	Bilaspur			Chamba			Hamirpur		
	Proposed	Allocated	Deferred Liability	Proposed	Allocated	Deferred Liability	Proposed	Allocated	Deferred Liability
New School Bldg (P)	54.00	18.00	36.00	45.50	281.00	-235.50	54.00	0.00	54.00
New School Bldg (UP)	88.00	0.00	88.00			0.00	132.00	0.00	132.00
Building Less (P)			0.00			0.00			0.00
Building Less (UP)			0.00			0.00			0.00
Dilapidated Bldg (P)			0.00			0.00			0.00
Dilapidated Bldg (UP)			0.00			0.00			0.00
Addl. Class Rooms	67.52	67.52	0.00	180.00	0.00	180.00	37.15	0.00	37.15
Boundary Walls (Rnits.)	102.31	0.00	102.31	52.92	0.00	52.92			0.00
Ramps with Hand Rails			0.00			0.00	5.48	5.48	0.00
CWSN Friendly Toilets			0.00			0.00	38.45	38.45	0.00
Major Repair (P)	18.46	0.00	18.46	57.82	0.00	57.82	3.61	0.00	3.61
Major Repair (UP)	7.48	0.00	7.48	6.67	0.00	6.67	0.15	0.00	0.15
Retaining Walls			0.00			0.00			0.00
HM Room (UP)			0.00			0.00			0.00
HM Room (P)			0.00			0.00			0.00
BRC Bldg.			0.00			0.00			0.00
Electrification	1.20	1.20	0.00	41.70	0.00	41.70			0.00
Augmentation of BRC			0.00			0.00			0.00
Girls' Toilet			0.00	10.50	10.50	0.00			0.00
CRC Bldg			0.00			0.00			0.00
Furniture									
<b>Total</b>	<b>338.97</b>	<b>86.72</b>	<b>252.25</b>	<b>395.11</b>	<b>291.50</b>	<b>103.61</b>	<b>270.84</b>	<b>43.93</b>	<b>226.91</b>

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Sl. No.	Activity	Kangra			Kinnaur			Kullu		
		Proposed	Allocated	Deferred Liability	Proposed	Allocated	Deferred Liability	Proposed	Allocated	Deferred Liability
1	New School Bldg (P)	180.00	18.00	162.00	54.00	18.00	36.00	19.50	99.50	-80.00
2	New School Bldg (UP)			0.00			0.00			0.00
3	Building Less (P)			0.00			0.00			0.00
4	Building Less (UP)			0.00			0.00			0.00
5	Dilapidated Bldg (P)			0.00			0.00			0.00
6	Dilapidated Bldg (UP)			0.00			0.00			0.00
7	Addl. Class Rooms	1047.66	0.00	1047.66	22.20	0.00	22.20	170.78	0.00	170.78
8	Boundary Walls (Rmts.)	308.76	0.00	308.76			0.00	179.58	0.00	179.58
9	Ramps with Hand Rails	34.56	34.56	0.00			0.00	4.56	4.56	0.00



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10)	CWSN Friendly Toilets			0.00			0.00			0.00
11	Major Repair (P)	159.19	0.00	159.19			0.00	18.11	0.00	18.11
12	Major Repair (UP)	18.43	0.00	18.43			0.00	11.52	0.00	11.52
13	Retaining Walls			0.00			0.00			0.00
14	HM Room (UP)	27.50	0.00	27.50			0.00	14.28	0.00	14.28
15	HM Room (P)			0.00			0.00			0.00
16	BRC Bldg.			0.00			0.00			0.00
17	Electrification	31.20	0.00	31.20			0.00	21.00	15.60	5.40
18	Augmentation of BRC	44.29	0.00	44.29			0.00	30.00	0.00	30.00
19	Girls' Toilet	55.78	55.78	0.00			0.00			0.00
20	CRC Bldg	10.00	0.00	10.00			0.00			0.00
21	Furniture						0.00			
	<b>Total</b>	<b>1917.37</b>	<b>108.34</b>	<b>1809.03</b>	<b>76.20</b>	<b>18.00</b>	<b>58.20</b>	<b>469.33</b>	<b>119.66</b>	<b>349.67</b>

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Sl. No	Activity	Lahaul-Spiti			Mandi			Shimla		
		Proposed	Allocated	Deferred Liability	Proposed	Allocated	Deferred Liability	Proposed	Allocated	Deferred Liability
1	New School Bldg (P)	36.00	0.00	36.00	45.00	116.00	-71.00	180.00	54.00	126.00
2	New School Bldg (UP)	88.00	0.00	88.00	0.00	0.00	0.00	90.00	0.00	90.00
3	Building Less (P)			0.00			0.00	36.00	36.00	0.00
4	Building Less (UP)			0.00			0.00	55.00	55.00	0.00
5	Dilapidated Bldg (P)			0.00			0.00	36.00	36.00	0.00
6	Dilapidated Bldg (UP)			0.00			0.00	22.00	22.00	0.00
7	Addl. Class Rooms	10.42	0.00	10.42	269.28	0.00	269.28	244.22	0.00	244.22
8	Boundary Walls (Rmts.)	7.18	0.00	7.18	515.26	0.00	515.26	54.75	0.00	54.75
9	Ramps with Hand Rails	0.48	0.48	0.00			0.00			0.00
10	CWSN Friendly Toilets	3.60	3.60	0.00			0.00			0.00
11	Major Repair (P)			0.00	11.10	0.00	11.10			0.00
12	Major Repair (UP)			0.00	12.59		12.59			0.00
13	Retaining Walls			0.00			0.00			0.00
14	HM Room (UP)			0.00	39.02		39.02	34.39	0.00	34.39
15	HM Room (P)			0.00			0.00			0.00
16	BRC Bldg.			0.00			0.00	2.80		2.80
17	Electrification	4.80	0.00	4.80	4.95	0.00	4.95	11.25	0.00	11.25
18	Augmentation of BRC			0.00			0.00	20.00		20.00
19	Girls' Toilet	6.96	6.96	0.00			0.00			0.00
20	CRC Bldg			0.00	4.91	0.00	4.91			0.00
21	Furniture							10.46	0.00	10.46
	<b>Total</b>	<b>157.44</b>	<b>11.04</b>	<b>146.40</b>	<b>902.11</b>	<b>116.00</b>	<b>786.11</b>	<b>796.87</b>	<b>203.00</b>	<b>593.87</b>

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Sl. No	Activity	Sirmour			Solan			Una		
		Proposed	Allocated	Deferred Liability	Proposed	Allocated	Deferred Liability	Proposed	Allocated	Deferred Liability
1	New School Bldg (P)	78.50	186.50	-108.00	67.00	85.00	-18.00	45.50	0.00	45.50
2	New School Bldg (UP)			0.00			0.00	132.00	0.00	132.00
3	Building Less (P)			0.00			0.00			0.00
4	Building Less (UP)	0.00	0.00	0.00			0.00			0.00
5	Dilapidated Bldg (P)			0.00			0.00			0.00
6	Dilapidated Bldg (UP)			0.00			0.00			0.00
7	Addl. Class Rooms	117.70	0.00	117.70	45.25	0.00	45.25	110.45	0.00	110.45
8	Boundary Walls (Rmts.)	47.26	0.00	47.26	59.36	0.00	59.36	33.56	0.00	33.56
9	Ramps with Hand Rails	16.00	16.00	0.00			0.00			0.00
10	CWSN Friendly Toilets	3.80	3.80	0.00	3.05	3.05	0.00			0.00
11	Major Repair (P)	25.77	0.00	25.77	41.09	0.00	41.09	2.75	0.00	2.75
12	Major Repair (UP)	5.14	0.00	5.14	3.35	0.00	3.35	7.00	0.00	7.00
13	Retaining Walls			0.00			0.00			0.00
14	HM Room (UP)			0.00			0.00			0.00
15	HM Room (P)			0.00			0.00			0.00
16	BRC Bldg.			0.00			0.00			0.00
17	Electrification			0.00	3.79	0.00	3.79			0.00
18	Augmentation of BRC	10.00	0.00	10.00			0.00	5.00	0.00	5.00
19	Girls' Toilet			0.00			0.00			0.00
20	CRC Bldg			0.00			0.00			0.00
21	Furniture				3.19	0.00	3.19	37.89	0.00	37.89
	<b>Total</b>	<b>304.17</b>	<b>206.30</b>	<b>97.87</b>	<b>226.08</b>	<b>88.05</b>	<b>138.03</b>	<b>374.15</b>	<b>0.00</b>	<b>374.15</b>

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### Detail of deferred liability for 2014-15

Sl. No.	Activity	State		
		Proposed	Allocated	Deferred Liability
1	New School Bldg (P)	859.00	876.00	-17.00
2	New School Bldg (UP)	530.00	0.00	530.00
3	Building Less (P)	36.00	36.00	0.00
4	Building Less (UP)	55.00	55.00	0.00
5	Dilapidated Bldg (P)	36.00	36.00	0.00
6	Dilapidated Bldg (UP)	22.00	22.00	0.00
7	Addl. Class Rooms	2322.63	67.52	2255.11
8	Boundary Walls (Rmts.)	1360.94	0.00	1360.94
9	Ramps with Hand Rails	61.08	61.08	0.00
10	CWSN Friendly Toilets	48.90	48.90	0.00
11	Major Repair (P)	337.90	0.00	337.90
12	Major Repair (UP)	72.33	0.00	72.33
13	Retaining Walls	0.00	0.00	0.00
14	HM Room (UP)	115.19	0.00	115.19
15	HM Room (P)	0.00	0.00	0.00
16	BRC Bldg.	2.80	0.00	2.80
17	Electrification	119.89	16.80	103.09
18	Augmentation of BRC	109.29	0.00	109.29
19	Girls' Toilet	73.24	73.24	0.00
20	CRC Bldg	14.91	0.00	14.91
21	Furniture	51.54	0.00	51.54
	<b>Total</b>	<b>6228.64</b>	<b>1292.54</b>	<b>4936.10</b>

#### Separate proposai for spill over:

Spill over accrued over the years since inception of SSA based on the Audit Reports have been calculated upto 2010-11. Rs. 2504.35 lacs are required as spillovers till 2010-11 for completion of works and regularizing of expenditures. District wise detail is annexed as Annexures. Year wise/work wise detail is enumerated in the tables given below:

Additional Classrooms/HM Room Primary & Upper Primary(2009-10 to 2010-11)			
Year	Fresh Proposal	Expenditure	Spillovers
	A	B	C(A-B)
2001-02	202.00	55.00	147.00
2002-03	864.00	561.4194	302.58063
2003-04	2308.00	1591.95	716.05

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2004-05	1875.50	1782.971	92.52867
2005-06	1694.00	2017.56	-323.5601
2006-07	1774.50	2087.764	-313.26356
2007-08	2523.00	2123.913	399.087
2008-09	1825.65	1860.735	-35.0845
2009-10	1945.10	1588.343	356.7575
2010-11	2551.99	2832.932	-280.94153
<b>Total</b>	<b>17563.74</b>	<b>16502.59</b>	<b>1061.15401</b>

Block Resource Centre			
Year	Fresh Proposal	Expenditure	Spillovers
	A	B	C(A-B)
2001-02	54	0	54
2002-03	144	10.8	133.2
2003-04	120	127.8	-7.8
2004-05	6	87.6	-81.6
2005-06	0	53.1	-53.1
2006-07	0	35.9	-35.9
2007-08	0	8.68	-8.68
2008-09	8	4.9	3.1
2009-10	8	3.2	4.8
2010-11	0	6.4	-6.4
<b>Total</b>	<b>340</b>	<b>338.38</b>	<b>1.02</b>

Cluster Resource Centre			
Year	Fresh Proposal	Expenditure	Spillovers
	A	B	C(A-B)
2001-02	6	0	6
2002-03	4	4	0
2003-04	196	86.4	109.6
2004-05	254	187.9	66.1
2005-06	322	299.8	22.2
2006-07	294	410.1	-116.1
2007-08	0	62.54	-62.54
2008-09	0	9	-9
2009-10	0	1.05	-1.05
2010-11	0	0.9	-0.9
<b>Total</b>	<b>1076</b>	<b>1061.69</b>	<b>14.31</b>

Boundary Walls			
Year	Fresh Proposal	Expenditure	Spillovers
	A	B	C(A-B)
2001-02	80	23.25	56.75
2002-03	0	43.375	-43.375
2003-04	0	12	-12

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2004-05	202.5	178.37	24.13
2005-06	270.5	251.77	18.73
2006-07	293	308.1876	-15.1876
2007-08	341	340.255	0.74502
2008-09	0	21.55833	-21.55833
2009-10	544	442.9478	101.05218
2010-11	463.25	428.85	34.4
<b>Total</b>	<b>2194.25</b>	<b>2050.564</b>	<b>143.68627</b>

### Toilets

Year	Fresh Proposal A	Expenditure B	Spillovers C(A-B)
2001-02	55.5	13.35	42.15
2002-03	62.7	38.7	24
2003-04	525.9	362.73	163.17
2004-05	308.4	416.385	-107.985
2005-06	363	399.305	-36.305
2006-07	0	84.27	-84.27
2007-08	6	18.365	-12.365
2008-09	16.5	17.03	-0.53
2009-10	60	60.3	-0.3
2010-11	78	51.06133	26.93867
<b>Total</b>	<b>1476</b>	<b>1461.496</b>	<b>14.50367</b>

### Girls Toilets

Year	Fresh Proposal A	Expenditure B	Spillovers C(A-B)
2001-02	0	0	0
2002-03	0	0	0
2003-04	0	0	0
2004-05	0	0	0
2005-06	0	0	0
2006-07	0	0	0
2007-08	144	120.825	23.175
2008-09	543	463.7863	79.2137
2009-10	1035	842.385	192.615
2010-11	2495.25	2054.046	441.20426
<b>Total</b>	<b>4217.25</b>	<b>3481.042</b>	<b>736.20796</b>

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### Drinking water

Year	Fresh Proposal A	Expenditure B	Spillovers C(A-B)
2001-02	32.8	6.2	26.6
2002-03	12.2	17.85	-5.65
2003-04	206	108.095	97.905
2004-05	86	110.7137	-24.71365
2005-06	125.4	132.0759	-6.67585
2006-07	0	53.13	-53.13
2007-08	0	31.04	-31.04
2008-09	0	1.45	-1.45
2009-10	0	0.15	-0.15
2010-11	21	21.6	-0.6
<b>Total</b>	<b>483.4</b>	<b>482.3045</b>	<b>1.0955</b>

### Kitchen Sheds

Year	Fresh Proposal A	Expenditure B	Spillovers C(A-B)
2001-02	0	0	0
2002-03	0	0	0
2003-04	0	0	0
2004-05	0	0	0
2005-06	0	0	0
2006-07	44	33.38	10.62
2007-08	0	10.605	-10.605
2008-09	0	0.8	-0.8
2009-10	0	0.125	-0.125
2010-11	0	0	0
<b>Total</b>	<b>44</b>	<b>44.91</b>	<b>-0.91</b>

### Major Repair (Pry)

Year	Fresh Proposal A	Expenditure B	Spillovers C(A-B)
2001-02	0	0	0
2002-03	0	0	0
2003-04	0	0	0
2004-05	0	0	0
2005-06	0	0	0
2006-07	0	0	0
2007-08	159.1	157.7281	1.3719
2008-09	0	9.49786	-9.49786
2009-10	144.16	106.4276	37.73236
2010-11	257.99	50.2477	207.7423
<b>Total</b>	<b>561.25</b>	<b>323.9013</b>	<b>237.3487</b>

### Major Repair (Upper Pry)

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Year	Fresh Proposal	Expenditure	Spillovers
	A	B	C(A-B)
2001-02	0	0	0
2002-03	0	0	0
2003-04	0	0	0
2004-05	0	0	0
2005-06	0	0	0
2006-07	0	0	0
2007-08	54.6	27.9423	26.6577
2008-09	0	2.95265	-2.95265
2009-10	69.9	33.2196	36.6804
2010-11	70.5	12.2476	58.2524
<b>Total</b>	<b>195</b>	<b>76.36215</b>	<b>118.63785</b>

### New School Building Primary

Year	Fresh Proposal	Expenditure	Spillovers
	A	B	C(A-B)
2001-02	0	0	0
2002-03	0	0	0
2003-04	0	0	0
2004-05	0	0	0
2005-06	0	0	0
2006-07	0	0	0
2007-08	0	0	0
2008-09	0	0	0
2009-10	182	0	182
2010-11	0	5.3	-5.3
<b>Total</b>	<b>182</b>	<b>5.3</b>	<b>176.7</b>

2504.35



## CHAPTER-9

### STATUS ON RTE COMPLIANCE IN HIMACHAL PRADESH

#### Progress overview of RTE in the state

Implementation of the RTE Act requires the coordinated efforts of a wide variety of stakeholders. This needs widespread awareness among the different stakeholders and general public about the rules and the entitlements that are part of the RTE Act, as this Act is for every child regardless of gender, caste, ethnicity, class or physical ability. The Act also acknowledges and stresses the importance of community involvement and ownership in the education process by conferring specific powers on the School Management Committees. The State has by and large ensured the compliance of all the RTE provisions of the RTE Act, 2009 barring few which are in the pipeline and are stated below:-

Section of the RTE Act, 2009/ State RTE Rules	Provision	Implementation Status	Remarks
	<b>Access</b>		
3(1)	Every child of the age of 6-14 years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.	Government of Himachal Pradesh has issued G.O. vide notification NO.EDN-C-F (10)-8/09 dated 5 <sup>th</sup> March, 2011 to implement the provision.	
6	For carrying out the provisions of the ACT the government and the Local Authority shall establish a neighborhood school if it is not so established.		

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18(1)	No school shall be established without obtaining a certificate of recognition from the government or local Authority.	Government of Himachal Pradesh has issued G.O. of rule 7 vide notification NO. EDN-C-A(3)-3/2011 dated 25.11.2011.	No school shall be established or recognized unless it fulfills the norms and standard specified in the RTE provisions.
ii	<b>Enrollment</b>		
9(d)	The Local Authority shall maintain records of children upto age of 14 years residing within the jurisdiction such manners may be prescribed	Government of Himachal Pradesh has issued G.O. of rule 7 vide notification No. EDN-C-F(10)-8/09 dated 5 <sup>th</sup> march, 2011 to implement the provisions.	
9(k)	The Local Authority shall ensure admission of children of migrant families.		
12(1)(c)	25% children belonging to weaker section and disadvantaged group shall be admitted in private schools.	Government of Himachal Pradesh has issued vide notification No. EDN-C-F(10)8/2009-I dated 16.03.2013.	Guidelines from State Government regarding 25% children belonging to weaker sections and disadvantaged groups to be admitted in private schools is awaited.
12(1)(b)	Reimbursement of proportionate grant to private un-aided schools.	Government of Himachal Pradesh has issued vide notification No. EDN-C-F(10)8/2009-I dated 16.03.2013	Guidelines are awaited.

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13(1) 13(2-b)	No school shall collect any capitation fee and conduct any screening procedures while admitting a child.	Government of Himachal Pradesh has issued vide notification No EDN-C-A(3)-3/2011 dated 12.12.2011.	
14(2)	No child shall be denied admission in a school for lack of age proof.	Government of Himachal Pradesh has issued notification vide letter No. EDN-C-F (10)-8/09 dated 5th March, 2011.	State Government has issued guidelines regarding documents required as age proof vide Rule 8 of the Right to Free and Compulsory Education, Himachal Pradesh Rules, 2011.
15	A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed	Government of Himachal Pradesh has issued notification vide letter No. EDN-C-F (10)-8/09 dated 5th March, 2011.	State Government has issued instructions regarding No denial of admission of Rule 6 of the RIGHT to FREE and Compulsory Education, Himachal Pradesh RULES, 2011.
<b>III</b>	<b>Out of School Children</b>		
4	Where a child above 6 years of age may be a non- starter or drop out shall be admitted in a class appropriate to his/her age.	The State Government has issued notification vide letter No. EDN-C-F(10)-8/09 dated 5 <sup>th</sup> March, 2011.	State Government has issued directions for special training to these children vide letter No. EDN-C-A(3)-3/2011 dated 20.12.2011.
<b>IV</b>	<b>Retention</b>		

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16	No child admitted in a school shall be detained in any class or expelled from school till the completion of elementary education	As per RTE Act provisions	
17	No child shall be subjected to any corporal punishment or mental harassment	State government has issued instructions regarding complete ban on Corporal Punishment and Harassment of Children vide letter No. EDN-C-A(3)-3/2011 dated 20.10.2011.	
<b>V</b>	<b>Special Focus Group</b>		
8(c)	The Government shall ensure that the children belonging to weaker sections and disadvantaged group are not to be discriminated and prevented from completing elementary education	State Government has issued notification regarding special focus groups vide Rule 5(2) and 5(3) of the Right to Free and Compulsory Education, Himachal Pradesh Rules, 2011, notification No. EDN-C-F(10)-8/09 dated 5 <sup>th</sup> March, 2011	
21(1)	Proportionate representation shall be given to the parents of children belonging to disadvantaged groups and weaker sections in the school management committees	Government has issued notification regarding school management committees vide No. EDN-C-F(10)-7/2010 dated 6 <sup>th</sup> March, 2010 to implement the provisions.	
<b>Vi</b>	<b>Children with Special Needs (CWSN)</b>		

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3(2)	A child suffering from disability (as defined in clause (1) of section 2 of "The persons with disability Act 1996" shall have the right to per sue free and compulsory elementary education.	Government has issued notification regarding Children with Special Needs vide Rule 4(7) of the Right to Free and Compulsory Education, Himachal Pradesh Rules,2011, notification No. EDN-C-F(10)-8/09 dated 5 <sup>th</sup> March,2011.	
<b>VII</b>	<b>Quality Education</b>		
8(m)	The local authority shall decide the academic calendar	Himachal Pradesh Government has issued notification regarding school management committees vide No. EDN-C-F (10)-7/2010 dated 6 <sup>th</sup> March,2010.	
24(1)(e)	The teacher will hold regular meeting with the parents and apprise them about the child's regularity in attendance and progress made.	Government has issued notification regarding duties to be performed by teachers vide Rule 16 of the Right to Free and Compulsory Education, Himachal Pradesh rules,2011, notification No. EDN-C-F(10)-8/09 dated 5 <sup>th</sup> March,2011.	
25(1)	The Government and Local Authority shall ensure that the PTR is maintained in each school.	As per Norms and standard of RTE Act2009	
19(1)	No School shall be established (under section-18) unless it fulfills the Norms and Standards.	Government of Himachal Pradesh has issued G.O. vide Notification No. EDN-C-A(3)-3/2011 dated 25.11.2011.	No school shall be established or recognized unless it fulfills the norms and standards specified in

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	<p>a) At least one class-room for every teacher</p> <p>b) Barrier free access</p> <p>c) Separate toilets for boys and girls</p> <p>d) Safe and adequate drinking water</p> <p>e) Kitchen for MDM</p> <p>f) Play ground with play material</p> <p>g) Boundary wall</p> <p>h) School Library with books</p> <p>i) Office-cum-Headmaster's room as per norms</p>		the RTE provisions.
21(2)	<p>The School Management committee shall</p> <p>a) Monitor the working of the school</p> <p>b) Prepare and recommend the School Development Plans</p> <p>c) Monitor the utilization of grants.</p>	Government of Himachal Pradesh has issued notification regarding school management committees vide No. EDN-C-F(10)-7/2010 dated 6 <sup>th</sup> March,2010 to implement the provisions.	
23(1)	<p>Persons possessing minimum qualification as laid down by academic authority shall be eligible for the appointment of a teacher</p>	Government has issued instructions regarding qualification of teachers vide Rule 14 of the Right to Free and Compulsory Education, Himachal Pradesh Rules,2011, notification No. EDN-C-F (10)-8/09 dated 5 <sup>th</sup>	

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		March, 2011.	
24(1)	Duties to be performed by teachers	Government has issued instructions regarding qualification of teachers vide Rule 16 of the Right to Free and Compulsory Education, Himachal Pradesh Rules, 2011, notification No. EDN-C-F (10)-8/09 dated 5 <sup>th</sup> March, 2011.	
28	No teacher shall engage himself/herself in private tuition or private teaching activity.	Government has issued notification regarding ban on Private Tuition by Teachers vide Letter No. EDN-H (21) B (15) 01/2008 dated 01.03.2008.	
29(1)&21(2)	To Constitute the Academic Authority for the Purposes of curriculum frame work and the evaluation procedure for elementary education.	Government has issued notification regarding Constitution of the Academic Authority vide letter No. EDN-C-A (3)-3/2011 dated 12.12.2011	
30(1)	No child shall be required to pass any Board Examination till the completion of elementary education but there will be school tests, which will be based on the principles of continuous comprehensive	Government has issued notification regarding no Board Examination vide No. Shiksha-Kha (12)-3/2010 dated 23.07.2010.	

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	evaluation of the students.		
30(2)	Every child completing his/her elementary education shall be awarded a certificate	Government has issued instructions regarding awarding a certificate to every child after completing of elementary education vide order No. HPPES-SSA/RMSA-06/2011-RTE act, 2009 dated 5 <sup>th</sup> October, 2011.	
VIII	Safe Guarding Child Rights		
31	State government shall constitute a commission to monitor the child's rights.	Government of Himachal Pradesh has issued notification regarding State Commission for Protection of Child Rights under section-17 of the Commission for Protection of Child Rights Act,2005 (central Act No.4 of 2006) vide No. SJE-F(5)-7/2006 dated 27 <sup>th</sup> April,2013.	SCPCR has started functioning.
31(3)	State Government shall constitute an authority/commission to monitor the rights /legal entitlements.	Government has issued notification regarding constitution the Right to Protection Authority under the chairmanship of Chief Secretary, Himachal Pradesh vide No.EDN-C-A (3)-3/2011 dated 12 <sup>th</sup> December,2011.	
32	Any person having any grievance relating to the right of a child under this	Under Process. However REPA has been constituted at State Level Authority as an Appellate	



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	Act may a written complaint to a).School Level Authority b) Cluster/Complex school level Authority c)Block Level Authority d) District Level Authority e) State level Authority	Authority.	
34(1)	Government shall constitute a State Advisory Council to advise the state Government on implementation of the provisions of the Act in an effective manner.	Government has issued notification regarding constitution of the State Advisory Council under the Chairmanship of Hon'ble Education Minister, Himachal Pradesh vide No. EDN-C-A (3)-3/2011 dated 18 <sup>th</sup> November,2011.	
35(2)	Constitution of Local Authority for the implementation of the Act.	Government has issued notification regarding constitution of Local Authority vide notification No. EDN-C-A (3)-3/2011-Pt -I dated 10-09-2013.	GOI has made certain objections regarding constitution of Local Authority and is under consideration of the state government.
IX	<b>Miscellaneous</b>		
36	No prosecution for offences punishable under section (2) of section 13, sub-section (5) of section 18 and sub-section (5) of section 19 shall be instituted except with the previous	Government has issued notification regarding No Prosecution for offences without the previous sanction of an officer authorizes vide No. EDN-C-A (3)-3/2011 dated 12 <sup>th</sup> December,2011 .	

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	sanction of an officer authorized.		
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As per guidelines of GOI for the year 2014-15, number of private un-aided schools and children enrolled is given below:-

Table

To see the extent of awareness of RTE among educational administrators, Teachers, SMC's and community members on the rationale of above provisions, regular feedback is being taken from Dy. Directors Elementary Education-cum-District Project Coordinators(SSA), DIET Principals-cum-District Project Officers, School Heads, BRCCs, CRCCs and Teachers jointly by the Department of Elementary Education and Himachal Pradesh School Education Society (HPSES) in monthly review meetings, workshops and trainings organized from time to time at different levels. Still it has been observed there is not much awareness among the masses about the children's right to free and compulsory education of good quality.

Everyone needs to be mobilized for owning the provisions of the Act and work with each other for helping and supporting schools to achieve the desired goals. Following activities are proposed for making RTE a reality in the State:-

**a) Strengthening of SMCs:**

With the help of SMCs it would be mandatory for all schools to update their Village Education Registers (VERs) twice a year as per the provisions of RTE Act.

**b) Lifelong learning centers for Community Awareness**

Village community centers or Mahilla Mandal centers would be utilized to conduct seminars to mobilize people and children of their rights and duties towards RTE Act. Discussions/interaction would be followed with the parents, teachers, youth, educationists, retired persons on current issues on education.

**c) National Education Day**

National Education Day would be celebrated every year on 11<sup>th</sup> November in each school to ensure that the children are exposed to awareness in securing their entitlements and good quality education in neighborhood schools.

**d) Publicity**

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A widespread publicity by rallies, display of RTE banners / posters, slogans, wall writing, enrolment campaign, publicity through cell phones, FM, television, hoardings, theatrical performances, putting stalls in village fairs, street plays etc. A wide publicity will be given to RTE Anthem through media and other strategies.

**e) Acknowledging the good Practices**

Awards will be given to the Panchayat/SMCs who will achieve 100% enrollment with 0% drop out rate on the pretext of Nirmal Panchayat Yagna (GOI Scheme). Inter state visit would be organized for those members of SMCs/Panchayat who have done marvelous job in making school RTE complaint. 2 to 3 persons would be selected from each district.

## CHAPTER-10

### CONVERGENCE

The State government is working with various partner organizations as detailed below:-

- ❖ **Irrigation-cum-Public Health, Education and Rural Development Department:** There has been good convergence between SSA and Irrigation-cum-Public Health and Rural Development Departments. The gaps identified have been bridged jointly. With the support of SSA, the government schools have achieved almost universal access to the below listed facilities barring few where there are little data discrepancies which are being indentified through block and cluster level analysis. As per DISE data 2013, the total coverage under drinking water, toilets and girls toilets is as under:-

Facility	Coverage in %age through		Gap in %age through	Remarks
	SSA	IPH, Education and RD Departments		
Drinking water	16	83	1	1 Data is being verified 2 The gaps shall be bridged with in con- with Q Dept & IPH by 1st week of Nov 2013
Toilets	29	67	4	
Girls toilets	66	31	3	

- ❖ **Health Department:** Health department is extending full support to schools in regular checkup of the 6-14 age group children under State's initiative of School Health Programme
- ❖ **Police Department:** SSA H.P. is working with the Police Department to seek their help in providing self defense training to girls of 6-14 age group.
- ❖ **Save the Children:** This organization has supported the State in a big way under School Leadership Development Programme (SLDP) which was piloted in district Sirmour. SPDs, MD, School level principals and DIET faculty were given opportunity to attend the overseas training programmes on school leadership and standards in U.K. Some international best practices in school education experienced are being contextualized and replicated in schools of the State. The programme has been up-scaled in the entire State.
- ❖ **Learning Links Foundation:** Supporting the State in strengthening Continuous and Comprehensive Evaluation (CCE) being implemented in all classes I to VIII.
- ❖ **Pratham:** "Learn out of the box" program of Pratham Education Foundation (PEF) Pratham Education Foundation (PEF) a Mumbai based NGO selected 50 govt. schools of Shimla district for their "Learn out of the box" program, wherein they have donated one 32" LCD Television and one Web Box containing a 16 GB SD card and SIM card and learning content pre-installed on the Web Box for classes 6<sup>th</sup> and 7<sup>th</sup> in Mathematics and Science. Pratham Education Foundation has entered into a tripartite agreement with Director of Elementary Education and State Project Director (SSA) for providing the above said equipment and content free of cost to selected 50 schools of Shimla district. Pratham Education Foundation will conduct teacher training from time to time on how to effectively integrate the Web Box into the actual classroom process. All cost on the program shall be borne by Pratham Education Foundation. The program was started in the 3<sup>rd</sup> week of November, 2013.
- ❖ **Room to Read:** For effective use of library books in the schools, the professional expertise of Room to Read organization will be utilized. Room to Read has been associated with SSA Himachal for 3-4 years continuously for the betterment of Libraries in the schools.

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- ❖ **NCERT and British Council of India:** This organization has supported the State in the Art Integrated Learning (AIL) programme which is a collaborative initiative of the Department of Education in Arts and Aesthetics (DEAA), NCERT Delhi and the British Council India launched in March 2013. The initiative endeavours to and support the implementation of the National Curriculum Framework (NCF) 2005 and the Right to Education (RTE) Act, 2009 as well as to promote Art Education as a subject and an integrated multi-disciplinary approach towards learning. Wherein, Art Education as a curricular area includes:
    - Visual Arts-Drawing and painting, Collage making, Photography, Animation, Computer graphics, Clay modeling , Crafts, Pottery, Carving, Sculpture, Construction etc. and
    - Performing Arts; Music (Vocal, Instrumental), Movement and Dance, Creative; Drama and Puppetry, Creative Writing and Poetry.
  - ❖ **Bharti Foundation:** Possibility is being explored with the organization for strengthening of existing teacher development educational institutions for developing the school leadership capacities for the future.
  - ❖ **Nirmala Niketan Institute and Rashtriya Yuva Manch:-** Working with the State in imparting special training to identified children of mobile communities in industrial areas who for one reason or the other are unable to attend formal schools. The NGOs is working in Baddi Barotiwala Nalagarh and Bathu Bathari Taliwal areas of Solan and Una districts respectively.
  - ❖ 24 NGOs are also closely working in the area of **Inclusive Education** with the State for providing educational services to severe category differently abled children in the range of 6-18. List of such NGOs is at **annexure-**
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## CHAPTER 12

### POLICY ISSUES

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 a counterpart of NUEPA at the state level is.

**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.

**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.

**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 competition amongst schools but also bring a sense of responsibility and accountability.

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**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.

**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.

**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 aspects 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.

**Role of DIETs in monitoring and mentoring:** There is adequate staff in all the DIETs except Kinnaur and Lahaul-Spiti. DIET faculty does not have much workload of teaching JBT classes because each lecturer on an average has to take 5-7 periods in a week. Only 8 faculty members are being involved in Pre-Service training . As DIET faculty have sufficient time for other activities to perform, it would be in the larger interest of the children to use their expertise in monitoring and mentoring of primary schools to be assigned to each faculty as a target in equal proportion. This job has to be done by the concerned DIET Principal. The achievement against each target must get reflected in the ACR of each DIET lecturer.

**Teachers' Recruitment Policies:** Currently recruitment of teachers is being done under various policies such as Para Teachers, Gramin 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.

**Teacher Awards:** In the present practice, the teacher awards are decided on the basis of performance data submitted by the teachers themselves to the department. This is indicative of the fact that only those teachers will be entitled for this honour who are able to compile/obtain their achievements. This practice needs to be discouraged with the alternative suggestions that the performance of teachers should be evaluated through a measurable tool by the concerned school heads. The school heads will recommend the names of teachers to the

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concerned Deputy Directors on the basis of their achievement in continuously improving the learning level of students in particular and other achievements in general. The nominations recommended by the school heads may be examined by the district level committees headed by Deputy Director of Elementary and Higher Education. The final list of eligible teachers should be submitted by the districts to the DEE and DHE. The realistic tool has to be developed by the experts at the directorate level.

**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.

**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.

**Selection and transfer procedure for the BRC and Coordinators at State and District Level:** The State has already notified the policy for the appointment of BRCCs but the same has to be framed for Lecturers/Coordinators posted at SPO(SSA/RMSA) / SCERT/DIETS. The Hon'ble High Court has also opined that these coordinators should be changed only if they fail to meet the requirements and perform below the expectation compared to a notified and defined policy. However in the absence of a policy detailing the selection, tenure and transfer policy for these, the practical situation is: **once a Coordinator always a Coordinator irrespective of performance.** It is proposed to make the posts of coordinators at the SPO (SSA/RMSA), Principal and lecturers/faculty in DIETs and SCERT as selection posts and their selection, tenure and transfer conditions need to be defined. The old saying that **structure follows the strategy** is too correct to be ignored. The quality initiative under SSA and RMSA is to be spearheaded by these functionaries. If they are not right people entire effort may go waste. The experience so far shows that these places and positions have become parking places for the idle or for the incompetent in many cases. Some want to stay at the district or at the state headquarter, therefore they get themselves posted as coordinators. We need motivated, self-driven, qualified, skilled and suitable individuals to man these positions. Through them we can make the change happen. And there are so many motivated and suitable individuals who can perform this work wonderfully well.

Thus it is proposed that all these positions be made selection posts which are tenure based. The period of appointment will depend upon performance and in no case an individual be retained in the same position for more than 5 years (initial tenure being two years extendable on year to year basis for a maximum of five years), so that more and more people get chance to learn and perform. There will be clear defined criteria of eligibility



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which will be designed in such a way that the available pool is sufficient to select the best. Unless we put this kind of system in place the quality initiative will not succeed.

### **Strengthening of Centre Head Teachers /Cluster Resource Coordinators for effective monitoring:**

To ensure strengthening of cluster level institutions, there is a need to define following roles and responsibilities of CHTs and CRCs:

- I. Ensure development, implementation and review of School Improvement Plan of each school in the cluster.
- II. Academic support to cluster schools by delivering lessons in classrooms and when cluster schools are visited.
- III. Prepare timetable in consultation with all the cluster schools for multigrade situation.
- IV. Every CHT will have to ensure the delivery of lesson in one of the classes as part of the school timetable.
- V. CHT will act as a facilitator for the professional development of teachers in her/his cluster.
- VI. Implementation of Training Programmes as per need.
- VII. Quarterly review meeting with teachers of each cluster school regarding overall progress specially achievement level of students.
- VIII. Monitoring of each school in every month through Quality Monitoring Tools.
- IX. **CHTs to initiate the ACRs of teachers working under the centre schools:** CHTs are the controlling officers for teachers working under various clusters. Every CHT knows better about the performance of each teacher working under his or her cluster. Even then these CHTs are not authorized to give any recommendation in the ACRs of their cluster teachers. These ACRs are directly sent to the Block Primary Education Officers for further reporting. To strengthen the clusters, it is important to empower / authorize CHTs to monitor record and recommend the conduct / performance of teachers by initiating the ACRs of the teachers falling in their respective clusters.

**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.

**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 Navodaya 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.

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**Execution of civil works:** Under the present practice, the Department of Elementary Education has been executing construction work of infrastructural development in schools through agencies like; HPPWD, Block, Gram / Nagar Panchayat etc. SPO (SSA/RMSA) has engaged one Junior Engineer at each CD block for looking after various construction works sanctioned under SSA/RMSA. Now since the infrastructural gaps in elementary schools have been minimized, consequently the workload of these JEs has also been reduced significantly. These JEs are being paid from SSA plan and are an important technical resource for the education department. It would, therefore, be better if we use their services in the execution of all civil works sanctioned under DEE, SSA or RMSA in a collaborative manner. It is also proposed that we may set up one Common Engineering Cell (CEC) at the SSA/RMSA-DEE level which will look after and monitor all civil works sanctioned under various heads by the State and central government. It will reduce the non-academic work of district level functionaries of Education Department so that they can focus on academic work.

**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.

**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.

**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.

**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

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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.

**Allocation of Resources to Schools on the basis of School Development Plans:** Though all government schools are making efforts to prepare school development plans as mandated in the RTE Act-2009 under Section -22, but there is no reflection of rolling out learning and teaching process in schools in a time bound manner. The plans do not have mention of the following:

- a. Vision
- b. Situational Analysis
- c. Strengths and weaknesses
- d. Short term and long term targets
- e. Improvement strategies
- f. Allocation of resources
- g. Financial projections
- h. Time line

In view of the decentralized approach and international trend towards education, it is proposed to allocate resources to schools on the basis of School Improvement Plans (School Development Plans) so that they own the responsibility of developing these plans for improving the functioning of schools. School Improvement Plans of cluster/ complex schools are proposed to be appraised by the concerned Centre Head Teachers /Head Masters and Principals. A committee under the chairmanship of Deputy Director (Ele/Higher Edu.) will approve these plans. The progress of the plan targets will be reviewed by Centre Head Teachers /Head Masters and Principals on monthly basis. Deputy Directors (Ele/Higher Edu.) will review the progress of each cluster and complex schools on quarterly basis. Making this happen will lead to giving genuine autonomy to schools.

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S.No.	Activity	Year 2013-14								Outlay Proposed for 2014-15								Actual Expenditure as on 31/12/2013				
		Outlay approved by PAB (including spillover)		Anticipated Expenditure as on 31/3/2014				Savings		Spill Over		Deferred liability of 2014-15		Fresh		Total						
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)
10.01	Refresher In-service Teachers' Training (Upper Primary and Primary) at BRC level and above - 5 days	45712	457.120	45712	457.12	100.0	100.0							0.015	42972	644.58	42972	644.58	12844	147.728		
10.02	Cluster level training for all Primary teachers at CRC level for 10 days	45712	91.424	45712	91.42	100.0	100.0							0.010	24802	248.02	24802	248.02	3712	7.433		
10.03	Induction Training for Newly Recruited Teachers (Pri./Upper Pri)- 30 days	666	13.320	666	13.32	100.0	100.0							0.060	1234	74.04	1234	74.04	82	1.635		
10.04	Training of untrained Teachers to acquire professional qualifications over a two year period.	127	7.620	127	7.62	100.0	100.0							0.060					1	0.014		
	<b>(b) Head Teachers</b>																					
10.05	Refresher non-residential in-service training/meeting for CHTs for 10 days at BRC level and above	2102	42.040	2102	42.04	100.0	100.0							0.030	2102	63.06	2102	63.06	363	7.373		
	<b>(c) Resource Persons</b>																					
10.06	Refresher Residential Training for all Resource Persons, Master Trainers, BRC & CRC faculty and Coordinators for 5 days	4768	47.680	4768	47.68	100.0	100.0							0.025	4255	106.38	4255	106.38	998	8.658		
	<b>Sub Total</b>	<b>99085</b>	<b>659.184</b>	<b>99085</b>	<b>659.184</b>	<b>100.0</b>	<b>100.0</b>								<b>75365</b>	<b>1136.075</b>	<b>75365</b>	<b>1136.075</b>	<b>18000</b>	<b>172.841</b>		
11	<b>Academic Support through Block Resource Centre/ URC</b>																					
11.01	<b>Salary of Faculty and Staff</b>																					
	(a) 6 RPs at BRC for subject specific training, in position	429	845.130	429	845.13	100.0	100.0							2.029	429	870.49	429	870.49	425	545.309		
	(b) 2 RPs for CWSN in position	154	303.380	154	303.38	100.0	100.0							2.029	154	312.48	154	312.48	154	227.518		
	(c) 1 MIS Coordinator in position	77	77.000	77	77.00	100.0	100.0							3.090	77	237.93	77	237.93	60	29.664		
	(d) 1 Data Entry Operator in position	77	77.000	77	77.00	100.0	100.0							3.090	77	237.93	77	237.93	59	29.664		
	(e) 1 Accountant-cum-support staff for every 50 schools in position	301	376.250	301	376.25	100.0	100.0							1.280	301	385.28	301	385.28	143	107.163		
11.02	Furniture Grant													1.000					3	1.500		
11.03	Replacement of furniture Grant (Once in 5 years)													1.000								
11.04	Contingency Grant	77	38.500	77	38.50	100.0	100.0							0.500	77	38.50	77	38.50	62	33.758		
11.05	Meeting TA													0.300	77	23.10	77	23.10				
11.06	TLM Grant													0.100	77	7.70	77	7.70				
11.07	Maintenance Grant													0.100	77	7.70	77	7.70				
	<b>Sub Total</b>	<b>1115</b>	<b>1717.260</b>	<b>1115</b>	<b>1717.260</b>	<b>100.0</b>	<b>100.0</b>								<b>1346</b>	<b>2121.107</b>	<b>1269</b>	<b>2121.107</b>	<b>906</b>	<b>974.576</b>		
12	<b>Academic Support through Cluster Resource Centres</b>																					
12.01	Salary of Cluster Coordinator, full time and in position	615	1168.500	615	1168.50	100.0	100.0							1.957	615	1204.87	615	1204.87	615	876.850		
12.02	Furniture Grant													0.100	7	0.70	7	0.70				
12.03	Replacement of furniture Grant (Once in 5 years)													0.100	7	0.70	7	0.70				
12.04	Contingency Grant	615	61.500	615	61.50	100.0	100.0							0.100	2102	210.20	2102	210.20	755	61.451		
12.05	Meeting TA													0.120	2102	252.24	2102	252.24				
12.06	TLM Grant													0.030	2102	63.06	2102	63.06				
12.07	Maintenance Grant													0.020	2102	42.04	2102	42.04				

S.No	Activity	Year 2013-14								Outlay Proposed for 2014-15								Actual Expenditure as on 31/12/2013					
		Outlay approved by PAB (including spillover)		Anticipated Expenditure as on 31/3/2014				Savings		Spill Over		Deferred liability of 2014-15		Fresh		Total							
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy.	Fin.	Phy	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	
	<b>Sub Total</b>	1230	1230.000	1230	1230.000	100.0	100.0								9037	1773.806	9037	1773.806	1370	938.300			
13	<b>Computer Aided Education in UPS under Innovation</b>																						
13.01	Computer Aided Education in upper primary schools													50.000	570.00		570.00						
	<b>Sub Total</b>														570.000		570.000						
14	<b>Libraries</b>																						
14.01	Primary													0.030									
14.02	Upper Primary													0.100	20	2.00	20	2.00					
	<b>Sub Total</b>														20	2.000	20	2.000					
IV	<b>ANNUAL GRANTS</b>																						
15	<b>Teachers' Grant</b>																						
15.01	Primary													0.005	25241	126.21	25241	126.21					
15.02	Upper Primary													0.005	18895	94.48	18895	94.48					
	<b>Sub Total</b>														44136	220.680	44136	220.680					
16	<b>School Grant</b>																						
16.01	Primary	10613	530.650	10613	530.65	100.0	100.0							0.050	10651	532.55	10651	532.55	10111	530.490			
16.02	Upper Primary	4440	310.800	4440	310.80	100.0	100.0							0.070	4512	315.84	4512	315.84	4440	310.800			
	<b>Sub Total</b>	15053	841.450	15053	841.450	100.0	100.0								15163	848.390	15163	848.390	15051	841.290			
17	<b>Research, Evaluation, Monitoring &amp; Supervision</b>																						
17.01	REMS activities		21.060		21.06										0.008	15163	127.37	15163	127.37		16.005		
17.02	Monitoring & Supervision																						
	<b>Sub Total</b>		21.060		21.060											15163	127.369	15163	127.369		16.005		
18	<b>Maintenance Grant</b>																						
18.01	Maintenance Grant ( PS & UPS)	14891	1116.825	14884	980.790	100.0	87.8	7	136.035					0.075	15015	1126.13	15015	1140.33	12823	961.619			
	<b>Sub Total</b>	14891	1116.825	14884	980.790	100.0	87.8	7	136.035						15015	1126.125	15015	1140.325	12823	961.619			
V	<b>BRIDGING GENDER AND SOCIAL CATEGORY GAPS</b>																						
19	<b>Interventions for CWSN</b>																						
19.01	Provision for Inclusive Education	14678	266.670	14678	266.67	100.0	100.0		0.000					0.030	15068	452.04	15068	452.04	4582	86.231			
	<b>Sub Total</b>	14678	266.670	14678	266.670	100.0	100.0		0.000						0.030	15068	452.040	15068	452.040	4582	86.231		
20	<b>Innovation Head up to Rs. 50 lakh per district</b>																						
20.01	Girls Education																39.85			39.85			
20.02	ECCE																52.20			52.20			
20.03	Intervention for SC / ST children																71.68			71.68			
20.04	Intervention for Minority Community children																109.72			108.04			
20.05	Intervention for Urban Deprived children																						
	<b>Sub Total</b>																273.450			271.770			
21	<b>SMC/PRI Training</b>																						
21.01	Residential (3 days)													0.006	275	1.65	275	1.65					
21.02	Non-residential (3 days)	60212	180.636	60212	180.64	100.0	100.0							0.003	82623	247.87	82623	247.87	28027	84.084			
	<b>Sub Total</b>	60212	180.636	60212	180.636	100.0	100.0								82898	249.519	82898	249.519	28027	84.084			
V	<b>SCHOOL INFRASTRUCTURE</b>																						
22	<b>Civil Works Construction</b>																						
22.01	New Primary School (Rural)	64	876.000	34	234.07	53.1	26.7	-29	18.000	59	623.931	9	-17.00	25.000	36	960.00	95	1523.93		21.819			





S.No.	Activity	Year 2013-14								Outlay Proposed for 2014-15								Actual Expenditure as on 31/12/2013				
		Outlay approved by PAB (including spillover)		Anticipated Expenditure as on 31/3/2014				Savings		Spill Over		Deferred liability of 2014-15		Fresh			Total					
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy.	Fin.	Phy	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)
25.14	An additional assistant cook with a salary of Rs.4,500/- p.m. for every additional enrollment of 50 children																					
25.14	Specific Skill training													0.500	10	5.00	10	5.00				
25.15	Electricity / water charges	10	3.600	10	3.60	100.0	100.0							0.600	10	6.00	10	6.00	10	6.00	10	1.879
25.16	Medical care/contingencies @ Rs.750/- per child	10	3.800	10	3.80	100.0	100.0							0.750	10	7.50	10	7.50	10	7.50	10	1.625
25.17	Maintenance	10	2.000	10	2.00	100.0	100.0							0.400	10	4.00	10	4.00	10	4.00	10	1.062
25.18	Miscellaneous	10	2.000	10	2.00	100.0	100.0							0.400	10	4.00	10	4.00	10	4.00	10	1.396
25.19	Preparatory camps	10	1.000	10	1.00	100.0	100.0							0.150	10	1.50	10	1.50	10	1.50	10	0.200
25.20	P.T.A / school functions	10	1.000	10	1.00	100.0	100.0							0.150	10	1.50	10	1.50	10	1.50	10	0.409
25.21	Provision of Rent													4.800								
25.22	Capacity Building	10	0.000	9	2.70	90.0	90.0	1	0.300					0.300	10	3.00	10	3.00	10	3.00	10	0.928
	<b>Sub Total</b>		<b>139.400</b>	<b>109</b>	<b>132.960</b>	<b>#DIV/0!</b>	<b>95.4</b>	<b>1</b>	<b>6.440</b>						<b>120</b>	<b>272.500</b>	<b>120</b>	<b>272.500</b>	<b>110</b>	<b>71.418</b>		
	<b>Total</b>		<b>151.400</b>	<b>110</b>	<b>132.960</b>	<b>#DIV/0!</b>	<b>87.8</b>	<b>1</b>	<b>18.440</b>	<b>1</b>	<b>12.000</b>				<b>140</b>	<b>310.500</b>	<b>141</b>	<b>322.500</b>	<b>110</b>	<b>71.418</b>		
	<b>Graud Total (SSA and KCBV)</b>		<b>21505.386</b>	<b>1055987</b>	<b>22281.356</b>	<b>#DIV/0!</b>	<b>103.6</b>	<b>62</b>	<b>-2604.282</b>	<b>593</b>	<b>186.121</b>			<b>5751.630</b>	<b>1380169</b>	<b>44115.052</b>	<b>1380690</b>	<b>45981.731</b>	<b>550405</b>	<b>15970.665</b>		

