

RASHTRIYA MADHYAMIK

SHIKSHA ABHIYAN

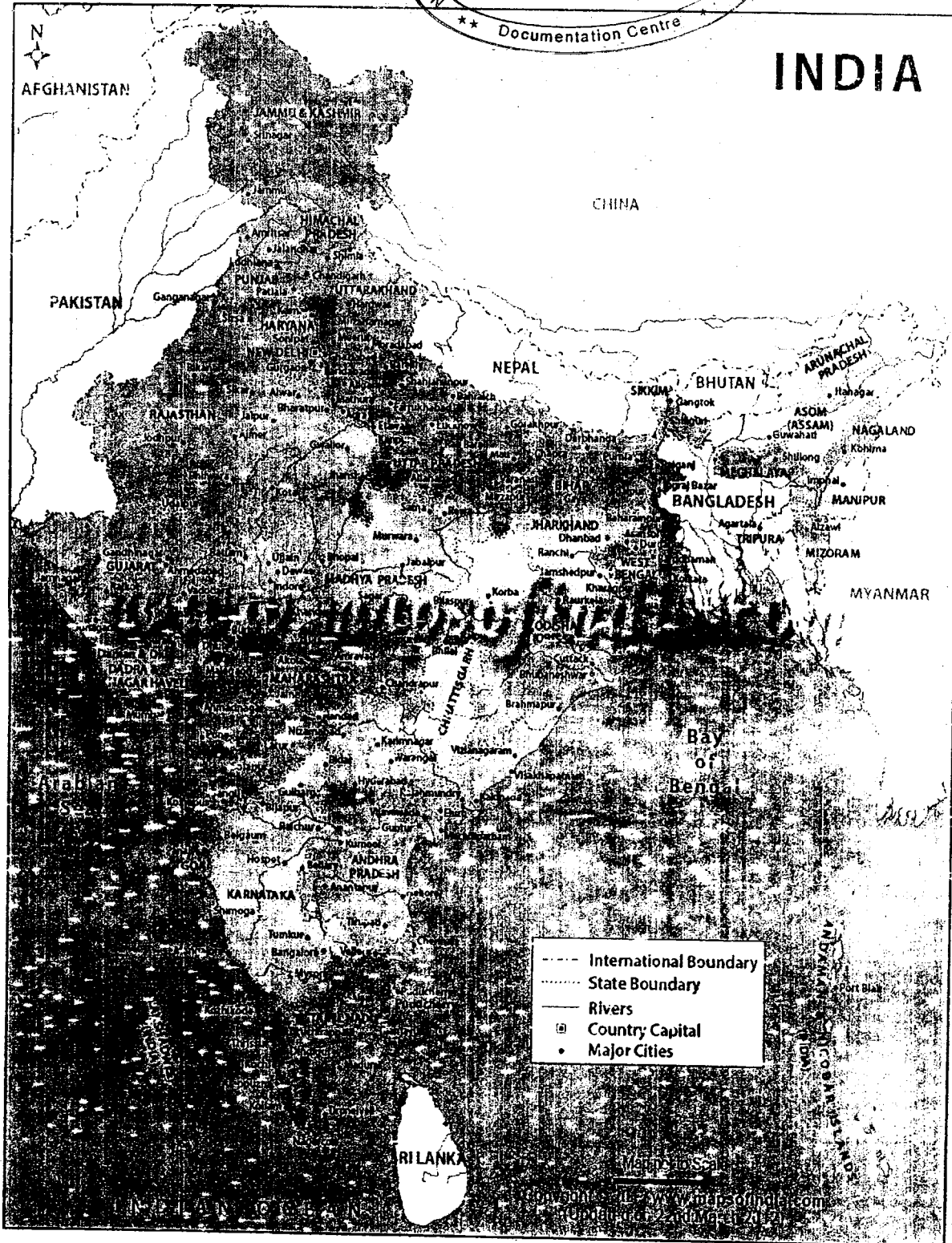


एक चलो, एक चलो
राष्ट्रीय माध्यमिक शिक्षा अभियान

ANNUAL WORK PLAN AND BUDGET

2014-15

HIMACHAL PRADESH



JAMMU AND KASHMIR



CHINA (TIBET)

20

21

22






1

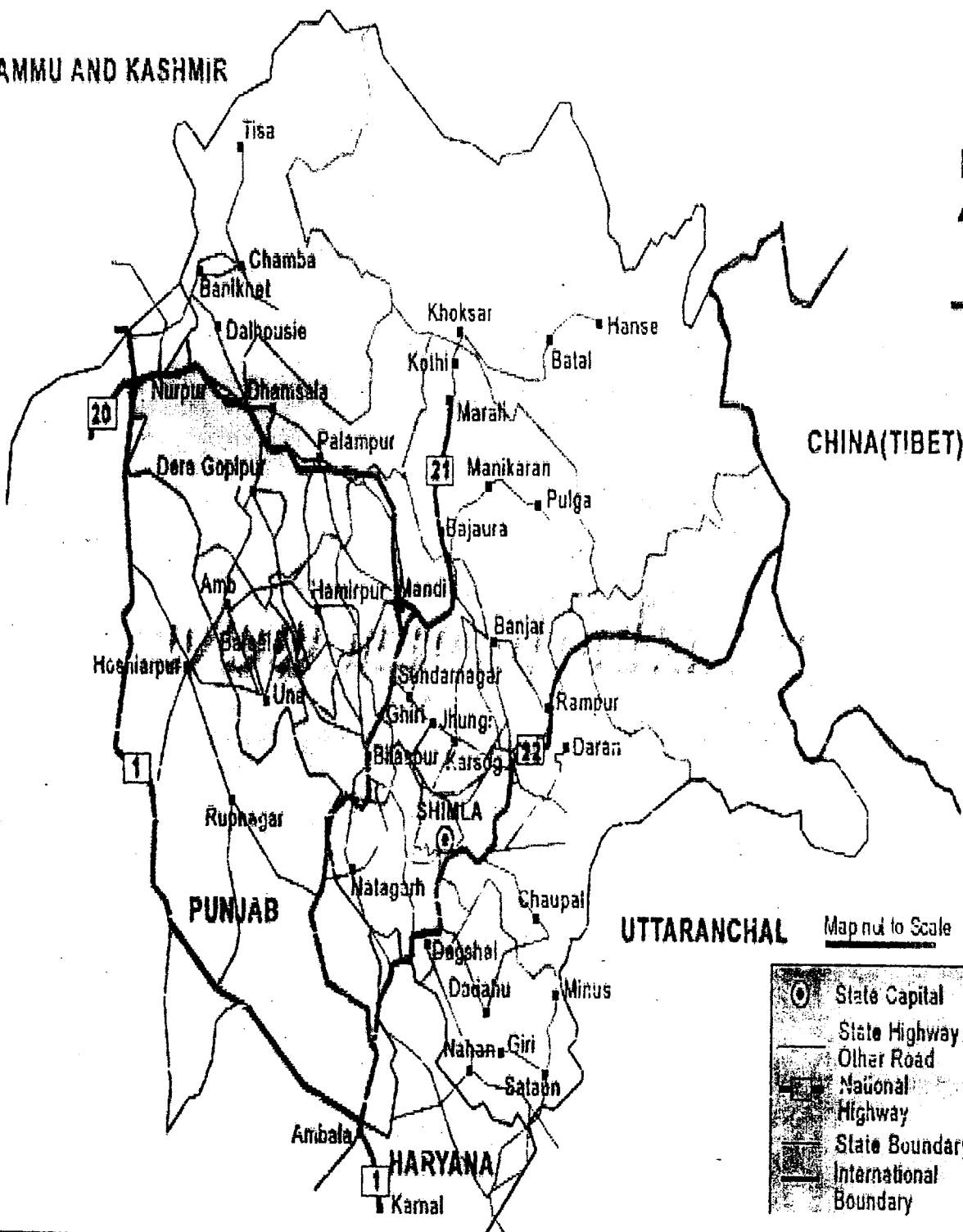
PUNJAB

UTTARANCHAL

Map not to Scale

HARYANA

-  State Capital
-  State Highway & Other Road
-  National Highway
-  State Boundary
-  International Boundary



INDEX

CHAPTER NO	CHAPTERS	PAGE NO.
1	State and District Profile	1-23
2	Brief introduction of schemes	24-61
3	Current status and development priorities	62-109
4	Planning process	110-115
5	Alternative development scenario and plan targets	115-117
6	Strategies and action programmes	118-172
7	Action programme for focus groups	173-179



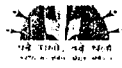
CHAPTER 1

State and District Profile

State Profile

Himachal Pradesh region was called 'Deva Bhoomi'. In early period, tribes like the Koilis, Halis, Dagis, Dhaugris, Dasa, Khasas, Kinnars and Kirats inhabited it. The Aryan influence in this area of India dates to the period before the Rigveda. Sankar Varma, the king of Kashmir exercised his influence over regions of Himachal Pradesh in about 883 AD. This region witnessed the invasion of Mahmud of Ghazni in 1009 AD, who during that period invaded and looted the wealth from the temples in the North of India. In about 1043 AD the Rajputs ruled over this territory. Known for its vibrant and exquisite natural scenery it received the royal patronage of the Mughal rulers who erected several works of art as an appreciation of this land. In 1773 AD the Rajputs under Sansar Chand possessed this region, till the attack by Maharaja Ranjit Singh in 1804 which crushed the Rajput power here. The Gurkhas who migrated from Nepal captured this area and devastated it. In the early 19th century the British exercised their influence and annexed the areas of Shimla after the Gurkha War of 1815-16.

Himachal Pradesh is a part of the Indian Himalayas. It has wide valleys imposing Snow Mountains, limpid lakes, rivers and gushing streams. After India became free in 1947, a number of princely hilly states were integrated into a single unit to be administered by the Government of India. Himachal Pradesh came into being as a state of the India Union on April 15, 1948, by integrating 31 big and small hill states of the region. In 1956, it was converted into a Union Territory. Subsequently, some more hill areas of the Punjab state were added to this Union Territory and it was made into a full-fledged state, the status that it continues to have now. Himachal Pradesh today is one of the most important tourist destinations in India. The high hills of Himalayas welcome the trekkers from all over the world. Shimla is the administrative capital of Himachal Pradesh. Himachal Pradesh is unarguably one of the most wonderful states in India with regards to the climate. The state has fabulous weather throughout the year which is also conducive for the growth of a variety of crops. A huge percentage of the country's army is represented by the wonderful state of Himachal Pradesh. The meaning of Himachal Pradesh means the land of the snowy



mountains. Himachal Pradesh is one of the most sought after tourist destinations of India known for its scenic beauty.

Geographical location

Himachal Pradesh is located in north-west India and is bound by Jammu and Kashmir in the north, Punjab in the west, Haryana, Uttarakhand and Uttar Pradesh in south and China in the east. It extends from the latitudes 30°22'40" North to 33°12'40" North and longitudes 75°45' 55" East to 79°04' 20" East. The entire region of Himachal Pradesh is hilly with the altitude ranging from 350 meters to 7000 meters above sea level. The altitude increases from west to east and from south to north. Geographically, Himachal Pradesh can be divided into three distinct regions, the Shivalik or outer Himalayas, middle Himalayas or inner Himalayas, and greater Himalayas or the alpine zone.

Physical Features

The altitude of Himachal Pradesh varies from 350 m to 7000 m above sea level. The physiography of Himachal Pradesh can be divided into three zones. They are the outer Himalayas or the Shivaliks, the inner or the middle Himalayas and the greater Himalayas or the Alpines. The Shivaliks include the districts of Hamirpur, Kangra, Una, Bilaspur, and the lower parts of Solan, Sirmaur and Mandi. The altitude of lower Himalayas ranges between 350 m to 1500 m and the rainfall in this zone ranges between 150 cm to 175 cm. The middle region includes the parts of Sirmaur, Mandi and parts of Kangra, Shimla and Chamba and experiences rainfall between 75 cm to 100 cm. This zone remains under snow for almost give to six months. The Alpine zone is at an altitude of 4,500 m and beyond and comprises of the Kinnaur and Pangi tehsils of Chamba and some parts of Lahaul and Spiti.

Climate

Himachal Pradesh can be divided into three regions: - (i) The Shivalik ranges (the height from plain upto 915 metres); (ii) Colder Zone (the height is about 4500 metres); and (iii) the Axis and Crystalline core of the whole system (the height above 4500 metres but below 5500 metres).The climatic conditions, therefore, vary from the semi- tropical to



semi-arctic. Physiographically, the State can be divided into five zones based on altitudes and moisture regime conditions. These vary from wet humid sub-temperate situation to dry temperate alpine high lands. Besides the seasonal variations, the climate of Himachal Pradesh varies at different altitudes. The average rainfall is 152 cms. (60 inches). The highest rainfall occurs in Kangra district followed by Shimla district.

Forests

Forests are an important resource of Himachal Pradesh. Although the area classified as "Area under Forest" is 67 percent of the total area of the Pradesh, yet the effective forest cover is much lower than this area, primarily on account of the fact that a very large area is either alpine meadows or is above the tree line.

Language

The official languages are Hindi and English, which is spoken by about two-third of the population. Many people are fluent in Pahari, urdu and Punjabi also.

Economy of Himachal Pradesh

The economy of Himachal Pradesh is mainly dependent on tourism and apples. The state also has some natural minerals. It has two large cement factories, which not only caters to the people of Himachal but also sell their output to other states. Another major part of the Himachal economy is hydro electricity due to the abundance of perennial rivers. In spite of considerable challenge, the state has good connectivity through road, rail and air. Besides having the highest road density among all the hill states of India, it also has three airports and two narrow gauge rail tracks. The rapid developments in infrastructure by government and promotion of modern techniques of cultivation among the farmers, suitable agricultural machinery and good breeds of cattle, sheep and poultry made Himachal as one of the classic examples of rapid transformation from the most backward part of the country to one of its most advanced states. Himachal now ranks fourth in respect of per capita income among the states of the Indian Union.

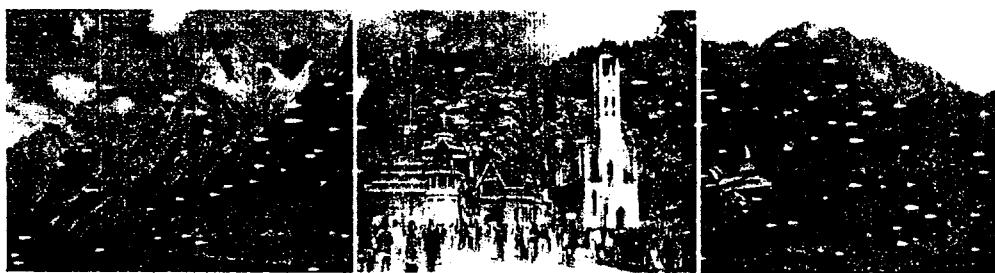


Agriculture and Horticulture

Himachal Pradesh is widely acknowledged as the “Granary of India”. Since the land is fertile and free from physical handicaps, agriculture and Horticulture is very profitable in the state. Himachal Pradesh receives scanty rainfall, Cultivation is either Rabi (spring harvest) or Kharif (autumn harvest) based. Himachal Pradesh is India’s largest producer of Apple. Major crops include wheat, rice. Apple production has a prominent role to play in the state's economy.

Himachal Pradesh Tourism

Himachal Pradesh is the land of eternal snow peaks abounds in exotic valleys, glorious green hill-slopes; mountains, streams and the hills of Himalayas welcome the tourists from all over the world. Himachal Pradesh is full of hill resorts, pilgrimages, adventure sports destinations, and wildlife that attract a wide range of tourist traffic. Today, Himachal Pradesh is one of the most important tourist destinations in India. It also has excellent trekking. Main tourist complexes are Shimla, Palampur, Dharamsala, Kulu-Manali, Chamba-Dalhousie. Temple at Bhima Kali, Sarahan, Hatkoti, Jwalajee, Chamunda Devi, Chintpurni, Renuka and Rewalsar, Deoth Siddh and Naina Devi are major attractions for pilgrims. Tourist complexes are also being set up at Keylong, Kaza, Sangla, Shoja, Kalpa, Khadralla, Kharapathar, Chindi, Bharmour, Chansal and Naggar castie. Hang-gliding competitions are held in Kangra valley. Solang Nallah slopes are getting popular for winter sports. There is an art gallery in Naggar and museums in Charaba, Shimla and Dharamasala. The beautiful tourist resort of Khajjair in Chamba district has been christened as the Switzerland of Himachal Pradesh.





Rivers of Himachal Pradesh

The major river systems of the region are the Chenab, the Ravi, the Beas, the Sutlej and the Yamuna. These perennial rivers are fed by snow and rainfall and are protected by a fairly extensive cover of natural vegetation.

Food of Himachal Pradesh

There are not many specific varieties that one can get in Himachal Pradesh. A long-time relationship with Punjab and large-scale migration of Tibetans ensured the impact of the Tibetan and Punjabi cuisine on Himachal. Some of the unique Himachali cuisines include Nasasta (a sweetmeat) in the Kangra region; Indra (made of Urad dal), Baadi / Ghaunda, and Bada/Poldu and Siddu in the Shimla and Sepu Badi in Mandi region apart from favorites all over the state like Pateer, Chouck, Bhagjery and chutneys of Til. Non-vegetarian food is quite popular too in Himachal Pradesh.

Arts & Culture of Himachal Pradesh

Himachal dance forms are varied and some are quite complicated. These dances are an inseparable part of tribal life, which reflects the great perseverance and good humour of the human beings in the face of poverty and death. No festivity here is completed without dancing. The dance forms like Dulshol, Dharveshi, Drodi, Dev Naritya, Rakshas Nritya, Dangi, Lasa, Nati and Nagas are danced all over the state and provide a welcome break in the monotony of life.

The Himachalis in general have a highly developed sense of art, which is expressed in their objects of daily use. Their metal ware including attractive utensils, ritualistic vessels, idols and silver jewellery; the unglazed earthenware of Kangra; embroidered shawls and other garments which portray both classical and simple folk styles and designs; and traditional jewellery for almost all conceivable uses, are some of their popular crafts. Weaving of wool is a major cottage industry in itself.



Music & Dance of Himachal Pradesh

Most of the songs require no instrumental accompaniment. The themes are usually common ones like human love and separation of lovers. Some songs are about rituals. Chhinj, Laman, Jhoori, Gangi, Mohana and Tappe are love songs. Dholru is a seasonal song. Bare-Haren are ballads about warriors, Soohadiyan are songs sung at Childbirth. Losi and Pakkahad and Suhaag songs are all family songs, Karak are songs of praise in honour of the deities and Alhaini is a song of mourning. All these songs follow a specific style of singing and the geographical facts have a deep effect on these.

Traditional dances of Himachal Pradesh

Himachali dance forms are highly varied and quite complicated. These dances are very vital part of the tribal life. It reflects the culture and the tradition of Himachal. Hardly any festivity here is celebrated without dancing. Some of the dance forms like Dulshol, Dharveshi, Drodi, Dev Naritya, Rakshas Nritya, Dangi, Lasa, Nati and Nagas are danced all over the region.





Costumes of Himachal Pradesh

The highlanders of Lahaul-Spiti and Kinnaur weave dresses from it for special occasions such as festivals and weddings. The wool products are made in either the Byangi wool. Sari is the most common garment that Himachali women wear. Traditional dresses like Kameez, Kurta, and Salwar in distinctive Himachali style are still popular. Women like to put on a coat or waistcoat during chilly winter days

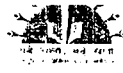
Socio-Economic Profile: Brief Background

Agriculture, horticulture and animal husbandry are main occupations of the people. While upper Himachal is famous for apple, apricot and walnut the lower part of the state has its niche in citrus fruit. As landholdings are small and hill farming is incapable of mass production people are shifting to cash crops. Seed potato, off-season green peas and vegetables, floriculture, exotic vegetables and fruit are emerging as new money earners. Tourism is another income generating activity.

The mainstay of the people of Himachal Pradesh is agriculture on which 66.71% population depends for their livelihood. The topography being mostly hilly, the type of cultivation is terraced. Close to 80 percent of all holdings fall in the category of small and marginal farmers. Due to ideal climate for fruit cultivation, horticulture and vegetable growing (seasonal as well as off-season), a well-diversified farm economy has developed rapidly during the past three decades. The percentage of main workers to total population is 32.31 and the percentage of cultivators to main workers is 55.45. The percentage of agricultural labourers to total workers is 1.83 as per 2001 census.

Industries

Himachal Pradesh is not self sufficient in its availability of minerals. Industries are mainly agro based. Industrial growth in recent years has been a major contributor to the state's economy. Excellent connectivity of some places by road, rail and air has paved way for industrial progression. Prime industries are Cotton textile, Agro. Sports goods, Hosiery and Engineering goods. Most of the dairy consumption is by the household sector.



Scheduled Castes

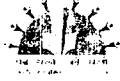
The three districts namely Kinnaur, Lahaul-Spiti and some areas of Chamba district has been identified as tribal, SC and other focus groups, including minorities concentrated areas.

The total scheduled caste population of Himachal Pradesh in 2011 Census is 15,02,170 persons which constitutes 24.7 percent of the total population of the state. The rural and urban break up of scheduled castes population of the state is 14,03,050 (25.6 percent) and 99,120 (16.6 percent) respectively.

Sirmour district has the highest proportion of scheduled castes population (29.6 percent) followed by Mandi (29.0 percent), Kullu (28.3 percent) Solan (28.1 percent), Shimla (26.1 percent) and Bilaspur (25.4 percent). The districts of Lahaul and Spiti (7.8 percent) and Kinnaur (9.7 percent) have low proportion of scheduled caste population as these are dominated by the tribal population. This percentage is below the state average (24.7) in Hamirpur (23.9) Una (22.4), Kangra (20.9) and Chamba (20.0 percent) district.

Schedule Tribes

The total scheduled tribes population is 2,44,587 persons which constitutes 4.0 percent. Scheduled Tribes live in rural areas while only 7,527 persons or 1.3 percent of the total urban population of the state live in urban areas. The tribal districts of Lahaul & Spiti and Kinnaur has returned 73.0 and 71.8 percent scheduled tribes population while in Chamba district where entire Pangi and Bharmouli blocks are tribal areas, has also returned higher percentage of 25.5 percent tribal population in the district. In other districts, the proportion of tribal population is very low. The percentage of tribal population in Kullu is 3.0 percent, Bilaspur (2.7 percent), Sirmour (1.3 percent) and Mandi (1.2 percent). The negligible tribal population is returned by Solan (0.7 percent) Shimla (0.6 percent) and Kangra (0.1 percent) to the total population of the district.



Demographic Structure

Growth of population (all age groups) by gender, location and social categories according to Surveyor General of India, the total area of Himachal Pradesh is 55,673 square kilometers. Out of this total area, 45,318 square kilometres is the measured area according to the revenue papers. Area-wise, Hamirpur is the smallest district of the Pradesh which covers an area of 1,118 sq. kilometres (2.01%) and Lahaul & Spiti has the largest area of 13,835 sq. kilometers (24.85%).

The total population of Himachal Pradesh, according to 2011 Census is 68,56,509 which gives density of population as 123. There are wide variations in area and population of the districts and the district-wise density varies from 2 persons per sq. kilometre in Lahaul and Spiti to 406 persons in Hamirpur district. Out of the total population, the number of males and females is 34,73,892 and 33,82,617 respectively, which means that the number of females per 1000 males is 974. The sex ratio of females per thousand males has been rising continuously in Himachal Pradesh since 1951 Census but declined from 976 in 1991 Census to 968 in 2001 Census. The total percentage of rural population is 89.6% of the total population residing in 17,495 inhabited villages. Himachal Pradesh has the highest percentage of rural population among all the States of the Country. The Scheduled Castes population in the State is approximately 25 percent (as per 2001 Census 24.72%) and the Scheduled Tribe population is 4 percent (as per 2001 Census 4.02%), which has its concentration in districts of Kinnaur and Lahaul Spiti and parts of Chamba district and scattered in other districts of the total population. The number of women per 1000 men (Sex ratio) which was 958 in 1971 increased to 974 in 2011. In Hamirpur district it is 1096 in 2011. Density per sq. km as per population census in increased from 62 to 123 in 1971 to 2011. Birth rate and death rate have been decreasing both in rural and urban areas over the year. The birth rate in 2008 for rural areas was 18.2 as compared to 12.1 in urban areas. The total marital fertility rate of H.P was 4.7 as compared to all India 4.3 in 2008. The Residential houses has also increased from 9, 59,453 to 12, 30,237



Districts of Himachal Pradesh

Himachal Pradesh has 12 districts: Bilaspur, Chamba, Hamirpur, Kangra, Kinnaur, Kullu, Lahaul-Spiti, Mandi, Shimla, Sirmour, Solan and Una.

Table No. 2 Number of districts/CD blocks, revenue villages, inhabited habitations etc.

	District	CD Block	Education Block	Panchayats	No. of inhabited villages	Habitations
1	Bilaspur	3	5	151	965	1573
2	Chamba	7	15	283	1118	4371
3	Hamirpur	6	6	229	1635	1849
4	Kangra	15	19	760	3619	4466
5	Kinnaur	3	3	65	234	231
6	Kullu	5	6	204	172	2283
7	L&S	2	4	41	287	302
8	Mandi	10	20	473	2833	7823
9	Shimla	10	20	363	2520	5572
10	Sirmour	6	13	228	966	2773
11	Solan	5	7	211	2388	3242
12	Una	5	6	235	758	1359
	Total	77	124	3243	17495	35844

Source: Census Data

Table : Population of Himachal Pradesh

S.No	District	Population of all communities						Total Population (all community)			Density of Population	Sex Ratio	Area (Sq. kms.)
		Urban			Rural			Male	Female	Total			
		Male	Female	Total	Male	Female	Total						
1	Bilaspur	13101	12025	25126	179726	177204	356930	192827	189229	382056	327	981	1167
2	Chamba	19424	16767	36191	241424	241229	482653	260848	257996	518844	80	989	6528
3	Hamirpur	16292	15121	31413	200450	222430	422880	216742	237551	454293	406	1096	1118
4	Kangra	45283	41076	86359	703276	717588	1420864	748559	758664	1507223	263	1013	5739
5	Kinnaur	0	0	0	46364	37934	84298	46364	37934	84298	13	818	6401
6	Kullu	21902	19356	41258	202418	193798	396216	224320	213154	437474	79	950	5503
7	L&S	0	0	0	16455	15073	31528	16455	15073	31528	2	916	13835
8	Mandi	32055	30569	62624	464732	472162	936894	496787	502731	999518	253	1012	3950
9	Shimla	110951	90549	201500	313535	298349	611884	424486	388898	813384	159	916	5131
10	Sirmour	30202	27036	57238	246599	226327	472926	276801	253363	530164	188	915	2825
11	Solan	58967	43111	102078	247195	227357	474592	306162	270508	576670	298	884	1936
12	Una	23453	21464	44917	240088	236052	476140	263541	257516	521057	338	977	1540
	Total	371630	317074	688704	3102262	3065543	6167805	3473892	3382617	6856509	123	974	55673

Source: Census Year 2011

Education of Himachal Pradesh

Himachal Pradesh was the summer capital during British Raj. Hence the standard of education in the state has reached to a considerable level. The state has many educational institutes for higher studies. H.P. University and National Institute of Technology are pioneer institutes of the state. There are many other Universities - Chaudhary Sarwan Kumar Himachal Pradesh Krishi Vishwavidyalaya, Palampur; Dr. Y.S. Parmar University of Horticulture & Forestry, Nauni; Jaypee University of Information Technology, Solan and National Institute of Technology, Hamirpur. The overall literacy rate, according to census 2001, is 77.13% with male literacy rate at 86.02% and female literacy rate at 68.08%. Now the overall literacy rate, according to census 2011, is 82.80% with male literacy rate at 89.53% and female literacy rate at 73.51%.

In Himachal Pradesh there is one central university, four state universities and eleven private universities. The leading Educational Institutes of Himachal Pradesh are as given below:

University	Location	Type	Established	Specialization
Arni University	kathgarh	Private	2009	General
APG Shimla University	Shimla	Private	2012	General
Baddi University of Emerging Sciences and Technologies	Baddi	Private	2009	Technology
Bahra University	Waknaghat	Private	2011	General
Central University of Himachal Pradesh	Dharamsala	Central	2009	General
Chitkara University	Solan	Private	2009	General
Chaudhary Sarwan Kumar Himachal Pradesh Krishi Vishwavidyalaya	Palampur	State	1978	Agriculture
Dr. Yashwant Singh Parmar University of Horticulture and Forestry	Solan	State	1986	Horticulture, forestry
Eternal University	Baru Sahib	Private	2008	General
Himachal Pradesh Technical University	Hamirpur	State	2010	Technology



The number of Educational Institutes in Himachal is as follows:

Universities	5
No. of medical colleges (Allopathic, Ayurvedic, Dental)	7
No. of Arts , Home Science, Commerce and Science College(Govt. & Govt.aided)	72
No. of Govt. High/ Sr. Sec. Schools	2191

Literacy rates, gender and regional gaps in literacy rates

According to the census 2011, the overall literacy percentage of Himachal Pradesh is 82.80% (89.53% for males and 73.51% for females). Comparatively, it is much higher than the all-India literacy rate, which is 74.04%. The literacy rate in Himachal Pradesh has been improving faster than the all-India figures. Himachal Pradesh is characterized by a very strong correlation between sex ratio (females per thousand and males) and literacy. Districts with higher density of female population vis-à-vis male population have high literacy rates.

Literacy Rate for State and Districts : 2011

Sl. No.	State / District	Total Population			Literacy rates		
		Person	Male	Female	Person	Male	Female
	INDIA	1,21,05,69,573	62,3121,843	58,74,47,730	74.04	82.14	65.46
	Himachal Pradesh	68,56,509	34,73,892	33,82,617	83.78	90.83	76.6
1	Chamba	5,18,844	2,60,848	2,57,996	73.19	84.19	62.14
2	Kangra	15,07,223	7,48,559	7,58,664	86.42	92.55	80.62
3	Lahul & Spiti	31,528	16,455	15,073	77.24	86.97	66.5
4	Kullu	4,37,474	2,24,320	2,13,154	80.14	88.8	71.01
5	Mandi	9,99,518	4,96,787	5,02,731	82.81	91.51	74.33
6	Hamirpur	4,54,293	2,16,742	2,37,551	89.01	95.28	83.44
7	Una	5,21,057	2,63,541	2,57,516	87.23	92.75	81.67
8	Bilaspur	3,82,056	1,92,827	1,89,229	85.67	92.39	78.9
9	Solan	5,76,670	3,06,162	2,70,508	85.02	91.19	78.02
10	Sirmaur	5,30,164	2,76,801	2,53,363	79.98	86.76	72.55
11	Shimla	8,13,384	4,24,486	3,88,898	84.55	90.73	77.8
12	Kinnaur	84,298	46,364	37,934	80.77	88.37	71.34

HIMACHAL: A FACT SHEET

1	Total Schools	Managed By: Department of Education		
	Primary	10653		
	Upper Primary	2323		
	Secondary	833		
	Higher Secondary	1359		
2	Total Enrolment	Boys	Girls	Total
	Primary	178315	182755	361070
	Upper Primary	126592	126649	253241
	Secondary	111916	105749	217665
	Higher Secondary	88629	86465	175094
3	Total Teachers	Male	Female	Total
	Primary	14976	10263	25239
	Upper Primary	13199	5776	18975
	Secondary	4778	3084	7862
	Higher Secondary	7418	3818	11236
4	GER	Boys	Girls	Total
	Primary	102.54	102.86	102.69
	Upper Primary	96.45	97.84	97.10
	Secondary	116.05	112.42	114.34
	Higher Secondary	83.80	85.51	84.61
5	NER	Boys	Girls	Total
	Primary	85.42	85.67	85.54
	Upper Primary	74.27	75.46	74.82
	Secondary	67.42	65.99	66.74
	Higher Secondary	48.90	50.71	49.76
6	PTR			
	Primary		14.31	
	Upper Primary		13.35	
7	Average School Size			
	Primary		34	
	Upper Primary		56	
	Secondary		99	
	Higher Secondary		129	

Source U-DISE data as on 30-9-2013



Primary Education

The Directorate of Primary Education has been reorganized and upgraded to the Directorate of Elementary Education vide Notification Number EDN-C.A(1)-2/2004, dated 31.10.2005.

Elementary Education in the districts is being looked after by the Directorate of Elementary Education through the office of Deputy Director (Elementary Education) at the district level. There are District Institutes of Education and Training (DIET) in all the districts which provide pre-service and in-service training to the primary school teachers. The Deputy Director is supported by a Block Primary Education Officer (BPEO) at the Education block level. Himachal Pradesh has 124 Educational Blocks.

The 10613 primary schools (Class I-V) are clustered into 2102 centre schools. Each centre has approximately 5 primary schools attached to it and is manned by a Centre head teacher (CHT). The primary schools are being manned by Primary School Teachers. The norms for teacher deployment have been fixed by Department of Primary Education. Every formal primary school is supposed to have 2 teachers per school irrespective of the school strength up to 60 children. Thereafter additional teacher is provided for every addition of 30 or part thereof children.

The primary schools teachers fall in different categories: JBT trained teachers (with 2 years pre-service training), Contract teachers (TGTs with B.Ed.), C&V teachers (Shastris, Drawing teachers etc.), Volunteer teachers (matriculates, now absorbed as regular teachers after putting in more than 5 years service and undergoing condensed in-service training at DIETs), Vidya Upasaks and Gramin Vidya Upasaks (para teachers on fixed honorarium basis). The primary school teachers are being recruited and managed by the Department of Elementary Education. Now the State Government has entrusted the appointment and postings of Para-Teachers and part time Water Carriers in Primary Schools to the Gram Panchayats and Parents teacher associations.

Upper Primary Education

The Upper Primary Education in the District is being looked after by the Department of Higher Education, through Deputy Director Secondary (Higher Education). These schools are under the overall control of Director Higher Education. There are three types of Upper Primary Schools

Independent Upper Primary Schools with Classes form VI to VIII

Upper Primary Schools attached with High Schools with Classes VI to X

Upper Primary Schools attached with Senior Secondary Schools with Classes VI to XII.

Statistical Profile

Total Schools: All Management

District	Primary Only	Primary with Up. Primary	Primary with U.Pr.&& Sec/H.Sec	Upper Primary Only	Up. Primary With Sec./H.Sec	Primary with up. pri. && Sec.	Up. Pri. With Sec.	Sec. Only	Sec. with Hr. Sec.	Hr. Sec. only	All Schools
Bilaspur	641	61	29	123	87	41	43	0	1	0	1026
Chamba	1178	33	22	255	95	16	85	0	0	1	1685
Hamirpur	526	65	58	140	87	51	55	0	1	0	983
Kangra	1836	140	133	386	254	179	167	1	1	2	3099
Kinnaur	199	10	9	36	31	5	21	0	0	0	311
Kullu	789	56	15	131	66	51	50	0	1	3	1162
L-Spiti	208	1	1	36	25	3	12	0	0	0	286
Mandi	1809	96	117	378	230	69	114	0	0	0	2813
Shimla	1716	104	66	365	210	75	110	0	0	0	2646
Sirmour	1042	42	21	203	102	49	76	0	1	1	1537
Solan	829	56	73	162	96	15	56	0	0	0	1287
Una	524	56	38	110	100	30	55	0	0	2	915
Total	11297	720	582	2325	1383	584	844	1	5	9	17750

Source DISE data as on 30-9-2013



Total Schools: Department of Education

Distt.	Primary Only	Upper Primary Only	Up. Primary With Sec./H.Sec	Up. Pri With Sec.	All Schools
Bilaspur	591	123	86	43	843
Chamba	1137	254	93	85	1569
Hamirpur	489	140	84	52	765
Kangra	1712	386	251	167	2516
Kinnaur	184	36	30	20	270
Kullu	751	131	65	50	997
L-Spiti	204	36	24	11	275
Mandi	1730	377	228	110	2445
Shimla	1594	365	208	110	2277
Sirmour	997	203	101	76	1377
Solan	766	162	92	55	1075
Una	498	110	97	54	759
Total	10653	2323	1359	833	15168

Source UDISE data as on 30-9-2013

Total Enrolment: All Management

Districts	Enrolment in All Schools				
	Primary (I-V)	Upper Primary (VI-VIII)	Secondary (IX-X)	Higher Secondary (XI-XII)	Total (I-XII)
Bilaspur	29826	19134	15191	12288	76439
Chamba	53493	31812	24782	14546	124633
Hamirpur	35791	23101	18341	17005	94238
Kangra	112762	74314	63234	52543	302853
Kinnaur	5759	4009	2592	1651	15011
Kullu	41585	25337	18351	12059	97332
Lahaul-Spiti	2306	1345	899	595	5145
Mandi	80400	52565	39871	32204	205040
Shimla	73970	42411	31224	24787	172392
Sirmour	56068	32424	25504	13844	127840
Solan	59418	34810	24728	16859	135815
Una	46980	28833	21086	17041	113940
Total	599358	370095	285803	215422	1470678

Source UDISE data as on 30-9-2013

Enrolment : Department of Education

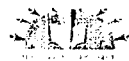
Districts	Enrol in Schools under Deptt. of Education				
	Primary (I-V)	Upper Primary (VI-VIII)	Secondary (IX-X)	Higher Secondary (XI-XII)	Total(I-XII)
Bilaspur	17731	13069	11806	10058	52664
Chamba	44820	27348	22342	13189	107699
Hamirpur	16175	13543	12849	13088	55655
Kangra	50524	43976	44729	41479	180708
Kinnaur	4344	2921	2018	1316	10599
Kullu	28421	19194	14858	10166	72639
Lahaul-Spiti	1607	935	665	585	3792
Mandi	53311	39392	32126	28171	153000
Shimla	43516	27061	22401	20078	113056
Sirmour	40154	24936	21010	11449	97549
Solan	33683	21541	17146	12008	84378
Una	26784	19325	15715	13507	75331
Total	361070	253241	217665	175094	1007070

Source UDISE data as on 30-9-2013

Secondary Teachers : Department of Education

District	Secondary		
	Male	Female	Total
Bilaspur	359	155	514
Chamba	429	189	618
Hamirpur	347	219	566
Kangra	891	643	1534
Kinnaur	100	73	173
Kullu	289	171	460
Lahaul-Spiti	105	51	156
Mandi	825	413	1238
Shimla	560	375	935
Sirmour	315	215	530
Solan	281	301	582
Una	277	279	556
Total	4778	3684	7862

Source UDISE data as on 30-9-2013



Facility at Secondary level (Department of Education)

H.P.	Total Schools	Drinking water	Girls Toilet	Boys Toilet	Electricity	Library	Playground	Ramps for disabled children	Medical Check-up	Computers
Bilaspur	43	43	43	43	43	43	42	34	42	27
Chamba	85	85	85	84	78	85	73	38	82	47
Hamirpur	52	52	52	49	52	52	52	41	51	41
Kangra	167	167	167	162	167	167	156	158	164	43
Kinnaur	20	20	20	19	17	20	20	11	20	18
Kullu	50	50	50	49	47	49	50	47	50	34
Lahaul-Spiti	11	11	11	9	8	10	9	0	11	11
Mandi	110	109	108	106	109	106	105	67	102	34
Shimla	110	108	106	105	98	110	96	55	98	44
Sirmour	76	75	74	73	72	76	55	52	73	30
Solan	55	54	55	55	55	55	42	52	55	34
Una	54	53	53	53	53	52	52	44	47	40
Total	833	827	824	807	799	825	752	599	795	413
% age	100.00	99.28	98.92	96.88	95.92	99.04	90.28	71.91	95.44	49.58

Source UDISE data as on 30-9-2013

Facility at Higher Secondary level (Department of Education)

H.P.	Total Schools	Drinking water	Girls Toilet	Boys Toilet	Electricity	Library	Playground	Ramps for disabled children	Medical Check-up	Computers
Bilaspur	86	86	85	85	86	86	86	65	85	79
Chamba	93	93	92	92	90	93	85	62	87	75
Hamirpur	84	84	82	83	84	84	84	60	84	77
Kangra	251	251	250	245	251	251	237	240	245	200
Kinnaur	30	30	30	30	29	30	30	19	29	29
Kullu	65	65	64	64	65	65	65	63	65	58
Lahaul-Spiti	24	24	24	18	22	24	14	4	24	24
Mandi	228	228	225	226	228	223	226	167	216	158
Shimla	208	205	198	191	201	208	203	117	192	147
Sirmour	101	101	100	93	101	101	94	80	99	80
Solan	92	92	92	92	91	92	78	84	92	84
Una	97	97	97	96	97	97	97	80	94	92
Total	1359	1357	1339	1315	1345	1354	1299	1041	1312	1103
% age	100.00	99.85	98.53	96.76	98.97	99.63	95.58	76.60	96.54	81.16

Source UDISE data as on 30-9-2013

Secondary and Higher Education

There are 833 Govt. High Schools, Govt.1359 Senior Secondary Schools. The High Schools are manned by the TGTs and headed by Head Masters. The Sr. Secondary schools function under the control of the Principal and have Post Graduate Teachers for +2 Sections in addition to the TGTs.

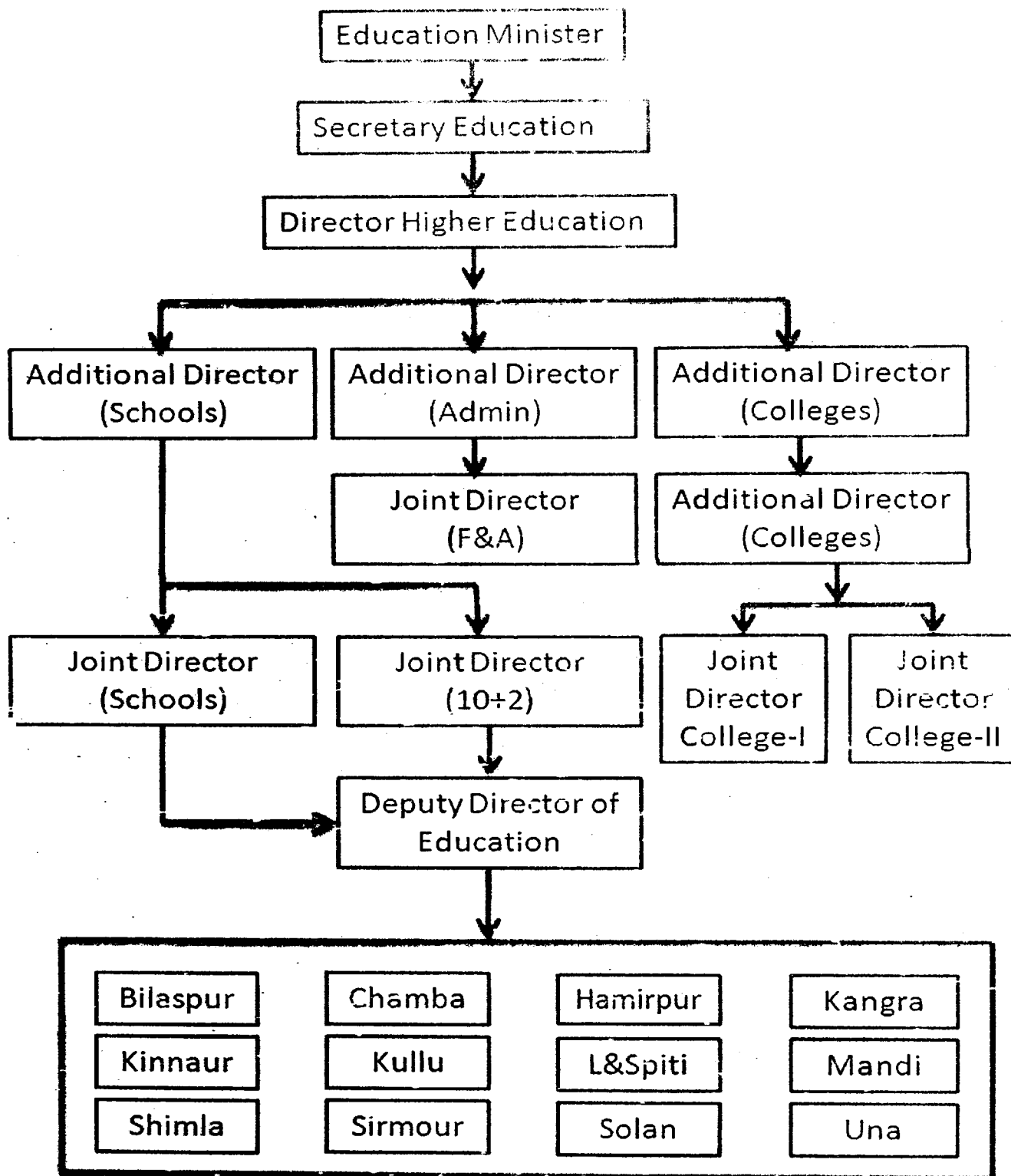
Status of enrolment, dropout rates and pass percentage in classes IX-XII (National as on 30.9.2005 and HP as on 2009(Projected)), and present status

S. No.	Indicators		Boys	Girls	Total
1.	Enrolment (IX-X)	National	1.45 crore	1.05 crore	2.50 crore
		2009	116360	106865	223225
		2012	152671	134115	286786
		2013	111916	105749	217665
2.	Enrolment (XI-XII)	National	0.78 crore	0.56 crore	1.34 crore
		2009	92966	84858	177824
		2012	116557	107155	223712
		2013	88629	86465	175094
3.	Gross Enrolment Ratio (IX-X)	National	57.72	46.23	52.26
		2009	91.88	87.15	89.55
		2012	121.6	116.96	119.39
		2013	116.05	112.42	114.34
4.	Gross Enrolment Ratio (XI-XII)	National	31.54	25.19	28.54
		2009	71.64	67.53	69.62
		2012			
		2013	83.80	85.51	84.61
5.	Dropout rate (Class XI - X)	National	60.04	63.56	61.59
		2009	7.18	8.77	7.94
		2012	5.04	4.99	5.02
		2013			
6.	Pass percentage (Class X State Board Exam. -2006)	National	66.30%	70.26%	67.86%
		2009			77.75
		2012			
		2013			
7.	Pass percentage (Class XII State Board Exam.-2006)	National	67.49%	77.25%	71.28%
		2009			85.71
		2012			
		2013			

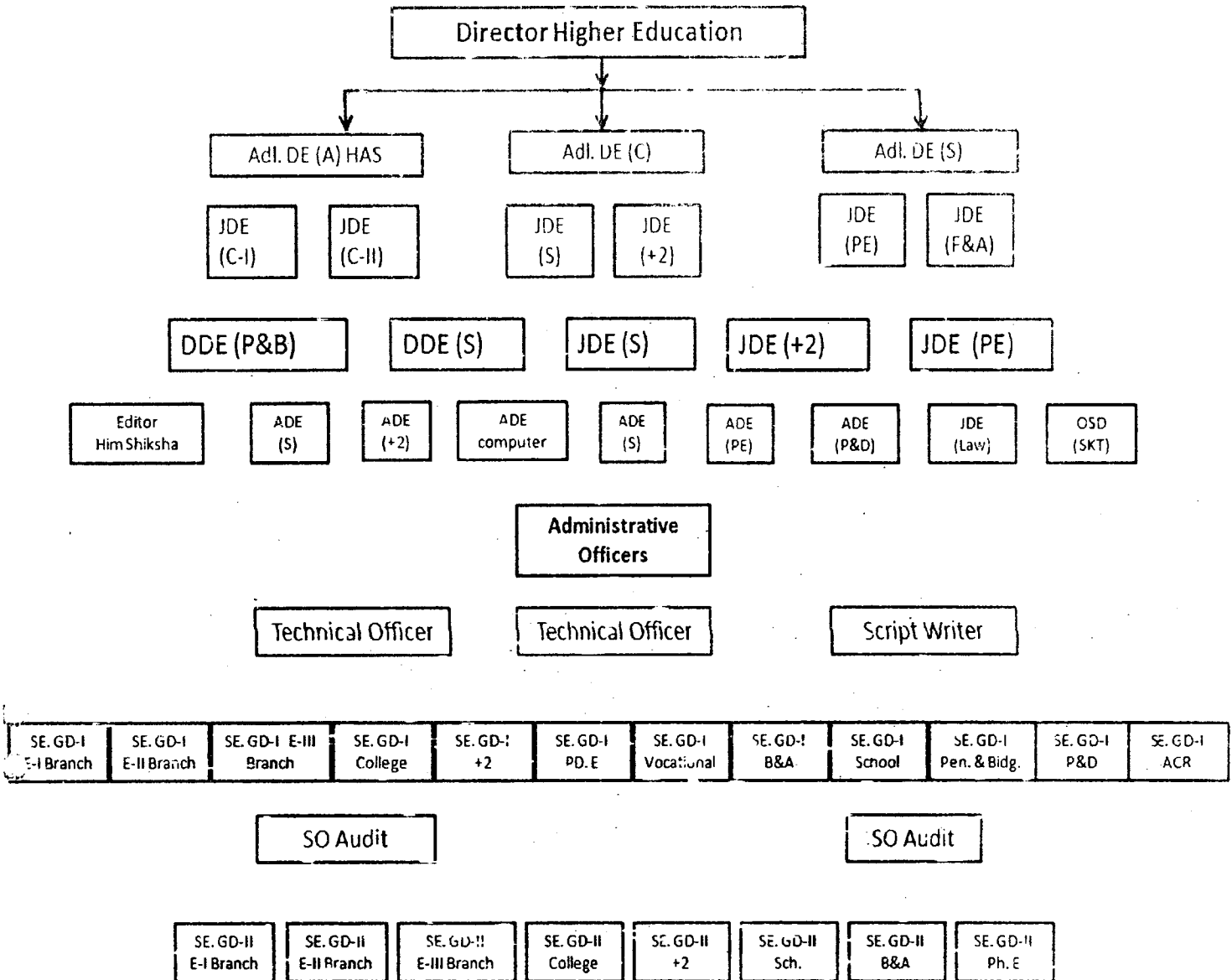
SOURCE: RMSA DOCUMENT, SEMIS DATA & UDISE.



ORGANIZATIONAL SET UP OF EDUCATION

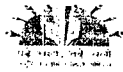


HIERARCHICAL CHART OF EDUCATION DEPARTMENT



Existing institutional arrangements at state, district and sub-district levels for planning and administration of school education and also for secondary education

Secondary and Higher Education in the districts is being looked after by the Directorate of Higher Education through the office of Deputy Director (Higher Education) at the district level. There are District Institutes of Education and Training (DIETs) in all the districts



which provide in-service training to the secondary school teachers. The 2192 Government secondary schools (Class IX-X) are clustered into 243 cluster centres.

District-wise No. of clusters for implementation of RMSA.

Sl. No.	District	No. Of Secondary Schools	Nos. Of clusters
1	Bilaspur	129	15
2	Chamba	178	21
3	Hamirpur	136	13
4	Kangra	418	40
5	Kinnaur	50	9
6	Kullu	115	32
7	L&S	35	11
8	Mandi	338	28
9	Shimla	318	36
10	Sirmour	177	12
11	Solan	147	13
12	Una	150	13
	Total	2191	243

Existing educational management information system (EMIS), if any, for planning and management of school education

At present existing educational management information system (EMIS) for planning and management of school education is carried out at the district levels. At the district level MIS wing is functional at each DIFT. The information on DCF is collected every year with cut off date 30th September from all the govt./ pvt. Institutions in the district and its reports are generated at the district level through EMIS which is further utilised for the formulation of Annual Work Plan and Budget for the district under RMSA.

Database for Plan Formulation

The status report on secondary education with respect to grade IX and X in the state of Himachal Pradesh used the data source from the Census of India, Statistical Abstract of Himachal Pradesh, Selected Educational Statistics (SES) of Himachal Pradesh, and data collected through the data capture formats of Unified District Information for School Education.

The UDISE data collected from various institutions no doubt provide good quality of data related to various aspects of the educational institutions. But sometime it happens that the areas which are snowbound and very hard to reach do not provide complete data in time.



CHAPTER - 2

IMPLEMENTATION STATUS OF AWP&B

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

Introduction:

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the senior secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The rigor of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

Hon'ble Prime Minister in his Independence Day Speech, 2007 has inter-alia stated that, "We are setting out a goal of universalizing secondary education. This is clearly the next step after universalizing elementary education. While the goal is laudable much work needs to be done before we are in a position to launch the Scheme for Universalisation of Access for Secondary Education (SUCCESS). Its details need to be quickly spelt out and discussed with States so that we are fully ready to launch it from 2008-09. We must not underestimate the complexity of this task as the principles for universalizing elementary education cannot be easily transferred to secondary education. The physical, financial, pedagogical and human resource needs are quite different. We also need to recognize the role currently being played by the private sector and policy design must factor this in. Detailed strategies and plans would need to be worked out rapidly for each state. Special attention would need to be paid to Districts with SC/ST/OBC/Mincrity concentration. The recommendations of the Sachar Committee need to be seriously considered while planning for this programme"

Vision

The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved:

To provide a secondary school within a reasonable distance of any habitation, which should be 3 kilometer for secondary schools and 5-7kilometers for higher secondary schools.

Ensure universal access of secondary education by 2017 (GER of 100%), and Universal retention by 2020.



Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

Goal and Objectives

In order to meet the challenge of Universalisation of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects. Universalisation of Secondary Education gives opportunity, to move towards equity. The concept of 'common school' will be encouraged. If these values are to be established in the system, all types of schools, including unaided private schools will also contribute towards Universalisation of Secondary Education (USE) by ensuring adequate enrolments for the children from under privileged society and the children Below Poverty Line (BPL) families.

The above goal translates into the following main objectives;

- 1) To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.
- 2) To improve access to secondary schooling to all young persons according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms) / efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
- 3) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
- 4) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- 5) To ensure that all students pursuing secondary education receive education of good quality
- 6) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.



Approach and Strategy for Secondary Education:

Access

There are disparities among the private schools and government schools. For providing universal access to quality secondary education, it is imperative that specially designed norms are developed at the national level and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality.

Development of the infrastructure facilities and Learning Resources will be carried out in following ways:

Up gradation of Upper Primary Schools based on micro planning exercise with all necessary infrastructure facilities and teachers. Ashram Schools will be given preference while upgrading upper primary schools. Up gradation of Secondary Schools in Higher Secondary Schools based upon the requirements. Rain harvesting systems will be installed in existing school buildings also. Existing school buildings will also be made disabled friendly.

In Himachal Pradesh the entire school education is managed by Directorates of Higher and, Elementary Education. There is a State Project Director SSA and RMSA. Overall control of school education lies with the Principal Secretary School Education.

The Higher Education Department covers classes from IX- XII. Deputy Director of Higher education is the controlling authority at the district level.

The following categories of schools exist in the State:

Primary schools	=	classes I to V
Standalone Middle schools	=	classes VI to VIII
High schools	=	classes VI to X
Senior Secondary schools	=	classes VI to XII

During 12th plan period 171 new Secondary schools have been sanctioned and operationalised since inception of RMSA.

Quality Improvement: The quality of education in H.P. at secondary stage is a major concern and various efforts have been made to improve the quality in education. Main thrust has been given to improve classroom process and teachers have been trained to develop the lesson plans and involve students to encourage group learning. The government has provided all required learning resources to all schools like black boards, libraries, labs and smart classrooms to improve the learning in class rooms. Recruitment and promotions of teachers are being done to fill up the vacancies in the schools. The training of heads and teachers is a continuous process to develop the competencies and to develop leadership skills among



school heads so that they could manage the schools in a effective manner. We are also imparting remedial teaching the students to improve their learning skills. Uniform system is involved to provide teaching learning material for the schools located in backward areas.

Equity: Efforts have already been taken for the improvement of status of girls/SC/ST and minorities education in the State.. Following actions have been taken for the purpose:

- Proportionate representation from women/SC/ST/Minorities was ensured in SMDCs.
- To retain girl child in Secondary Schools and also to ensure that the girls students are not denied the opportunity of continuing studies a proposal under Girls Hostel Scheme is under Process.
- State Govt. took appropriate steps to improve the scenario of girls/SC/ST/Minorities education in the State.
- State govt. is providing various types of scholarships to girl/SC/ST/OBC and BPL .
- All the girls students are being imparted free education upto University level.
- State govt. is providing reservation for single child girl in various professional colleges and universities.
- There is no discrimination in schools on the basis of gender.
- Free transportation facility is being provided to all school going children of Govt. Schools.
- State Govt. is providing free text books for SC/ST/OBC students of secondary schools.

IEDSS:

Interoduction: The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and would provide assistance for the inclusive education of the disabled children in classes IX-XII.

Aims and Objectives:

Aims

To enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling in an inclusive and enabling environment.

To provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).

To support the training of general school teachers to meet the needs of children with disabilities at the secondary level.



Objectives

The scheme covers all children studying at secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the class IX to XII, namely blindness, low vision, leprosy cured, hearing impairment, locomotor disabilities, mental retardation, mental illness, autism and cerebral palsy, and may eventually cover speech impairment, learning disabilities, etc. Girls with disabilities receive special focus to help them gain access to secondary schools, as also to information and guidance for their developing potential. Setting up of Model inclusive schools in every State is envisaged.

- i) Every child with disability will be identified at the secondary level and his educational need assessed.
- ii) Every student in need of aids and appliances, assistive devices, will be provided the same
- iii) All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.
- iv) Each student with disability will be supplied learning material as per his/her requirement.
- v) All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five year.
- vi) Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.
- vii) Model schools are set up in every state to develop good replicable practices in inclusive education.

Overview of AWP&B 2011-12 Integrated Education of the Disabled at Secondary Stage (IEDSS)

The grant of Rs.3,24,66,158/ has been approved by Govt. of India for the year 2011-12. The first installment of which Rs.1,62,33,079 has been released in December, 2012 in the office of Directorate of Higher Education.



Approach and Strategies related Barrier free Access, Inclusion, Quality Improvement and Equity

Implementation experiences, achievements

In Himachal Pradesh there are nearly 2867 CWSN identified in the year 2013-14 (Source from U DISE) who suffer from one or the other disability. All the identified CWSN are in formal schools. The scheme in Himachal Pradesh for IEDSS (Inclusive Education of the Disabled at Secondary Stage) is envisaged to enable all children and young persons with disabilities to have access to secondary education and to improve their enrolment, retention and achievement in the general education system. 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 at Secondary Stage was commenced in the state in 2011-2012. Under the scheme every school is proposed to be made barrier free. The SJ&E Department of H.P. also running Special Schools, one at Dhalli Shimla and second at Sundernagar in district Mandi. These schools are only up to 10th class. IEDSS is promoting inclusive set up in every school of Himachal Pradesh. State is looking for Home Based Education Programme for Severe and profound category children in near future. Some programmes will be converging with professional NGOs i.e. sport, Excursion tours, vocational training, Resource support, etc. Following steps also have been taken by the government for providing facilities to the person and child with special needs:

- i) State government has implemented the PWD Act 1995.
- ii) Special Medical Board headed by Chief Medical Officers of each districts has already been set up to issue the disability certificate in respect of % of disability.
- iii) Free transport facility in government run buses have been provided for the disabled having more than 40% disability.
- iv) State government has provided 3% reservation for disabled for admission in educational institutions for higher education.
- v) In convergence with SSA, state has organized the medical assessment camps with the help of ALIMCO for the student's of class 1st to 10+2 students. ALIMCO also provided them aids and appliances as per there requirement
- vi) Scholarship is being provided students with disabilities studying in school, college and university.
- vii) H.P. Board of School Education has made the special provision of half an hour to disabled students in the examination in addition to 3 hrs duration for normal child for the attempt of question paper.



- viii) Amanuensis is being provided to the blind students in all the examination held under HPBOSE and various universities.

ICT @ SCHOOL:

Centrally Sponsored Scheme of Information & Communication Technology (ICT) in Schools

The Information and Communication Technology (ICT) in Schools Scheme was launched in December 2004 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. The Scheme provides support to States to establish computer labs on sustainable basis.

Based on the experience gained so far, the Scheme was revised, in July 2010.

Components of the scheme

The scheme has essentially four components:-

- i) The first one is the partnership with State Government and Union Territories Administrations for providing computer aided education to Secondary and Higher Secondary Government and Government aided schools.
- ii) The second is the establishment of smart schools, which shall be technology demonstrators.
- iii) The third component is teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation.
- iv) Fourth one relates to the development of a e-content, mainly through Central Institute of Education Technologies (CIET), six State Institutes of Education Technologies (SIETs) and 5 Regional Institutes of Education (RIEs), as also through outsourcing.

The highlights of the revised scheme are.-

- i) The non-recurring expenditure for school has been revised from Rs. 6.7 lakh to Rs. 6.4 lakh whereas annual recurring expenditure has been revised from 1.34 lakh to Rs. 2.70 lakh. The recurring cost will be provided for a period of 5 years from the year of sanction.
- ii) The objective of the Scheme is to cover all Government and government aided secondary and higher secondary schools by giving priority for early coverage of schools in educationally backward blocks and in areas having concentration of SC/ST/minority/weaker section.



- iii) Under the revised scheme, there is a provision of a suitably qualified full time computer teacher in each secondary and higher secondary school. In case of higher secondary school having computer related subjects as elective, there would be need for a post graduate in computers teacher.
- iv) There are provisions for in-service (induction and refresher) training for all teachers in secondary and higher secondary schools to enable them to impart ICT enabled teaching.
- v) 150 smart schools would be sent up by State Government and UTs at the district level using a grant of Rs.25 lakh for a schools and a recurring grant of Rs. 2.5 lakh per year. This would enable provision of at least 40 computers in each such school.
- vi) There is a provision to strengthen SIETs to contribute to e-content development.
- vii) Management, monitoring and evaluation will be strengthened.
- viii) Convergence with the existing programme would be essential especially in teacher training and ensuring reliable power supply and internet connectivity.
- ix) The scheme includes National Award for teachers using ICT in schools in the teaching learning process.
- x) The sharing pattern will be 75:25 between the Centre and the State except for the north eastern States including Sikkim where the ratio would on 90:10.

ICT@SCHOOL SCHEME in HIMACHAL PRADESH

The ICT Project is a centrally sponsored scheme in 90:10 share basis and is being implemented in 628 Govt. Sr. Sec. Schools of the state in first phase. The scheme was approved by Project Monitoring and Evaluation Group (PMEG), MHRD in Dec, 2008.

- M/s HCL Infosystems Ltd (in consortium with M/s IL & FS ETS Ltd.) has been selected as BOOT operator to implement the project in 628 Govt. Sr. Sec. Schools by way of open tendering. An agreement has also been signed on with M/s HCL Infosystems Ltd. for implementation of the project. The duration of the project is w.e.f. 01-11-2010 to 31st March, 2013. In 628 Govt. Sr. Sec. Schools the following components are being installed in the schools:
- **ICT lab comprising:** 1 Server, 8 computers, 1 Multi Functional Printer, web Camera, Operating System along with related software, fixed table assembly and 30 chairs in computer lab
- **Smart Class room –I** comprising of 1 LCD TV 40 inches & 1 computer system
- **Smart Class room-II** comprising of one Integrated Computer Projector, Computer table & chair
- Site Preparation (Vinyl flooring, earthing, electric & LAN cabling) of Computer Lab.
- Training for 4500 teachers to use multimedia educational content. The provision of quarterly refreshers to the teachers has also been made.



- The scheme is being monitored at State, district and School level by the department. Nodal officers at district level and Principal assisted by Assistant Nodal Officers are looking after the project in detail. A mechanism has been devised to make the optimum use of existing resources at institution level.
- Multimedia Educational Content being provided by M/s HCL Infosystems Ltd. for 614 hardspots for 9th to 12th classes in the subject of Mathematics, Physics, Chemistry, Biology, Science, Social Science.

The separate ICT cell has been established and the cell is being headed by the Joint Director Higher Education and further by the HOD.

Girls Hostel:

It is proposed to construct 5 hostels with the capacity of 50 girls in each of the educational backward blocks. The hostel will be constructed in the compound of a secondary/ higher secondary school selected by the State/UT Government. The hostel will be under the administrative control of the Headmaster/Principal of concerned school. However, students of neighboring schools will also be eligible for staying in the hostel.

For the promotion of girls' education and to eliminate gender disparity, efforts have been made to bring larger number of girls to the schools and to retain them. "Education will be used as an agent of basic change in the status of woman. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curriculum, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development".

Hon'ble Prime Minister in his Independence Speech of 15th August 2007 reiterated, "We should seek not just functional literacy, but good quality education i.e. affordable, accessible, equitable and available to every boy and girl who seeks to study. For the needy we will provide more scholarships.

Objective

The gender disparities still persist in rural areas, particularly among the disadvantaged communities like SCs, STs, OBCs and Minorities. Significant gaps in enrolment of girls at the elementary and secondary levels as compared to boys are visible. Therefore, the main objective of the revised scheme is to bring the girl child to school and to retain her in school. The scheme thus envisages setting up of hostels with lodging and boarding facilities in the Educationally Backward Blocks (EBBs) and areas nearing concentration of above target



groups so that the girl students are not denied the opportunity to continue their study due to societal factors. Another objective of the scheme is to make Secondary and Senior Secondary education accessible to a larger number girl student.

Approach and Strategies related to

Construction of 5 hostels (with capacity of 50 girls) in each Educationally Backward Blocks in the compound of a Govt. Senior Secondary School selected by the department will be very helpful for the students belonging SC, ST, OBC, Minorities and BPL families in Educationally Backward Block in the state. Location of Hostel are at GSSS Sach, GSSS Mehla, GSSS Himgiri, GSSS Tissa (Chamba district) & GSSS Shillai (Sirmaur district).

Vocational Education:

Introduction

In concurrence with recommendations of various Education Commissions, Committees, National Policy on Education (1986), Programme of Action (1992) and the requirements of the prevailing national and international scenario, the major aim of the scheme is to prepare educated, employable and competitive human resource for various sectors of the economy and the global market. Accordingly, the specific objectives of the scheme are to enhance the employability of youth through competency based modular vocational courses; to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/ interchangeability in qualifications; to fill the gap between educated and employable; and to decrease the pressure on academic higher education.

Objectives:

The main objectives of vocational education programme are given as under:

- To encourage self employment in the state.
- To minimize the undue rush of students towards universities degrees.
- To inculcate the feeling of dignity of labour among the new generation
- To increase the productivity in different fields.
- To meet the manpower requirements of various organizations.
- To minimize the frustration among the youths by creating more job prospects and to inculcate the feeling of self confidence and self dependence in them.



Vocational Education In Himachal Pradesh

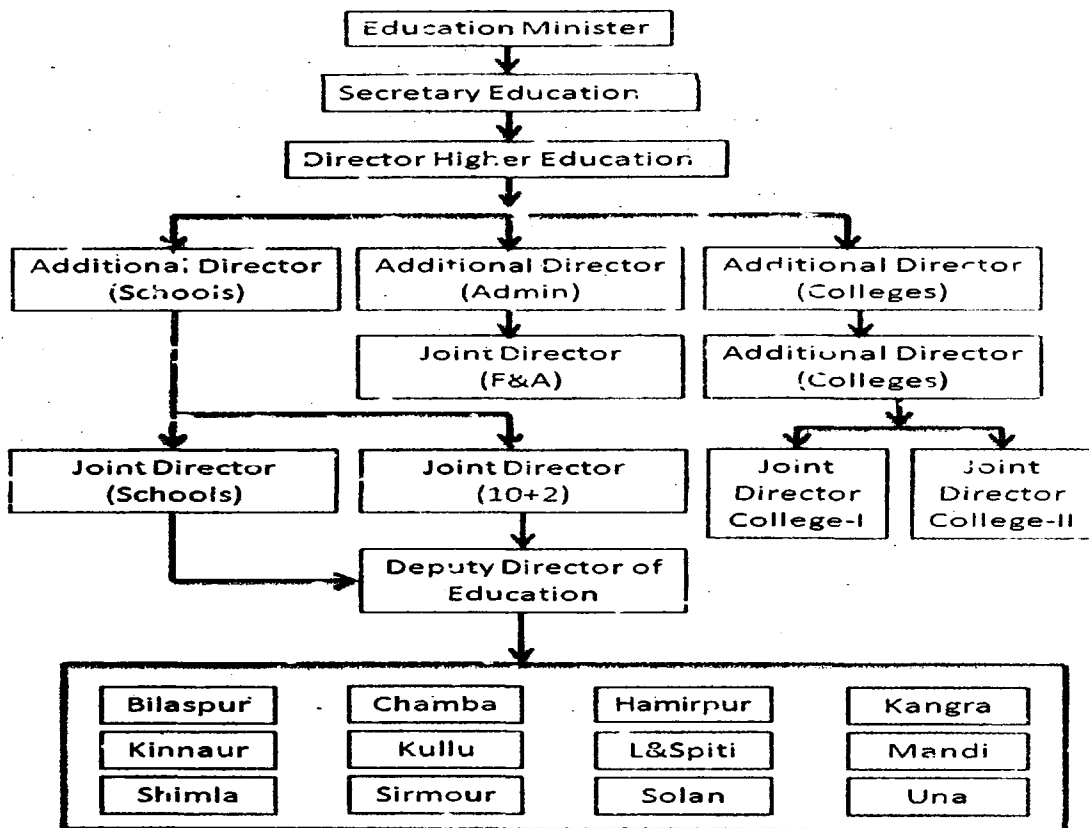
In Himachal Pradesh Vocational Education has been started since 1988. There are 1327 Government Senior Secondary Schools (GSS Schools) and 838 Government High Schools (GHS) in the state. About 4 Lacs students are enrolled in these institutions from class 9th to 12th. Vocational Courses are being provided in 25 GSSS of the State under which about 1789 students are enrolled in six different Vocational Courses. There is a need of expansion of Vocational Education skill development courses in the state to meet out the requirement of skilled/semi skilled manpower.

Keeping in view the above facts an appraisal has been conducted and it is proposed to start competency based vocational courses in 100 GSSS of the state.

Institutional arrangement for implementation

Department of education of the state is headed by the cabinet rank of minister who is assisted by Principal Secretary-cum-Commissioner, Secretary, Additional Secretary, Joint Secretary/Under Secretary.

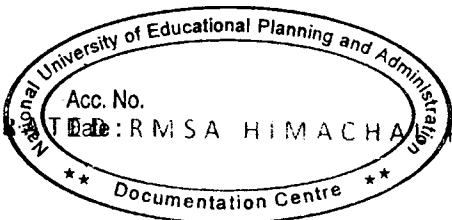
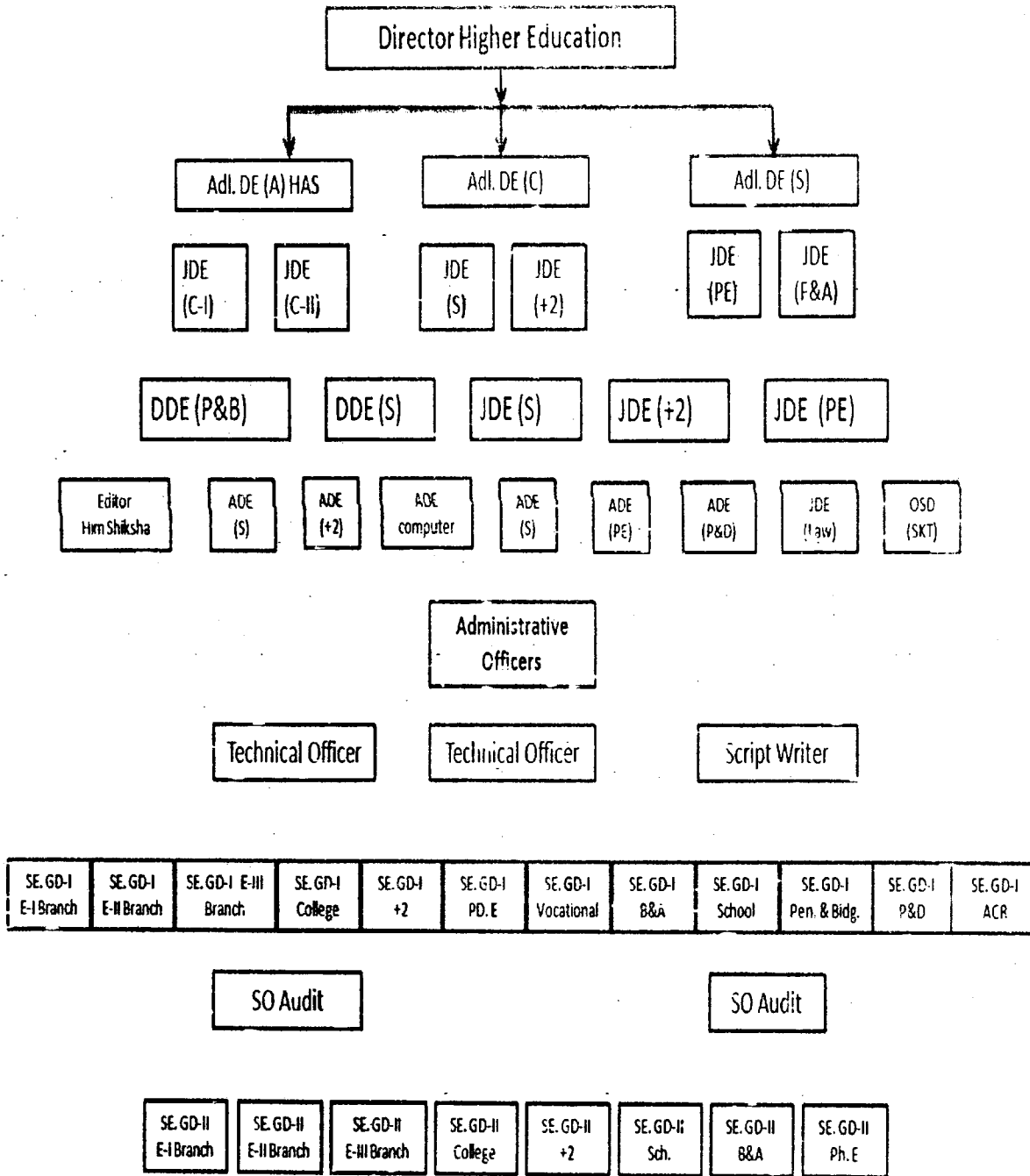
ORGANIZATIONAL SET UP OF EDUCATION





Directorate of Higher Education is headed by Director of Higher education and he is assisted by Additional Director, Joint Director, Dy. Director, Administrative Wing etc.

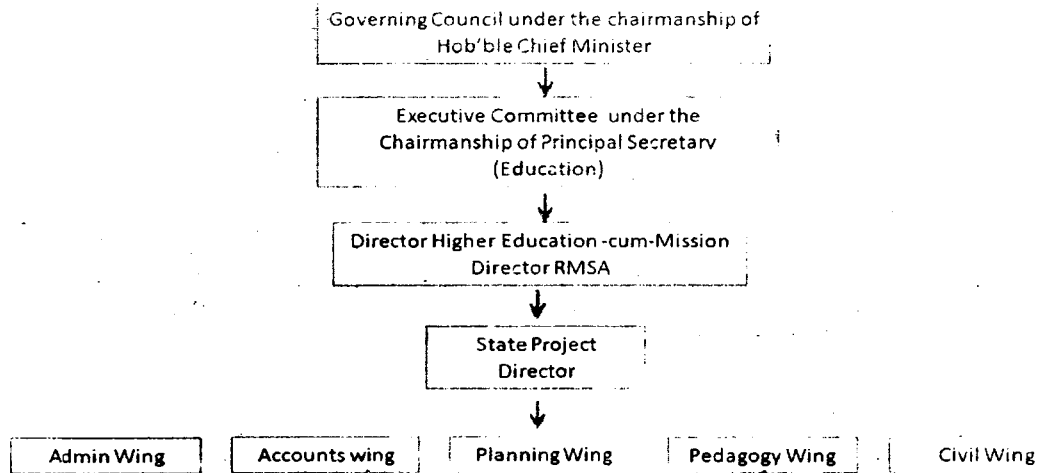
HIERARCHICAL CHART OF EDUCATION DEPARTMENT



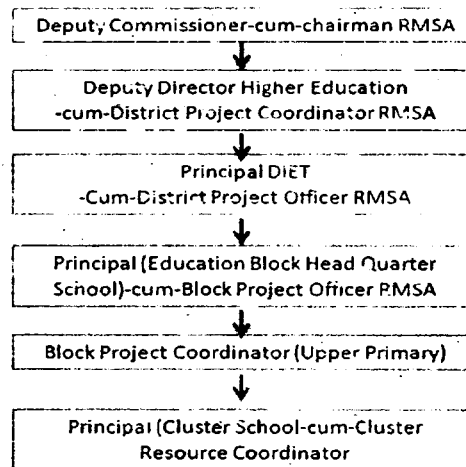


RMSA STRUCTURE (STATE AND DISTRICT LEVEL):

STATE LEVEL STRUCTURE FOR RASHTRIYA MADHYAMK SHIKSHA ABHIYAN



DISTRICT LEVEL STRUCTURE FOR RASHTRIYA MADHYAMK SHIKSHA ABHIYAN





Policies and programme for development of Secondary Education

Himachal Pradesh was paying special attention towards the extension of Education facilities so as to achieve the goal of cent percent literacy. Despite its limited resources, the State Govt. is leaving no stone unturned to improve the standard of education, not only quantitatively but qualitatively as well as is evidenced from the enhancement in the budget allocation. Sincere and untiring efforts of the State Govt. have resulted in a phenomenal progress in the field of education. It will not be an exaggeration of facts to say that there has been revolution in the expansion of educational facility in the State and it would be evidenced from the initiatives taken by the government as under:

- To improve access and quality in education and provide education at the doorsteps to people, the Department proposes to upgrade 50 Middle Schools to the level of High Schools, 50 High Schools to the level of Sr. Sec. Schools during the financial year 2014-15.
- State govt. is providing funds for the infrastructure development of secondary schools.
- State is providing free transport facilities to all school going students of govt. schools.
- State govt. is providing various type of scholarship to meritorious and deprived categories.
- The implementation of ICT @ School Scheme Phase-II : 618 Govt. Sr.Sec. Schools, 848 Govt. High Schools and 05 Smart Schools shall be completed during 2014-15 for which tender has been awarded. All the contents of curriculum for Sr. Secondary Education shall be available on computers for use of students for ensuring

Qualitative improvement in institutions.

- For the year 2014-15, Under RMSA, different activities like upgradation of GMS to GHS, construction of classrooms, integrated Science labs along with equipments, computer room, libraries, Art/ craft & culture rooms and Toilet Block & Drinking water facilities shall be proposed under strengthening of existing schools. Like previous year, minor repair grant @ Rs. 25,000/- and school grant @ Rs. 50000 for all secondary & Higher Secondary schools, in-service training of teachers, training of SMC members, sports equipments, science kits etc. shall be proposed.
- The Department proposes to start vocational education in another 100 GSSS with eight vacations including three new courses i.e Agriculture, Hospitality & Tourism, Electronics &



- Hardware with the aim to promote skills and improve the employability of students of 9th to 12th class under NVEQF (National Vocational Education Qualification Framework) scheme and about 200 vocational teachers will be appointed in these schools from the session 2014-15.
- With the aim to strengthen the teaching learning activities in schools, the department will distribute 5000 Net books to the meritorious students of 10th and 12th class of Himachal Pradesh Board of school Education, Dharamshala under Rajiv Gandhi Digital Yojna for which tendering process has been initiated. This scheme will continue in the year 2014-15.
- The department is proposes approximately 2500 teaching and non teaching staff to undergo in service training as per schedule of SCERT, Solan and GCTE, Dharamshala, for colleges and school staff under Training & Development Policy during the year 2014-15.

Norms and financial parameters for managing secondary education in the state:

- Himachal Pradesh is a hilly and remote state. State has his own norms for opening and managing of secondary education.
- State Govt. has already setup norms for opening of Secondary Schools within 3 kms. area due to hilly terrain the access to the secondary education is also being provided less than 3 kms. and norms of enrollment also relaxed by the Govt. on public demand as per need.

Cost sharing

- RMSA the cost sharing between centre and state govt. is 75:25 but it needs to review the sharing pattern 90:10 being a hilly and tough terrain to achieve the goals of RMSA.

Institutional Reforms and Strengthening Resource institutions in the state and District

- The State has one SCERT, one GCTE and twelve DIETs which have been entrusted the task of conducting trainings. SCERT and GCTE are imparting trainings to the newly recruited teachers whereas DIETS are providing trainings to the in-service secondary teachers. All institutions have their own training infrastructures.



Specific Interventions for expansion and Quality Improvement of secondary education in the state as proposed in the 12th Plan of the state.

Focus groups and incentives

State is providing special incentives to SCs, STs, Minorities and girls students i.e. provision of free text books, scholarship, transport facility and uniforms etc. Details of these incentives see at chapter 7.

An overview of the progress and implementation of AWP&B in the preceding years:

Rashtriya Madhyamik Shiksha Abhiyan (RMSA):

Rashtriya Madhyamik Shiksha Abhiyan has been implemented in the state through the existing Himachal Pradesh school education society and administrative setup of Sarva Shiksha Abhiyan.

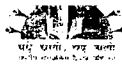
An executive committee headed by the Principal Secretary, Education is constituted who is responsible for the project appraisal and other activities under RMSA.

Director of Higher Education has been designated as Mission Director of RMSA.

Physical Status of the schools

The year wise detail of schools proposed for up-gradation by the State in AWP&B and school made functional under RMSA by the State Govt. are as under:

Sr. No.	Year	No. of Schools proposed under RMSA	No. of Schools approved by GOI	Total no. of schools made functional by the State Govt.	Remarks
1	2009-10	69	69	69	
2	2010-11	45	45	35	
3	2011-12	22	22	22	2 from PAB approved list and 20 location change but fall in school list.
4	2012-13	0	0	0	-----
5	2013-14	25	0	0	-----
Total		161	136	126	



Progress of non recurring components (New school building and strengthening)

135 new school buildings with budgetary allocation of Rs 6440.52 lacs and 671 schools under strengthening with budgetary provision of Rs 13473.17 lacs have been sanctioned under RMSA since 2009.

Status of New school building

S.N	Total no of schools	Completed	In progress	Not started	Funds likely to be utilized
1	106	35	59	12	4111.89

Strengthening of Existing Schools

For the strengthening of Secondary Schools (High and Senior Secondary Schools), 351 schools in 2010-11 and 320 Schools in 2011-12 were approved. District-wise detail of these schools is as under:

Particulars	Year			Progress Physical	Financial (in lacs)	Remarks
	2010-11	2011-12	Total			
Strengthening of Existing Schools	351	320	671	74	671.29	Released only to those schools where construction amount is less than 10 lacs.

Teacher training under RMSA

Pedagogical processes at Primary and Secondary Level are different. At elementary level child is prepared for mental operation and Discovery learning, while teaching at upper primary and Secondary stage child is exposed to a mix of learning methods so as to develop the communication skills, analytical acumen, reasoning abilities and application of the knowledge for solution of wider socio-economic issues. and it is expected to develop student's mental faculties in a wider context wherein the knowledge acquired at the elementary level is further refined and built upon. For this purpose greater emphasis has to be on engaging the students in self efforts so as to enable them to sharpen their view of knowledge through activities which make them compulsorily think about various ideas and concepts, for instance, group activity, discussion, reference, research, project study etc.

Keeping the above objectives in view the State Project office of RMSA Himachal has started implementation of the "Think it over project" in which the above processes are



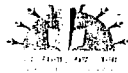
focused upon in day today classroom processes. The whole concept which was implemented on pilot basis in 68 schools -has been designed such that the teachers' skills and knowledge get pooled together to improve the teaching and learning processes in all classes and at the same time the new ideas and concepts are transmitted to the schools through trainings at the block/ cluster level. Thus, not only the students, but before them the teachers discuss and reflect about seeking connectivity of curricular processes with knowledge domains in varied disciplines and socio-cultural environment. A teacher at Secondary and Senior Secondary Level acts more like a facilitator and guide. Thus, during training program the teachers get together and through mutual discussion look for the solutions of various problems face in pedagogical processes based on their common professional qualification and experience. Training also includes inclusion issues and equity etc.

Further, the teacher training days available under RMSA are five per teacher per year and accordingly the proposed teacher training strategy takes into account first the clarification of different conceptual and theoretical parameters in the DIET, block and cluster level workshops through a group problem solving approach and then relies on the capabilities of the teachers to solve their problems through mutual discussions and sharing. The SPO, RMSA is also presently working on the "swayamsidham" project in which the teachers of an institutions get together in a group approach to solve various issues related to lesson-transactions in a class.

Thus, relying on the age old and time tested Japanese technique of lesson study method, H.P. has put in a lot of efforts to design Lesson Plans in a way which ensures that the teachers plan the instructional components before these are taken to the classroom through teamwork. This whole exercise is based on the proposition of teacher's role as facilitator which in turn implies that during the classroom transactions the teachers will use roughly up to 20-25% of total time available for delivery of Lesson and rest of the time is left for students activities which are aimed at developing their skills and higher order learning. We are making abundant efforts to attune teachers with technology through our training programs. They themselves have prepared lessons plan on computer during training which have been uploaded on website of SSA and RMSA of HP Government.

It is notable that during the training sessions the teachers are also taken to the classroom to actually appreciate the practical realities so that the lesson plans are prepared in view of what the students require rather than what the teacher wants to teach. The RPs observe the whole process and as impartial observers suggest methods for improving the teaching strategies in view of the actual requirement.

It is also notable that the principals and heads of the institutions are also being trained in providing leadership for improving the instructional processes at the classroom level and for monitoring and support of the programme on a continuous basis at the school level. One teacher in every institution will provide assistance to the school head in whole process. This will minimise the need for monitoring and support of the programme from the top.



In addition to the above the SPO RMSA has also started working on the development of a portal for sharing of ideas and information by the teachers. In this method, the lesson plans prepared by a certain set teachers at any level will be uploaded on the website and the same will thus be available for observations and adaptations of all other groups. This will ensure continuous improvement of lesson plans. The second component of this strategy would include constitution of the resource groups at the block, district and state levels to solve the problems identified by the teachers during actual classroom transaction and provide support. Thus, as and when any group uploads any particular problem, the same will be analysed and researched upon by the members of the block resource group and the possible solution communicated to the concerned group. There may be higher level problems also which will be acted upon and sorted out similarly by the District and State level resource groups.

The above mentioned teacher training strategy requires the following support:

- As the groups for preparing the lesson plan strategies are to be constituted subject wise and class wise and that also at different locations, a large number of resource persons are required during the training programs in order to assist and facilitate the trainees in developing lesson plans using IT to best possible extent. Thus we would require resource persons to the extent of at least one third of the total number of teachers to be trained.
- Training of the master trainers for further training the schools heads and the assistant coordinator at the DIET level.
- All the teachers will be trained through these MTs at block level.
- The computer equipment along with functional internet connection for facilitating trainings and putting the plans so prepared on the website for sharing and pooling of ideas.
- Support of some software solution provider to actually design and put in place the required web portal.
- Development and sensitization of the State, District and Block Resource Group for facilitating the trainings and providing solutions wherever needed.
- Periodical workshops for quarterly/ monthly review of the progress and improvement in strategies, if any required.

Progress Overview 2013-14

SPO after finding poor performance in PISA test, took initiative of developing new methodology on the basis of recommendations at different levels i.e. international, national and State level. It finally developed new pedagogy of Research, Reference, analysis and coming to own conclusion Through launching 'Think It Over' Project.

In 2013 SPO first Piloted the Latest Pedagogy in the 68 schools followed by comparative external review and study by SCERT in 136 schools in which it was found that the training methodology was perfect and achievement level of students definitely went up in controlled 68 schools. (Annexure 2)



After Piloting the State replicated the new methodology through general training throughout the state. For this purpose the state trained 318 Key Resource Persons who in turn trained 1215 master trainers . The services of all these KRP's and MT's were taken in various training programmes at different levels of training at DIET level. The main focuses of the programme were;

- Integrating Technology in preparing Lesson Planes.
- Group methodology in training programme giving training a workshop mode where teachers themselves prepared lesson Planes on Computers.
- Determining Learning Standards to be achieved during transaction.
- Previous Knowledge testing.(Known to unknown,)
- Presentations based on concept clarity, (whole to part, active learning, active teaching)
- A lot of group activity by children for strengthening the said concept.
- Actual classroom transaction at last day of training.

The said Lesson Plans were uploaded on the Website of www.hp.gov.in/ssa so that the lessons could be used by teachers and students in the far flung areas also.

Progress Overview of Teacher Training 2013-14
Physical and financial Progress

S.N	Particulars	Total no of teachers approved under training heads		Target achieved upto 31-12-2013		Anticipated expenditure till 31-03-2014	
		Phy	Fin	Phy	Fin	Phy	Fin
1	KRPs	300	4.50	300	4.50	0	0
2	MTs	1215	18.225	500	7.50	715	10.72
3	Induction Training	300	9.00	0	0	300	9.00
4	In service teacher training	7528	112.92	4963	74.44	2565	38.47



Photos of Teacher Training



Progress overview of training of school heads

Training of school heads under School Leadership Development Programme

Leadership is defined as the ability to get all members of an organization/ institution to perform tasks required to meet the organization/institutions' goal and objectives. Leadership development occurs when individuals become more skilled in getting people to work together as a team and when they have the opportunity to develop high-performing work teams.

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

Before initiating the school leadership development programme in the state, training needs assessment on developing school leadership skills was done in the state level in one day workshop with different category of 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

To make the programme successful and effective in the state, state level consultation meet was subsequently organized in Shimla at HIPA on 17th September, 2013 by state Project Office (SSA) and NUEPA where the national perspective was shared with a group of about 70-75 educational functionaries. From the discussions, it emerged that to ensure uniformity



in school leadership content transaction; all the states need to work under the umbrella of four strands that have been identified by the National Centre for School Leadership (NUEPA) at the National level.

The strands are:

- a) Curriculum and Material Development
- b) Capacity Building
- c) Networking
- d) Research & Development

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).

Capacity building

NCSL has also come forward to train and mentor the programme. The continuous professional development of the target group of 2195 school heads (1321 Principals+841 Headmasters) in the key areas, is proposed to be undertaken at the National and State level institutions like; NUEPA, HPU, HIPA, GCTE and SCERT. These school leaders will first ensure incremental changes in their own schools and then only they will provide academic support to schools failing in their complex or cluster.

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 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 emphasised to deal with on the job problems of day to day functioning of schools.

Immediately after consultation meet at HIPA, a state level workshop was organized at Shimla in which Deputy Directors, school Principals, Headmasters, members from NGO and retired education officer were invited. The workshop was aimed to develop strategic plan for the state. A common vision for the state was developed in this workshop which is as under:



VISION STATEMENT

“Providing quality education in himachal pradesh by ensuring enabling learning environment in the schools for holistic development of a child through effective school leadership.”

To realize the vision, a detail strategy was drawn in which the development of school leaders was kept at the centre stage. It is felt that initially the master trainers from each district be trained who will further trained the school heads in their respective district. And so the training of master trainers was organized in DIET Dharamshala in which 69 MTs of all the district were trained. These MTs trained the remaining heads in their respective district. The district wise detail of progress of training of school heads is as under:

Progress overview of School Heads (2013-14) training (In lacs)

S.N	Particulars	Total no of teachers approved under training heads		Target achieved upto 31-12-2013		Anticipated expenditure till 31-03-2014	
		Phy	Fin	Phy	Fin	Phy	Fin
1	School Heads	2162	32.43	450	14.50	1712	17.93
2	Management Training for School Heads	100	20.00	0	0	100	20.00
	Total	2262	52.43	450	14.50	1812	37.93

School leadership development programme

(Office of the state project director (SSA/RMSA) H.P.

SCHEDULE (DIET DHARAMSHALA)

Venue	Expected participants	Batch	Target Group	Date
DIET Kangra at Dharamshala	50	Ist	Principals and Headmasters	27th November, 2013 to 1st Decemeber, 2013
DIET Kangra at Dharamshala	50	IInd	Principals and Headmasters	3-7th December, 2013



DAY 1

(27/11/13 to 1/12/2013 and 03/12/2013 to 7/12/2013)

Time line	Session	Expected outcome	Facilitators
10.00 am to 10.30 am	Registration		
10.30 am to 11.00 am	Inaugural Address		State Project Director (SSA/RMSA) H.P.
11.00 am to 11.15am	Introduction, purpose of the workshop and formation of groups		Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
11.15 am to 1.30 pm	What is situational analysis? <ul style="list-style-type: none"> Why it is required? How it is carried out? Group work on situational analysis 	The participants will conduct the diagnostic exercise in their own school and prepare need based school development plan.	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Lunch Break: 1.30pm to 2.15 pm			
2.15pm to 4.00 pm	<ul style="list-style-type: none"> Group work on SDP Presentation by groups and discussion 	-----do-----	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
5.15pm to 5.30 pm	Feedback and summing		

DAY -2

((27/11/13 to 1/12/2013 and 03/12/2013 to 7/12/2013)

Time line	Session	Learning outcome	Facilitators
10.00 am to 11.30am	<ul style="list-style-type: none"> What is leadership? Myths about leadership Classification of leaders Qualities of good leadership Styles of leadership, group work and presentation 	Knowledge of leadership Understanding about leadership, its style and qualities	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Tea Break: 11.30am to 11.45am			



11.45am to 1.45 pm	<ul style="list-style-type: none"> Why team building is necessary? Activities for team building 	School heads will not work in isolation	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Lunch Break: 1.45pm to 2.30 pm			
2.30 pm to 3.30 pm	<ul style="list-style-type: none"> What is distributive leadership? Why it is important? 	School heads will change the culture in the school	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Tea break: 3.30 pm to 3.45 pm			
3.45 to 5pm	<ul style="list-style-type: none"> What are the principles of distributive leadership? Group activity 	School heads will change the culture in the school	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
5 pm to 5.30 pm	Feedback and summing		

DAY

3

((27/11/13 to 1/12/2013 and 03/12/2013 to 7/12/2013))

Time line	Session	Learning outcome	Facilitators
10 am to 11.30 am	<ul style="list-style-type: none"> What is communication? Communication styles 	Vision, Values Information, instructions, message, etc are properly understood by teachers, students and SMC	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Tea Break: 11.30am to 11.45am			
11.45am to 1.45 pm	<ul style="list-style-type: none"> Communication skills Group activity 	-----do-----	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Lunch Break: 1.45pm to 2.30 pm			
2.30 pm to 3.30 pm	<ul style="list-style-type: none"> How the time is being managed by the school heads? What is time management? 	Day to day functioning of the school will be improved	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Tea break: 3.30 pm to 3.45 pm			



03.45 pm to 5 pm	<ul style="list-style-type: none"> • How it is managed? • Activity 	----do-----	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
5 pm to 5.30 pm	Feedback and summing		

DAY-4

((27/11/13 to 1/12/2013 and 03/12/2013 to 7/12/2013))

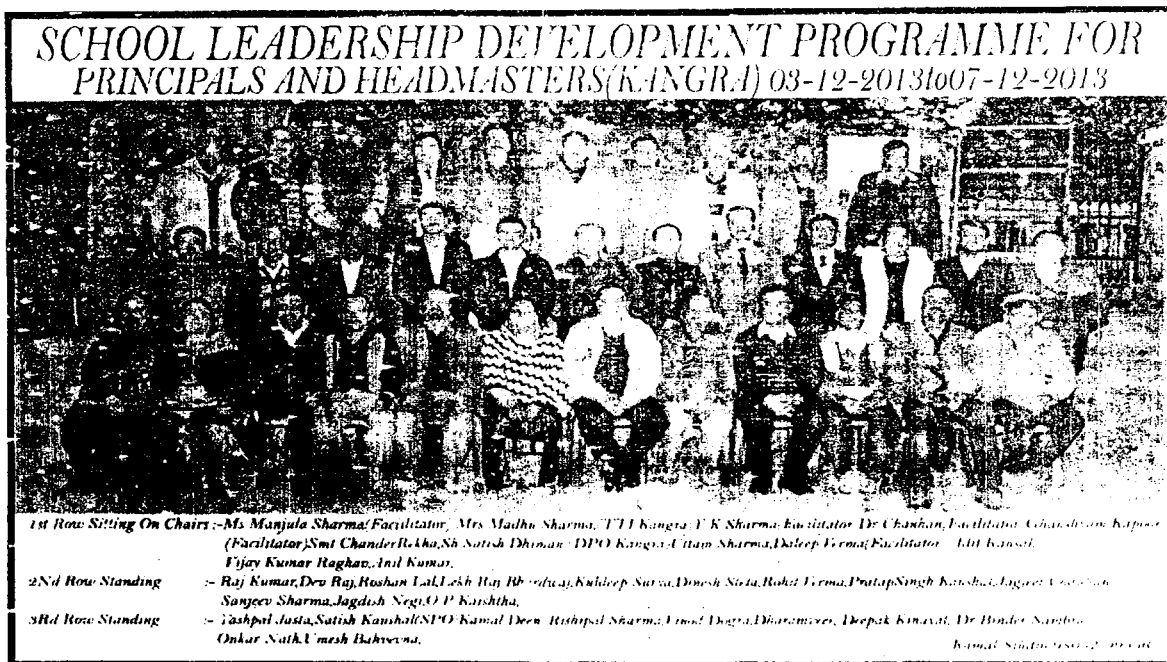
Time line	Session	Learning outcome	Resource Person/ Facilitator
10 am to 11.30 am	<ul style="list-style-type: none"> • What is change? • Is change required? • If no, are we required in the organization? • If yes, What is that change? • How to work for it ? 	Understand and realize the importance of change	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Tea Break: 11.30am to 11.45am			
11.45am to 1.45pm	<ul style="list-style-type: none"> • How to lead the change? • Group activity. 	They will do efforts to make the change happen	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Lunch Break: 1.45pm to 2.30 pm			
02.30pm to 3.30pm	<ul style="list-style-type: none"> • What is CCE? • Why it is required? • How to effectively evaluate the learning of students regularly? 	Improvement in the evaluation process	LLF Representatives
Tea break: 3.30 pm to 3.45 pm			
03.45pm to 5pm	<ul style="list-style-type: none"> • Teaching through Lesson Plan – why and how. • Preparation of Lesson Plan • Presentation thereof 	School Head is capable to monitor the classroom process.	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
5pm to 5.30pm	Feedback and summing		

**DAY 5****((27/11/13 to 1/12/2013 and 03/12/2013 to 7/12/2013)**

Time line	Session	Learning outcome	Facilitators
10 am to 11.30 am	<ul style="list-style-type: none">• What the school heads will do in their schools?	Assessment monitoring tool will be used for self evaluation in letter and spirit	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Tea Break: 11.30am to 11.45am			
11.45am to 1.45pm	Continued		Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Lunch Break: 1.45pm to 2.30 pm			
02.30pm to 3.30pm	Feedback about the workshop on the prescribed proforma	<ul style="list-style-type: none">• Facilitators will know about the usefulness of the workshop• Opportunity to improve the process of facilitation in future	Sh DR Chauhan Sh YK Sharma Sh Daleep Verma Sh Nikhil Sharma Sh Ghanshyam Kapoor
Tea break: 3.30 pm to 3.45 pm			
03.45pm to 5pm	Valediction		By DPO Kangra



Photographs of school heads Training (MTs)



SDMC Training

For the smooth functioning and to bring qualitative and quantitative improvement of schools, the involvement of community play an important role. To make them aware about the various programmes running in the state under RMSA and SSA, their training is must. Under this activity, the state has taken the following initiatives:

- 1) A module for the training of SDMC was prepared at the state level and circulated to all schools and DIE
- 2) Ts so that the training could be imparted as per the module in uniformity.
- 3) After preparing module, two days training for two members of the SDMC per school has been imparted.





Progress of recurring grant during 2013-14

Sr. NO.	Component	Physical	Financial approval	Progress up to 31/12/2013		Anticipated up to 31/03/2014		Remarks
				Physical	Financial	Physical	Financial	
1	Salary							
	Salary of Headmasters	124	485.09	124	0	124	485.09	The funds/grants released by the GOI and State share have already been sent to the schools through DPOs and entire balance funds/grants will be utilized as and when received/released by the GOI and state.
	Salary of Subject Teachers @3 per school	372	1455.26	372	0	372	1455.26	
	Lab Attendant	124	223.20	124	0	124	223.20	
	Duftary	124	223.20	124	0	124	223.20	
2	School Grant	2162	1081.00	2162	511.25	2162	511.25	
3	Minor Repair	2045	511.25	2045	511.25	0	0	
4	Teacher Training							
	Training of Heads	2162	32.43	450	14.50	1712	17.93	
	In-service Teachers	7528	112.92	4963	74.44	2565	38.47	
	Training of New Teaches	300	9.00	0	0	300	9.00	
	Training of KRPs	300	4.5	300	4.50	0	0	
	Training of Master Resource Persons	1215	18.225	500	7.50	715	10.72	
	Management training for school heads	100	20.00	0	0	100	20.00	
	Quality intervention							
5	Special teaching for learning enhancement	21506	107.53	0	0	21506	107.53	
6	Sports equipments	100	20.00	100	20.00	0	0	
7	Self Defense Training for girls	96075	288.23	0	0	96075	288.23	
8	Training of SMDC members	6574	19.72	6574	19.72	0	0	



Inclusive Education for Disabled at Secondary Stage (IEDSS)

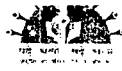
With the mandate of providing education to every child with special needs (CWSN), irrespective of the kind, category and degree of disability, in an appropriate environment. Inclusive Education for Disabled at Secondary Stage (IEDSS) was approved for the state first time in the year 2011-12 but commenced in the year 2013-14. Rs.3,24.66,158 was approved for the Scheme and 1st instalment of Rs.1,62,33,079/- was released in December 2012. As per previous PAB approval, grants of 2011-12 to be considered as lapsed and 2013-14 may be considered as first year for implementation of the scheme in Himachal Pradesh. Rs. 132.9 lakh for recurring & 86.16 lakh for Non-recurring was approved.

Department of Hr. Education has established four Senior Secondary Schools with Hostel facility as Inclusive Model Schools in first instance i.e. GSSS(G) Portmore in Distt. Shimla, GSSS(B) Nagrota Bagwan in Distt. Kangra, GSSS(B) Nahan in Distt. Sirmour and GSSS(B) Joginder Nagar in Distt. Mandi for providing Education to every child with special needs (CWSN), in classes 9th to 12th.

Overview of AWP&B 2013-14 Integrated Education of the Disabled at Secondary Stage (IEDSS)

S. N.	Name of District	CWSN Identified for 13-14
	BILASPUR	326
	CHAMBA	144
	HAMPIRE	42
	KANGRA	757
	KARNATA	8
	KULLU	138
	LAHOUR	3
	MANDI	627
	SHIMLA	411
	SIRMOUR	87
	SOLAN	173
	UNA	141
	TOTAL	2867

The centrally sponsored scheme of Integrated Education for disabled children was implemented with a view to provide educational opportunities for children with disabilities in general schools to facilitate their retention in school system after completion of elementary



grades . As per the initial data collected from the school's 2867 students with disabilities have been identified in various disabilities.

The grant of Rs.132.09 lac for recurring and Rs.86.20 lac has been approved by Govt. of India for the year 2013-14. The first installment of which Rs.162.00 lac has been released.

Implementation experiences, achievements

The IEDSS scheme was first time proposed in year 2013-14 but the approved amount was received at the end of the financial year. In convergence with SSA state has organized the medical assessment camps with the help of ALIMCO for the student's of class 1st to 10+2 students. ALIMCO also provided them aids and appliances as per there requirement.

Medical Assessment Camps:- In the year 2013-14 total 20 medical assessment camps for CWSN have been organized These Camps were organized in convergence with the department of SJ &E, the Health department, CRC and ALIMCO in the State. The assessment team may include Doctors and other professionals based on the students' needs. More than 1000 students were assessed in these camps.

Aids and Appliances:- About 150 aids and appliances like; Wheel Chair, Crutches, hearing aids, Spectacles, C.P. Chairs are being distributed to the CWSN as per requirement.

Establishment of resource Rooms: 12 Resource Rooms are being established in 12 districts of the state.

Text books, Braille books, Enlarge print Books, Support of ICT and Uniform: All these items are being provided to the CWSN throughout the State.

Training of special/ general school teachers:-

80 teachers have been trained through SCERT Solan on Inclusive Education.

Orientation of Principals, Educational Administrators: 50 educational administrators, Principals / Headmasters of Institutions, parents/ guardians of the disabled children have been oriented.

Appointment of Special Educators at District Level:- 8 special teachers have been engaged through SMC in four schools.

Infrastructure development

To make all environment barriers free like school building, school approach, toilets, library, laboratory etc.

Barrier free access:-

In 250 schools Hand Rails and Ramps have been made.



Disabled friendly toilets:-

In 250 schools disabled friendly toilets are being modified /constructed..

Detail of fund utilised is as under

	Approved Funds	Actual available fund	Expenditure till 31st Jan-14	Anticipated Expenditure up to 31 st March, 2014
Recurring	1,32,09,000	76,13,079	30,96,013	76,13,079
Non Recurring	86,20,300	86,20,300	86,20,300	86,20,300
Total	2,18,29,300	1,62,33,079	1,17,16,313	1,62,33,079

ICT @ Schools:

ICT @ School phase first in 628 Govt. Sr. Sec. Schools:

The ICT project has been implemented in 628 Govt. Sr. Sec. School in the state in first phase. M/s. HCL infosystem limited had been selected at BOOT operate to implement the project by way of open tendering. The duration of the project was w.e.f. 01-11-2010 to 31-03-2013. Funding pattern and progress is as under.

Year	No. of schools	Central share (90%) in lakhs	State Share (10%) in lakhs	Status	Payment schedule in respect of service provider
2008-09	628	772.44	85.83	Utilized UC submitted to GOI	First payment on 1 st May, 2011
2009-10	628	753.60	83.74	Utilized UC submitted to GOI	Second payment on 1 st November, 2011
2010-11	628	753.60	83.74	Utilized UC submitted to GOI	3 rd payment on 1 st May, 2012
2011-12	628	753.60	83.74	Utilized UC submitted to GOI	4 th payment on 1 st November, 2012
2012-13	628	753.60	83.74		5 th payments on 1 st March, 2013
Total:	3140	3786.84	420.79		

The matter regarding the evaluation of the first phase of ICT has been taken up with the NIT Hamirpur (HP) and IIT Mandi (HP). The evaluation report will be made available to MHRD, GOI.



ICT @ School phase II in 618 Govt. Sr. Sec. Schools and 848 Govt. High Schools and five smart schools of Himachal Pradesh.

The ICT Project phase-II scheme was approved by Project Monitoring and Evaluation Group (PMEG), MHRD. As per the revised ICT @ school scheme the Union Govt. would provide 75% of financial assistance to State. The balance 25% of funds would be contributed by the State Government.

Progress:

Himachal Pradesh covered Nil High and Senior secondary schools under ICT@ School up to 2013-14. Because ICT@School Project Phase-II was awarded to M/s CORE Education & Technology Ltd. Lotus Business Park, 10th Floor, Plot No-C-21, Dalia Industrial Estate, Off Link Road, Andheri West, Mumbai-400053 by open tendering, for the supply and installation of the Multimedia Educational Content, Teacher training/ refresher courses, Monitoring, Interactive White Board, LCD Projector, Integrated Computer Projector, Computer Hardware, Software, Manpower, other allied accessories (i.e. webcam, multifunctional Printer, UPS, etc.) and Maintenance thereof on Build Own Operate Transfer (BOOT) basis in 618 GSSS+ 848 GHS and 5 Smart Schools on 31st Oct, 2012. M/s CORE Education & Technology Ltd. could not honour the agreement hence the same was terminated on 10th June, 2013, after expiry of the implementation period of 120 days. M/s CORE Education & Technology Ltd. has been black listed to participate in the tender for supply of computer hardware in the state for a period of 5 years.

Thereafter, tender was again advertised and wide publicity was given through media advertising vide tender notice on dated 20-7-2013 and 12-8-2013. Keeping in view the indulgence of more bidders a corrigendum was issued on dated 17.8.2013 to extend the dates for one more week. The last date for submission of bids was fixed 27.8.2013. The Pre-bid meeting was held on 05.08.2013 and M/s. IL& FS Education & Technology Services Ltd participated in the pre-bid meeting and queries raised in front of Tender Committee were attended as per tender document and certain conditions were relaxed by the tender evaluation committee.

The department received only a single bid from i.e. Karnataka State Electronics Development Corporation Ltd., (A Govt. of Karnataka Undertaking) Bangalore-560001, for the above mentioned tender. As per the schedule pre-qualification bid meeting was held on 27.8.2013 at 2.00 PM and tender Committee did not open the received single bid.

Keeping in view the delay of one complete year due to non-performance of this project caused by lack of service by M/s CORE Education & Technology Ltd., Tender Committee suggested to take-up the matter with Govt. for approval to consider the single bid received for pre-qualification bid. The tendering process for the implementation of ICT@School Phase-II in 618 GSSS, 5-Smart Schools and 848 GHS was initiated during the academic session 2009-10. But department was not able to execute the same well in time due to above mentioned reason. The delay in implementation of this ambitious project was causing an irreparable loss to the students of the approximately 1471 Govt. Schools of the state. Hence the matter was taken up with the Government for the approval to consider the single bid received from Karnataka State Electronics Development Corporation Ltd., (A Govt. of



Karnataka Undertaking) Bangalore-560001 for pre-qualification bid. The Govt. conveyed the approval to consider the single bid submitted by Karnataka State Electronics Development Corporation Ltd., (A Govt. of Karnataka Undertaking). Department consider the single bid and after opening the bid the same was placed before the Meeting of Cabinet Ministers. Hence the Government convey the approval to relax some conditions of eligibilities criteria mentioned in the tender document, to implement this highly valued project through PSUs for avoiding unnecessary delay in implementation of this project.

It is pertinent to mentioned here that some Private/Corporate eligible companies were trying to monopolies the terms & conditions as per their suitability, which is jeopardizing the smooth implementation of this ambitious project in the state.

The department has entered in to an agreement on dated 30.12.2013 to impart this project in the state within 120 days up to (160 days in snow bound areas).

Girls Hostels:

Five girls hostels for Himachal Pradesh had been sanctioned in five blocks of two districts ie Chamba and Sirmour. The Girls Hostels are being constructed through JEs engaged for the construction works under SSA. Separates account for this intervention has been opened. For maintaining transparency, efficiency and accountability, a comprehensive system will be designed and expression of interest will be called for auditing the accounts of Girls' hostei similar to that of RMSA. The process of land transfer has been completed and the construction work of 02 girls hostels i.e. Himgiri & Shillai is under progress and will be completed if the additional funds is made available by the Govt. The construction work of remaining three hostels i.e. Tissa, Mehla & Sach is also in progress but additional budget is also required for the completion of these hostels.

The status of girls hostels is as under:

Sr. No.	Name of District	Name of EBB	Location of the Hostel	Current Status/Progress	Expenditure
1.	Chamba 75.80 65998292 56.57806 61.19707	Pangi	GSSS Sach	Forest clearance received	-----
2.		Mehia	GSSS Mehla	Ground floor slab level	10,99,376/-
3.		Salooni	GSSS Himgiri	Roof level. Missioner work GFL/FFL completed	36,73,836/-
4.		Tissa	GSSS Tissa	Pr approval received on dated 16-01-2013 and NPV&CA amount deposited by department on 24-08-	-----



				2013	
5.	Sirmour	Shilai	GSSS Shilai	Finishing level	45.45.000/

Vocational Education:

The project approval board of Ministry of HRD, GOI has approved to introduce vocational education in 100 Govt. Sr. Sec. Schools in the state under revised centrally sponsored scheme of vocationalization of secondary education with the observation to start at least 2 trades/subjects in each schools where National Occupation Standard, Curriculum and Course Material is available i.e. Retail, Automobile, Security, Health care and IT/ITeS.

The Govt. of India in principal has approved an amount of Rs. 4463 lakhs for introduction of vocational education in 100 new schools in H.P. The state share in the scheme will be Rs. 562 lakh. The amount of Rs. 1025 lakhs has been sanctioned by GOI during the current year as 50% of non-recurring expenditure and Rs. 904.88 lakhs of recurring expenditure.

Progress:-

1. Vocational Education under NVEQF has been started in 100 GSSS from the session 2013-14 with 5 above mentioned subjects/trades at least 2 subjects in every school in class 9th & 11th i.e. Level-1 in class 9th as normal track mode and Level-1 & 2 in 11th class as fast track mode.
2. The MOU has been signed between Department of Higher Education, National Skill Development Corporation and Wadhvani Foundation for implementation of Vocational Education under NVEQF in Himachal Pradesh.
3. Agreement has been signed between the Department, V.T.Ps. and S.S.Cs. of 5 subjects/sectors for deployment of teacher in these schools. Subject wise List of VTPs & SSCs is as under:-

Sr. No.	Subject	VTPs	No. of School	SSC
1	Security	Institute of Advance Security Training & Management	26	Security Knowledge & Skill Dev. Council
2	Retail	Basix Academy for Building Life Long Employability Ltd.	25	Retail Associations Skill Council of India
3	Automobile	Indian Institute of Skill	16	Automobile Skill Dev. Council



		Development Pvt. Ltd.		
		IL & FS Skill Development Corporation Ltd	16	
		Gram Trang Employability Training Services	17	
4	Healthcare	Max Institute of Health Education & Research	17	Health Care Sector Skill Council
		Vidyanta Skills Institute Pvt. Ltd.	17	
		Skill Tree Consulting Pvt.Ltd.	16	
5	ITeS	Centum Learning Ltd.	25	NSDC
		Empower Pragati Vocational & Staffing Pvt. Ltd.	25	

4. Vocational Teachers/Trainers have been deployed by the different Vocational Training Partners (VTPs) and the teachers have joined the school w.e.f. 01/08/2013. About 9055 students have been enrolled in this programme in five trades/ subjects. 4699 students are enrolled in General category, 2520 in Sc, 616 in ST and 1220 students are enrolled in OBC category. Subject/Trade wise strength of students is as under:

Automobile=2507,ITes=2177,Healthcare=2062,Security=1136and Retail=1178.

5. Books have been printed and are being delivered to the schools.
6. Supply orders for establishment of Automobile, Healthcare, Retail & Security Labs have been given to the L-1.
7. Proposal of another 100 GSSS has been submitted to the Govt. of India with three new courses i.e. Agriculture, Hospitality & Tourism, Electronics & Hardware. The Government of India has approved the same and it will be implemented from the next academic year i.e. 2014.15.

The Department has requested the Ministry of Human Resource Development Govt. of India to start Vocational Courses under NVEQF in the state in the subjects of Agriculture, Tourism & Electronics Hardware keeping in view the dire necessity of the state to eradicate the unemployment. The curriculum for the same has been prepared by the Department and has been submitted for vetting to MHRD and PSS Central Institute of Vocational Education (PSSCIVE) Bhopal. More vocational courses will be added in the next year under NVEQF in the schools as per the need of the industry and society as per skill analysis. \



Teacher Training Programme under Vocational Education in Himachal Pradesh

Teacher Training for Vocational Education

Teacher training programme has been organized by the PSSCIVE Bhopal w.e.f. 17/06/13 to 21/06/2013 at Distt. Institute of Educational Training (DIET) Dharamshala for 35 Vocational Lecturers.

Teacher training programme has been organized by the PSSCIVE Bhopal w.e.f. 12/08/13 to 16/08/2013 at State Council of Educational Research & Training (SCERT) Solan for 50 Vocational Teachers appointed under NVEQF.

Teacher training programme has also been scheduled by the PSSCIVE Bhopal w.e.f. 03/02/14 to 07/02/2014 at Govt. Sr. Sec. School (Boys) Shimla for 50 Vocational Teachers appointed under NVEQF.

Teacher's Training and Orientation of Resource Persons:-

Five days workshop of Key Functionaries of Himachal Pradesh and Jammu & Kashmir has been organized by PSSCIVE Bhopal in the Directorate of Higher Education, H.P. Shimla w.e.f. and 5.11.2013 to 9.11.2013.

Five Teacher's Training Courses for the Vocational trainers of Security, Retail, Automobile, Healthcare and IT/ITeS have been organized with the help of various agencies to refresh their knowledge.

Professionalization requires the organization of the knowledge, skills and attitudes that are specific to the occupation concerned. The resources used to achieve this in themselves constitute professionalism, which is made up of all the characteristics of a profession that are a concentrated and rationalized form, to whatever degree, of the knowledge and skills deployed in professional practice. Professionalization, insofar as it concerns the construction of a profession, refers to practical mastery and a certain degree of rationalization of the work process. In this sense, it is comparable to what students are expected to develop at vocational education centres, in each separate trade or subject.



Professional competencies

Groundwork

1. To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.
2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.
3. To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the program of study.
4. To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the program of study.
5. To evaluate student progress in learning the subject content and mastering the related competencies.
6. To plan, organize and supervise a class in such a way as to promote students' learning and social development.



CHAPTER 3

Sector Diagnosis-Current Status and Development Priorities

DEMANDS FOR SECONDARY SCHOOLS:

STATUS OF PRIMARY AND UPPER PRIMARY SCHOOLS:

Detailed information on the current status of primary and upper primary schools, Enrollment & Teachers in all the 12 districts of the State is shown in the following tables and figures.

Total number of 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	1730
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
Total	10686	10713	10714	10715	10580	10613	10650

Source: UDISE

Total number of 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
Total	4260	4330	4365	4385	4394	4440	4512

Source: UDISE



Total 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	2239	17735
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

Source: UDISE

Schools by Management

Ac Year	Dept. of Education	Tribal/Welfare Dept.	Local Body	All Govt.	Aided	Unaided	Pvt. Un-recognized	Others (Center Govt.)	Total Schools
2013-14	15162	4	3	15162	1	2511	1	53	17735
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

Enrolment by gender, social category and regions at primary and upper primary level.

Enrolment primary- all management

Enrolment (Primary)				% Increase/decrease		
Year	Boys	Girls	Total	Boys	Girls	Total
2013-14	313994	285077	599071	-2.13	-2.02	-2.07
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

Source: UDISE

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	205959	180643	386642	-6.09	-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



Percentage enrolment and population by social category in govt. Schools

Cat.	% population share (Census)	% enrolment share					
		2009-10	2010-11	2011-12	2011-12	2012-13	2013-14
SC	24.37	28.24	28.09	28.06	27.82	26.97	35.40
ST	3.99	5.69	5.74	5.80	5.70	6.01	7.44
Minority	-	1.37	1.59	1.69	1.66		1.23

Source: DISE

Percentage enrolment by social category at elementary level

Districts	SC			ST			Minority		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	36.03	35.83	35.93	4.30	4.72	4.51	1.47	1.61	1.54
Chamba	25.42	23.79	24.61	26.47	27.72	27.10	4.61	3.74	4.18
Hamirpur	35.83	33.63	34.73	2.20	1.97	2.08	1.45	0.98	1.22
Kangra	30.09	30.15	30.12	8.73	8.47	8.60	1.93	1.84	1.88
Kinnaur	37.50	35.07	36.28	35.28	36.65	35.96	0.00	0.00	0.00
Kullu	34.57	32.42	33.49	0.38	0.90	0.64	0.06	0.15	0.11
L & Spiti	3.13	5.67	4.40	92.50	88.65	90.58	0.00	0.00	0.00
Mandi	39.53	38.92	39.23	2.32	2.18	2.25	0.75	0.57	0.66
Shimla	43.79	44.20	44.00	0.41	0.75	0.58	0.60	0.34	0.47
Sirmour	47.85	46.46	47.15	2.61	1.90	2.26	3.04	2.73	2.88
Solan	39.01	37.88	38.44	4.45	5.57	5.01	1.87	1.55	1.71
Una	30.97	31.18	31.08	3.24	3.72	3.48	3.28	3.56	3.42
Total	35.70	35.11	35.40	7.40	7.48	7.44	1.95	1.68	1.82

Source: DISE

GER AND NER AT PRIMARY AND UPPER PRIMARY LEVEL

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	110.04	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: DISE,

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: DISE



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: DISE

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: DISE

RETENTION BY GENDER, SOCIAL CATEGORY AND REGION

Retention rate – elementary (class-i to viii)

District	ELEMENTARY LEVEL								
	2010-11			2011-12			2012-13		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Bilaspur	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Chamba	86.60	75.50	81.20	86.18	78.39	82.40	98.46	91.80	95.21
Hamirpur	100.00	100.00	100.00	100.00	100.00	100.00	99.14	100.00	99.81
Kangra	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Kinnaur	78.63	78.28	78.45	64.27	72.91	68.34	58.50	68.20	63.25
Kullu	90.18	83.82	87.05	100.00	93.52	97.00	91.58	92.63	92.10
L & Spiti	67.42	72.13	69.76	69.66	79.41	74.87	64.55	71.59	68.15
Mandi	78.03	78.23	78.13	100.00	100.00	100.00	100.00	100.00	100.00
Shimla	84.83	79.92	82.45	84.71	78.95	81.83	87.23	84.64	85.97
Sirmour	80.27	73.46	76.90	100.00	100.00	100.00	100.00	100.00	100.00
Solan	100.0	96.19	98.34	100.00	100.00	100.00	100.00	100.00	100.00
Una	94.99	96.18	95.52	96.86	98.54	97.60	99.07	100.00	100.00
Total	92.42	87.84	90.22	98.98	95.71	97.42	99.90	97.69	98.86

Source: DISE



PROGRESS TOWARDS UNIVERSALIZATION OF ELEMENTARY EDUCATION AT STATE AND DISTRICT LEVEL

Education is one of the priorities of the state government and Government spending on Education as a percentage of State Budget is the highest in the country.

The state has opened educational institutions in all corners of the state even though the terrain is difficult and the cost of infrastructure provisioning is very high. The recurring expenses on education are also very high. Despite being a revenue deficit state and special category state, Government of Himachal Pradesh has accorded the highest priority to education sector which is evident from the trends in infrastructure creation, enrollment, retention and drop out over the years.

The state has achieved Universal Access at Primary Level. And the Transition Rate from Primary to Upper Primary and from Upper Primary to High is one of the highest in the country. The state has attained the levels of universal access in the Elementary Education as well.

Retention Rate is one of the highest in the country.

Public Schools (Government Schools) cater to most of the population in the state.

There is no gender discrimination in the state and the dropout rate (for both boys and girls is negligible.

- Data shows declining trends in enrolment in government schools which is due to the following reasons:
 - The population growth has declining. State has registered negative growth between 2001 and 2011 Census for the age group of 0-6 years.
 - The Total Fertility Rate is 1.9 for the state and 1.3 for urban areas which is the lowest in the country.
 - More private schools are opening in the state. These are mainly at Primary and Upper Primary Level.
- PTR is 15 for Primary and 9 for Upper primary.
- School Size at Primary Level is 36 and at Upper Primary is 59.
- Average Classroom Size at Primary Level is 12 and Upper Primary Level is 19.
- The state is considered one of the best in education in entire country. The PROBE Report of 1995 has called the progress in education sector in the state a miracle. Amartya Sen and Jean Dreze have consistently rated the state as the best state in the country on social development indicators and one of the reasons is the importance given to education, especially primary education.
- Educational Management Information System (EMIS) of Sarva Shiksha Abhiyan H.P. collects the gamut of micro data about all types of schools including enrollment at the elementary level, teacher's profile at elementary level, basic facilities in the schools, physical infrastructure etc. using U-DISE as on 30th September, from the year 2012-13 Unified-DISE for the classes I-XII has been implemented in the State. The AWP & B 2014-15 is entirely based on the data generated through U-DISE 2013-14. The different indicators generated through U-DISE are depicted below to analyze the progress towards universalization of Elementary Education in the State.



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
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

NEED FOR EXPANSION OF SECONDARY EDUCATION

The trends in the transition rate from upper primary to secondary, with the basic objectives of assessing the need for expansion of secondary education as a response to accommodate the additional demand generated by SSA are illustrated below.

TABLE 1.14: A) TREND IN TRANSITION RATE (CLASS VIII-CLASS-IX) 2010-11

The trends in the transition rate from upper primary to secondary, with the basic objectives of assessing the need for expansion of secondary education as a response to accommodate the additional demand generated by SSA are illustrated below.



Trends in Transition Rate 2012-13 (Class VIII to IX)

District	2010-11			2011-12			2012-13		
	All Community			All Community			All Community		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	93.3	96.2	94.7	97.93	95.64	96.85	97.93	95.64	96.85
Chamba	98.1	98.8	98.4	100.00	97.35	99.67	100.00	97.35	99.67
Hamirpur	100.0	100.0	100.0	98.85	100.00	100.00	98.85	100.00	100.00
Kangra	95.2	97.6	96.3	100.00	100.00	100.00	100.00	100.00	100.00
Kinnaur	89.6	86.3	87.9	88.39	89.24	88.82	88.39	89.24	88.82
Kullu	92.6	95.6	94.1	97.76	98.23	97.98	97.76	98.23	97.98
L & Spiti	84.7	93.0	89.0	96.77	95.88	96.7	96.77	95.88	96.27
Mandi	89.3	89.7	89.5	99.99	100.00	100.00	99.99	100.00	100.00
Shimla	95.2	96.1	95.6	99.58	97.85	98.74	99.58	97.85	98.74
Sirmour	82.7	86.3	84.4	100.00	99.17	99.80	100.00	99.17	99.80
Solan	91.6	95.0	93.2	100.00	98.45	99.33	100.00	98.45	99.33
Una	99.7	100.0	100.0	100.00	99.72	100.00	100.00	99.72	100.00
Total	93.6	95.2	94.3	100.00	99.55	99.98	100.00	99.55	99.98

Source: DISE

Trends in Transition Rate 2012-13 (Class IX to X)

District	2010-11			2011-12			2012-13		
	All Community			All Community			All Community		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	100.0	100.0	100.0	98.85	98.62	98.74	98.85	98.62	98.74
Chamba	95.7	98.8	97.1	91.40	94.68	92.88	91.40	94.68	92.88
Hamirpur	100.0	100.0	100.0	92.54	100.00	95.95	92.54	100.00	95.95
Kangra	100.0	100.0	100.0	100.00	100.00	100.00	100.00	100.00	100.00
Kinnaur	95.5	95.6	95.5	92.01	92.53	92.28	92.01	92.53	92.28
Kullu	95.3	96.0	95.6	82.27	85.88	84.47	82.27	86.88	84.47
L & Spiti	100.0	95.2	97.6	100.00	100.00	100.00	100.00	100.00	100.00
Mandi	100.0	97.8	99.0	100.00	100.00	100.00	100.00	100.00	100.00
Shimla	97.3	95.9	96.6	93.56	93.23	93.40	93.56	93.23	93.40
Sirmour	94.9	98.9	96.8	80.35	90.96	85.37	80.35	90.96	85.37
Solan	100.0	99.1	100.0	85.89	89.50	87.56	85.89	89.50	87.56
Una	100.0	100.0	100.0	94.19	97.88	95.83	94.19	97.88	95.83
Total	100.0	99.6	100.0	95.75	98.02	96.81	95.75	98.02	96.81

Source: DISE

Trends in the transition rate shows that more than 90% elementary graduate students enrolled in 9th class.

POPULATION CENSUS 2011

The methodology and procedure adopted for projection of school age population i.e. 14-15 and 16-17 age group population are depicted below:

PROJECTION OF SCHOOL AGE POPULATION (14-17 AGE GROUPS)

Database and Methodology of projection of secondary school age population Census Data 2011 has been taken as a base year for population projection. Population has been projected on the bases of growth rate i.e. 1.3 % per annum. Social category wise data of census 2011 is not available.

Age Group 14-15

Population 2011											
State code	Distt. Code	Name of district	Total			Rural			Urban		
			Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
02	023	Chamba	22035	22035	22035	22035	22035	22035	22035	22035	22035
02	024	Kangra	53684	28898	24786	50613	27269	23344	3071	1629	1442
02	026	Kullu	17418	9063	8415	16034	8260	7774	1384	743	641
02	027	Mandi	37809	19561	18248	35737	18443	17294	2072	1118	954
02	028	Hamirpur	16248	8839	7409	14946	8031	6915	1302	808	494
02	029	Una	19680	10590	9090	18020	9656	8364	1660	934	726
02	030	Bilaspur	13084	6935	6149	12152	6406	5746	932	529	403
02	031	Solan	20703	11018	9685	17576	9243	8333	3127	1775	1352
02	032	Sirmaur	22047	11432	10615	20027	10353	9674	2020	1079	941
02	033	Shimla	28261	14809	13452	21379	10981	10398	6882	3828	3054
02	034	Kinnaur	2493	1213	1280	2493	1213	1280	0	0	0
02	025	Lahul& Sapiti	1142	610	532	1142	610	532	0	0	0
02	000	HP	254604	144943	131696	232154	132500	121689	44485	34478	32042

Age group 10-17

Population 2011											
State code	Distt. Code	Area Name	Total			Rural			Urban		
			Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
02	023	Chamba	21041	10730	10311	19789	10050	9739	1252	680	572
02	024	Kangra	54253	29049	25204	51114	27345	23769	3139	1704	1435
02	026	Kullu	17173	8909	8264	15805	8150	7655	1368	759	609
02	027	Mandi	36591	19092	17499	34433	17913	16520	2158	1179	979
02	028	Hamirpur	16227	8708	7519	14746	7825	6921	1481	883	598
02	029	Una	19358	10406	8952	17698	9437	8261	1660	969	691
02	030	Bilaspur	12952	6810	6142	11989	6279	5710	963	531	432
02	031	Solan	20406	10356	9550	17248	9062	8186	3158	1794	1364
02	032	Sirmaur	20996	11090	9906	18995	9983	9012	2001	1107	894
02	033	Shimla	28612	14930	13632	21217	10968	10249	7395	4012	3383
02	034	Kinnaur	2342	1189	1153	2342	1189	1153	0	0	0
02	025	Lahul & Sapiti	1044	560	484	1044	560	484	0	0	0
02	000	H P	250995	132379	118616	226420	118761	107659	24575	13618	10957



GROWTH TRENDS IN SCHOOL AGE POPULATION (14-17) AS UNDER

Age Group 14-15

Year	Total	Boys	Girls	Trends		
				Total	Boys	Girls
2007-08	250995	132379	118616			
2008-09	261344	137986	123358	4.12	4.24	-4.00
2009-10	262540	133612	128928	0.46	3.17	-4.52
2010-11	253788	133883	119905	-3.33	0.20	-7.00
2011-12	250995	132379	118616	-1.10	-1.12	-1.08
2012-13	261344	137986	123358	4.12	4.24	4.00
2013-14	253277	134492	118785	-3.09	-2.53	-3.71

Age Group 16-17						
Year	Total	Boys	Girls	Trends		
				Total	Boys	Girls
2007-08	262088	137125	124963			
2008-09	261231	134503	126728	-0.33	-1.91	1.41
2009-10	256668	128384	128284	-1.75	-4.55	1.23
2010-11	261344	137986	123358	1.82	7.48	-3.84
2011-12	262088	137125	124963	0.28	-0.62	1.30
2012-13	261231	134503	126728	-0.33	-1.91	1.41
2013-14	261344	137986	123358	0.04	2.59	-2.66

A growth trend of population in above said tables shows that the population of age group 14-17 going towards saturation.

SCHOOL AGE POPULATION (14-17 AGE GROUP) IN THE STATE FROM 2011 UPTO 2021 HAS BEEN PROJECTED BY ASSUMING DEATH RATE AND MIGRATION RATE ZERO. THIS PROJECTION SHOWS THAT POPULATION OF AGE GROUP 14-17 IS ALMOST ON SATURATION IN THE STATE.

District-wise Population Projection 2012-13 to 2020-21 of age Group 14-15

District	District Code	2011-12			2012-13			2013-14			2014-15			2015-16		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Gir
Chamba	23	22035	11082	10953	22022	11069	10953	21962	11286	10676	22518	11655	10863	23246	11946	113
Kangra	24	53684	28898	24786	52761	28471	24290	52278	28330	23948	52632	28755	23877	55443	30400	250
L&S	25	1142	610	532	1036	507	529	1055	506	549	1059	543	526	1036	509	5
Kullu	26	17418	9003	8415	17187	8832	8355	16675	8521	8154	16661	8513	8148	17018	8724	82
Mandi	27	37809	19561	18248	37337	19378	17959	36945	19241	17704	37213	19366	17847	37855	19877	179
Hamirpur	28	16248	8839	7409	16005	8721	7285	15604	8509	7095	15787	8602	7185	16492	8964	75
Una	29	19680	10590	9090	19118	10314	8804	19114	10429	8685	19079	10512	8567	19961	10968	89
Bilaspur	30	13084	6935	6149	12974	6816	6158	12972	6885	6087	13355	7163	6192	14035	7485	65
Solan	31	20703	11018	9685	20501	10931	9570	20652	10986	9666	21221	11313	9908	22124	11820	103
Sirmaur	32	22047	11432	10615	21601	11118	10483	21632	11262	10370	22038	11564	10474	22760	11950	108
Shimla	33	28261	14809	13452	28264	14738	13526	28466	14910	13556	28957	15142	13815	29266	15303	139
Kinnaur	34	2493	1213	1280	2544	1206	1338	2600	1270	1330	2747	1364	1383	2807	1394	14
H.P.		254604	133990	120614	251351	132101	119250	249955	132135	117820	253277	134492	118785	262043	139340	1227

DISTRICT-WISE POPULATION PROJECTION 2012-13 TO 2020-21 OF AGE GROUP 14-15

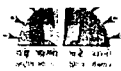
District	District Code	2016-17			2017-18			2018-19			2019-20			2020-21		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Chamba	23	22320	11420	10900	21172	10900	10272	21500	11102	10398	21369	11052	10317	21241	10992	10249
Kangra	24	54333	29981	24352	49434	26941	22493	50191	26734	23457	50239	26802	23437	48730	26143	22587
L&S	25	1080	533	547	997	512	485	935	467	468	994	490	504	990	493	497
Kullu	26	16361	8362	7999	15282	7764	7518	15276	7744	7532	15151	7733	7418	15213	7797	7416
Mandi	27	36688	19324	17364	34642	18052	16590	35041	18124	16917	34109	17688	16421	33378	17354	16024
Hamirpur	28	15900	8709	7191	15053	8211	6842	15132	8105	7027	14942	8023	6919	14600	7811	6789
Una	29	19522	10694	8828	18067	9776	8291	18370	9849	8521	18059	9671	8388	17841	9622	8219
Bilaspur	30	13464	7241	6223	11864	6407	5457	12029	6344	5685	12553	6542	6011	12189	6458	5731
Solan	31	21308	11386	9922	20119	10755	9384	20559	10806	9753	20242	10535	9707	19831	10374	9457
Sirmaur	32	22264	11672	10592	20748	10870	9878	20938	10993	9945	20905	11010	9895	20660	10797	9863
Shivala	33	27826	14567	13259	26306	13720	12586	26591	13845	12746	26117	13523	12594	25663	13293	12370
Kinnaur	34	2630	1332	1298	2540	1279	1261	2601	1322	1279	2594	1331	1263	2578	1314	1264
H.P.		253696	135221	118475	236224	125167	111057	239163	125435	113728	237274	124400	112874	232914	122448	110466

DISTRICT-WISE POPULATION PROJECTION 2012-13 TILL 2020-21 OF AGE GROUP 16-17

District	District Code	2011-12			2012-13			2013-14			2014-15			2015-16		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Chamba	23	21041	10730	10311	21647	11026	10621	22035	11082	10953	22022	11069	10953	21962	11286	1067
Kangra	24	54253	29049	25204	54253	29030	25223	53684	28898	24786	52761	28471	24290	52278	28330	2394
L&S	25	1044	560	484	1121	614	507	1142	610	532	1036	507	529	1055	506	54
Kullu	26	17173	8909	8264	17260	8984	8276	17418	9003	8415	17187	8832	8355	16675	8521	815
Mandi	27	17173	8909	8264	17260	8984	8276	17418	9003	8415	17187	8832	8355	16675	8521	815
Hamirpur	28	16227	8708	7519	16293	8832	7461	16248	8839	7409	16006	8721	7285	15604	8509	709
Una	29	19358	10406	8952	19371	10695	9176	19680	10590	9090	19118	10314	8804	19114	10429	868
Bilaspur	30	12952	6810	6142	13069	6905	6164	13084	6935	6149	12974	6816	6158	12972	6885	608
Solan	31	20406	10856	9550	20733	10983	9750	20703	11018	9685	20501	10931	9570	20652	10986	966
Sirmaur	32	20996	11090	9906	21645	11452	10193	22047	11432	10615	21601	11118	10483	21632	11262	1037
Shimla	33	28612	14980	13632	28362	14865	13497	28261	14809	13452	28264	14738	13526	28466	14910	1355
Kinnaur	34	2342	1189	1153	2357	1186	1171	2493	1213	1280	2544	1206	1338	2600	1270	133
H.P.		250995	132379	118616	253788	133883	119905	254604	133990	120614	251351	132101	119250	249955	132135	11782

DISTRICT-WISE POPULATION PROJECTION 2012-13 TILL 2021-22 OF AGE GROUP 16-17

District	District Code	2016-17			2017-08			2018-09			2019-20			2020-21		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Chamba	23	22518	11655	10863	23246	11946	11300	22320	11420	10900	21172	10900	10272	21500	11102	10398
Kangra	24	52632	28755	23877	55443	30400	25043	54333	29981	24352	49434	26941	22493	50191	26734	23457
L&S	25	1069	543	526	1036	509	527	1080	533	547	997	512	485	935	467	468
Kullu	26	16661	8513	8148	17018	8724	8294	16361	8362	7999	15282	7764	7518	15276	7744	7532
Mandi	27	16661	8513	8148	17018	8724	8294	16361	8362	7999	15282	7764	7518	15276	7744	7532
Hamirpur	28	15787	8602	7185	16492	8964	7528	15900	8709	7191	15053	8211	6842	15132	8105	7027
Una	29	19079	10512	8567	19961	10968	8993	19522	10694	8828	18067	9776	8291	18370	9849	8521
Bilaspur	30	13355	7163	6192	14035	7435	6550	13464	7241	6223	11864	6407	5457	12029	6344	5685
Solan	31	21221	11313	9908	22124	11820	10304	21308	11386	9922	20119	10735	9384	20559	10806	9753
Sirmaur	32	22038	11564	10474	22760	11950	10810	22264	11672	10592	20748	10870	9878	20938	10993	9945
Shimla	33	28957	15142	13815	29266	15303	13963	27826	14567	13259	26306	13720	12586	26591	13845	12746
Kinnaur	34	2747	1364	1383	2807	1394	1413	2630	1332	1298	2540	1279	1261	2601	1322	1279
H.P.		253277	134492	118785	262043	139340	122703	253696	135221	118475	236224	125167	111057	239163	125435	113728



CURRENT STATUS OF SECONDARY EDUCATION:

RMSA:-

Rationalization quality infrastructure across secondary schools: improving quality of education at secondary school is a part of vision of development of secondary schools in State. The first and foremost key factor in improving quality of education is provision of teacher engagement. It is followed by training of teachers and school heads, development of resource and question bank, construction of buildings additional rooms, Science Lab, Library room, Art and craft rooms etc. interaction with community, activity based learning. For the quality improvement in classroom process a project named "Think it over" started in state in which lesson study methodology training was given to teachers. Provisions are being made for these key inputs in improvement of quality of education in secondary schools.

STATUS OF SECONDARY AND HIGHER SECONDARY EDUCATION IN HIMACHAL PRADESH

Particulars	Category	2007-08	2009-10	2010-11	2011-12	2012-13	2013-14	Groth rate from 2007-2012
Enrolment	Secondary	229597	223225	249453	284227	286786	285853	3.72
	Higher Secondary	164892	177824	197710	202952	223712	215454	4.56
Population	Secondary	255717	249276	246118	243000	239923	249955	-0.38
	Higher Secondary	263087	255432	251688	248000	245135	254604	-0.54
Age specific Enrolment	Secondary	136371	132318	153481	176210	171255	166828	3.42
	Higher Secondary	102175	110339	122418	129791	130625	126688	3.65
GER	Secondary	89.79	89.55	101.36	116.97	119.53	114.36	
	Higher Secondary	62.68	69.62	78.55	81.84	91.26	84.62	
NER	Secondary	53.33	53.08	62.36	72.51	71.38	66.74	
	Higher Secondary	38.84	43.20	48.64	52.34	53.29	49.76	

EXAMINATION REFORMS AND CURRICULUM REFORMS:

The text books of I to III class already developed by the SPO/Department as per the NCF-2005 and we are in the process of revising text books of IV and V class, VI to VIII class revision work of books will be done by the SCERT in collaboration with Himachal Board of school Education Dharmshala and from class 9th onwards we are following NCERT syllabus and books. We are also developing question bank for class 9th and 10th. Question papers for class 9th developed by HP board of school Education. The question papers are being developed on PISA pattern.



IEDSS:

Implementation experiences, achievements

The IEDSS scheme was first time proposed in year 2013-14 but the approved amount was received at the end of the financial year. In convergence with SSA state has organized the medical assessment camps with the help of ALIMCO for the student's of class 1st to 10+2 students. ALIMCO also provided them aids and appliances as per there requirement.

INFRASTRUCTURE DEVELOPMENT

To make all environment barriers free like school building, school approach, toilets, library, laboratory etc.

Barrier free access:-

In 250 schools Hand Rails and Ramps have been made.

Disabled friendly toilets:-

In 250 schools disabled friendly toilets are being modified /constructed..

(B) ICT: ICT @ School Phase-I (628 GSSS):

Detailed information on schools covered under ICT @ School Scheme in ali the 12 districts of the state are shown in the following table:-

District	U-DISE CODE	No. of Schools	Schools covered under iCT @ School
Bilaspur	208	130	35
Chamba	201	173	29
Hamirpur	206	136	70
Kangra	202	412	149
Kinnaur	212	49	7
Kullu	204	112	26
L & Spiti	203	36	6
Mandi	205	332	98
Shimla	211	307	80
Sirmour	210	171	29
Solan	209	148	42
Una	207	144	57
Total		2150	628



GIRLS HOSTEL:-

The main issue related to construction of Girls Hostel buildings in educationally backward blocks is non availability of land. Since all vacant land is now treated as forest land hence, forest clearance is required, which takes lot of time. The present status of girls Hostels is as under:

Sr. No.	Name of the Girls Hostel	Name of EBB Block and district	Current status
1.	GSSS Shillai	Shillai (Sirmaur)	Construction work under progress.
2.	GSSS Sach,	Pangi (Chamba)	Land sanction & Mutation is in process.
3.	GSSS Mehla	Mehla (Chamba)	Construction work under progress.
4.	GSSS Himgiri	Salooni (Chamba)	Construction work under progress.
5.	GSSS Tissa	Tissa (Chamba)	Net present value (NPV) deposited to the forest department & sanction awaited.

VOCATIONAL EDUCATION:-

Vocational education under NVEQF started from the session 2013-14 from class 9th & 10+1 in selected 100 GSSS of the state in 05 subjects/trades. The Department signed MOU with different Skill knowledge Providers (SKP's) under the guidelines of National Skill Development Council (NSDC).

Physical Access and facilities:

Profile of Secondary level Institution

RASHTRIYA MADHYAMIK SHIKSHA ABIYAN (RMSA)

All management

School Management	Primary Only	Primary with Up. Primary	Primary with U.Pr.& Sec/H.Sec	Upper Primary Only	Up. Primary With Sec./H.Sec	Primary with up. pri. & Sec.	Up. Pri. With Sec.	Secondary Only	Sec. with Hr. Sec.	Hr. Sec. only	All Schools
Bilaspur	641	61	29	123	87	41	43	0	1	0	1026
Chamba	1177	33	22	255	95	16	85	0	0	1	1684
Hamirpur	526	64	58	140	87	51	55	0	1	0	982
Kangra	1836	140	133	386	254	179	167	1	1	2	3099
Kinnaur	199	10	9	36	32	5	20	0	0	0	311
Kullu	789	56	15	121	66	51	50	0	1	3	1162
Lahaul-Spiti	208	1	1	36	25	3	12	0	0	0	286
Mandi	1808	96	116	377	230	69	114	0	0	0	2810
Shimla	1716	104	66	365	210	75	110	0	0	0	2646
Sirmour	1042	42	21	203	102	49	76	0	1	1	1537
Solan	829	56	73	162	96	16	55	0	0	0	1287
Una	521	56	36	109	100	28	53	0	0	2	905
Total	11292	719	579	2323	1384	583	840	1	5	9	17735



District wise information on the current profile of Secondary Level institutions in all the 12 district on the basis of U-DISE is as under:-

Number of Schools having classes IX-X by All Management

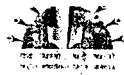
U DISE CODE	Name of District	No. of Schools with classes I to X	No. of Schools with classes I to XII	No. of Schools with classes VI to X	No. of Schools with classes VI to XII	No. of Schools with classes IX to X	No. of Schools with classes IX to XII	No. of Schools with classes XI to XII
208	BILASPUR	41	29	43	87	0	1	0
201	CHAMBA	16	22	85	95	0	0	1
206	HAMIRPUR	51	58	55	87	0	1	0
202	KANGRA	179	133	167	254	1	1	2
212	KINNAUR	5	9	20	32	0	0	0
204	KULLU	51	15	50	66	0	1	3
203	LAHAUL & SPITI	3	1	12	25	0	0	0
205	MANDI	69	116	114	230	0	0	0
211	SHIMLA	75	66	110	210	0	0	0
210	SIRMOUR	49	21	76	102	0	1	1
209	SOLAN	16	73	55	96	0	0	0
207	UNA	28	36	53	100	0	0	2
	TOTAL	583	579	840	1384	1	5	9

Source: U-DISE 2013-14

Number of Schools having classes IX-X by Management

Dist Code	District	of Secondary Schools	Deptt. Of Education	Social Welfare Dept	Local Body	Pvt. Aided	Pvt. Unaided	Other Schools	Central Govt.
208	BILASPUR	201	129				71		1
201	CHAMBA	218	178				33		7
206	HAMIRPUR	252	136				112		4
202	KANGRA	735	418				310		7
212	KINNAUR	66	50	1			13		2
204	KULLU	183	115				67		1
203	LAHAUL & SPITI	41	35				3		3
205	MANDI	530	338			1	189		2
211	SHIMLA	461	318	2	1		135		5
210	SIRMOUR	250	177				69	1	3
209	SOLAN	240	147				88		5
207	UNA	223	150				71		1
	Total	3400	2191	3	1	1	1161	1	41

School SOURCE: U-DISE 2013-14



INCLUSIVE EDUCATION OF DISABLED AT SECONDARY STAGE (IEDSS):-
Total No. of Children with Special Need (CWSN) in the State type and category wise is as under.

S. No.	District	B	G	T
1	Blindness	40	32	72
2	Low Vision	425	502	927
3	Leprosy Cured	0	0	0
4	Hearing imparement	122	85	207
5	Locomoter disabilities	346	217	563
6	Mental retardation	182	92	274
7	Multiple disability	45	29	74
8	Autism	7	4	11
9	Cerebral Falsy	11	11	22
10	Speech Impraeement	174	119	293
11	Learning Disability	147	93	240
	Grand Total	1499	1184	2683

ICT @ School:

ICT @ School Phase-I (628 GSSS):

Detailed information on schools covered under ICT @ School Scheme in all the 12 districts of the state are shown in the following table:-

District	U-DISE CODE	No. of Schools	Schools covered under ICT @ School	No. of Computer installed	Model
Bilaspur	208	130	35	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
Chamba	201	173	29	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
Hamirpur	206	136	70	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
Kangra	202	412	149	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
Kinnaur	212	49	7	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
Kullu	204	112	26	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
L & Spiti	203	36	6	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
Mandi	205	332	98	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
Shimla	211	307	80	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
Sirmour	210	171	29	1-Server	Infiniti Global Line



				9-Computer	1701GR, Infiniti LA 350Pro
Solan	209	148	42	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
Una	207	144	57	1-Server 9-Computer	Infiniti Global Line 1701GR, Infiniti LA 350Pro
Total		2150	628	6280	

ICT @ School Phase-II(618 GSSS + 848 GHS + 5 Smart School):

PM&EG in its meeting held on 01st November, 2010 and 01st December, 2011 had considered and approved the compute education plan for Schools of Himachal Pradesh and approved implementation of ICT in School Scheme 618 GSSS, approved 5 schools to convert as smart schools 5 Smart School and 848 GHS through BOOT model for a period of 5 years @ of Rs. 640 lakhs per school for which central assistance @ Rs. 4.80 lakhs would be provided in phase manner for 5 smart school @ Rs. 25 lakhs per schools of which Central assistance @ Rs. 18.75 lakhs per school would be provided in phase manner.

Himachal Pradesh Department of Higher Education had initiated the tendering process on BOOT model as per the scheme M/s CORE Education & Technology Ltd. Lotus Business Park, 10th Floor, Plot No-C-21, Dalia Industrial Estate, Off Link Road, Andheri West, Mumbai-400053 was selected by open tendering, for the supply and installation of the Multimedia Educational Content, Teacher training/ refresher courses, Monitoring, Interactive White Board, LCD Projector, Integrated Computer Projector, Computer Hardware. Software, Manpower, other allied accessories (i.e. webcam, multifunctional Printer UPS. etc.) and Maintenance thereof on Build Own Operate Transfer (BOOT) basis in 618 GSSS+ 848 GHS and 5 Smart Schools on 31st Oct, 2012. M/s CORE Education & Technology Ltd. could not honour the agreement hence the same was terminated on 10th June, 2013, after expiry of the implementation period of 120 days. M/s CORE Education & Technology Ltd. has been black listed to participate in the tender for supply of computer hardware in the state for a period of 5 years. The Department was not able to execute the ICT @ Schools Phase-II in the state due to above mentioned reason. Hence nil GSSS, GHS & Smart School have been covered ICT @ School Phase-II upto 2013-14.

Thereafter, the Department of Higher Education Himachal Pradesh also try to award the scheme tender to second lowest bidder M/s. IL& FS Education & Technology Services Ltd who had participated in the tendering process but the scheme could not be awarded to the M/S IL& FS due to tendering validity period under CVC guidelines.

The Department of Higher Education Himachal Pradesh once hasstarted the tendering process in the month of July, 2013 and a single Bidder Karnataka State Electronics Development Corporation Ltd., (A Govt. of Karnataka Undertaking) Bangalore-560001 has participated in the tender. The Department of Higher Education had entered into an agreement with said agency on dated 30.12.2013. The implementation period of 120 days has been awarded to Karnataka State Electronics Development Corporation Ltd., (A Govt. of Karnataka Undertaking) Bangalore-56000 to execute the said scheme 618 GSSS+ 848 GHS and 5 Smart.



Girls Hostel:

The construction of 5 hostels (with capacity of 50 girls) in five Educationally Backward Blocks in the compound of a Govt. Senior Secondary School selected by the department will be very helpful for the students belonging SC, ST, OBC, Minorities and BPL families in Educationally Backward Block in the state. Locations of Hostel are at GSSS Sach, GSSS Mehla, GSSS Hingiri, GSSS Tissa (Chamba district) & GSSS Shillai (Sirmour district).

Status of Girls Hostels in Himachal Pradesh:-

S No.	Block	District	Location of Hostel	Remarks
1.	Pangi	Chamba	GSSS Sach	
2.	Mehla	Chamba	GSSS Mehla	
3.	Salooni	Chamba	GSSS Hingiri	
4.	Tissa	Chamba	GSSS Tissa	
5.	Shillai	Sirmour	GSSS Shillai	

VOCATIONALIZATION EDUCATION:-

This Vocational education under NVEQF has been started from the session 2013-14 from class 9th in selected 100 GSSS of the state in Automobile, Retail, Security, Healthcare & ITeS subjects/trades.

District wise detail of Vocational Education in State:-

District	U-DISE CODE	No.of Schools	Schools covered under Vocational Education	Trades/Subject
Bilaspur	208		9	Automobile,Retail,Security, Healthcare,ITeS
Chamba	201		9	----- Do-----
Hamirpur	206		8	----- Do-----
Kangra	202		14	----- Do-----
Kinnaur	212		3	----- Do-----
Kullu	204		7	----- Do-----
L & Spiti	203		2	----- Do-----
Mandi	205		13	----- Do-----
Shimla	211		12	----- Do-----
Sirmour	210		8	----- Do-----
Solan	209		7	----- Do-----
Una	207		8	----- Do-----
Total			100	



ACCESS TO SECONDARY SCHOOLING FACILITIES:-

RMSA

In order to provide access to secondary, School mapping exercise was conducted in the year 2010-11 with the help of BRCC's, on the state norms for up gradation from GMS to GHS i.e. 3 km and minimum enrolment of 15 students in class 8th. On the basis of above said mapping, 441 GMS were identified for up gradation from GMS to GHS as per detail given below:-

Availability of secondary school facility per lakh population taking population of 2013 (projected) data as per table given below.

District wise secondary schools in rural and urban areas as on December 2013, as per departmental data available.

Access to schooling Provisions per lakh population by type of schools Rural and Urban

Name of the District	Total No of Secondary Schools	No. of Secondary Schools Per Lakh Population in			Total No. of Hr./Sr. Secondary Schools/Colleges	No. of Hr./Sr. Secondary Schools/Colleges Per Lakh Population in		
		Rural	Urban	Total		Rural	Urban	Total
Bilaspur	201	45	82	47	96	25	68	28
Chamba	218	41	49	42	92	19	26	20
Hamirpur	252	51	99	55	124	27	63	30
Kangra	735	46	61	47	336	24	40	25
Kinnaur	65	68		68	27	34		34
Kullu	183	38	56	40	65	17	20	17
L&S	41	90		90	23	69		69
Mandi	530	49	71	50	263	28	49	29
Shimla	461	57	51	56	224	33	25	31
Sirmour	250	41	38	41	92	20	23	20
Solan	240	37	35	37	101	19	24	20
Una	222	42	48	43	118	26	30	26
Total	3399	46	54	47	1561	25	33	26



Ratio of Upper primary schools/sections to Secondary Schools sections

All Management									
School Management	Primary Only	Upper Primary Only	Up. Primary With Sec./H.Sec	Primary with up. pri. & Sec.	Up. Pri. With Sec.	All Schools	UPS	SEC	UPS/SEC
Bilaspur	641	123	87	41	43	1026	384	201	2
Chamba	1178	255	95	16	85	1685	506	218	3
Hamirpur	526	140	87	51	55	983	456	252	2
Kangra	1836	386	254	179	167	3099	1259	735	2
Kinnaur	199	36	31	5	21	311	112	66	2
Kullu	789	131	66	51	50	1162	369	183	3
Lahaul-Spiti	208	36	25	3	12	286	78	41	2
Mandi	1809	378	230	69	114	2813	1004	530	2
Shimla	1716	365	210	75	110	2646	930	461	3
Sirmour	1042	203	102	49	76	1537	493	249	2
Solan	829	162	96	15	56	1287	458	240	2
Una	524	110	100	30	54	915	389	223	2
Total	11297	2325	1383	584	843	17750	6438	3399	2

Department of Education

School Management	Primary Only	Upper Primary Only	Up. Primary With Sec./H.Sec	Up. Pri. With Sec.	All Schools	UPS	SEC	UPS/SEC
Bilaspur	591	123	85	43	843	252	129	2
Chamba	1137	254	93	85	1569	432	178	3
Hamirpur	489	140	84	52	765	276	136	3
Kangra	1712	386	251	167	2516	804	418	2
Kinnaur	184	36	31	19	270	86	50	2
Kullu	751	131	65	50	997	246	115	3
Lahaul-Spiti	204	36	24	11	275	71	35	3
Mandi	1730	377	228	110	2445	715	338	3
Shimla	1594	365	208	110	2277	683	318	3
Sirmour	997	203	101	76	1377	380	177	3
Solan	766	162	92	55	1075	309	147	3
Una	498	110	97	53	759	261	15	2
Total	10653	2323	1360	831	15168	4515	2192	3

The ratio of Upper Primary to Secondary Schools of all management is around 2, while it is 3 for Upper Primary to Secondary Schools of Department of Education.. It shows that the expansion of Schooling facilities is good at the Secondary level. There are still inter district



gaps. The ratio of Upper Primary to Secondary Schools is 2 in Bilaspur, Kangra, Kinnaur and Una and 3 in Chamba, Hamirpur, Kullu, Lahul & Spiti, Mandi, Shimla and Sirmour. This can also be one of the indicators to open new Schools

Inclusive Education of Disabled at Secondary Stage (IEDSS):-

In Himachal Pradesh there are nearly 2867 CWSN identified in the year 2012-13 (Source from U DISE) who suffer from one or the other disability. All the identified CWSN are in formal schools. The scheme in Himachal Pradesh for IEDSS (Inclusive Education of the Disabled at Secondary Stage) is envisaged to enable all children and young persons with disabilities to have access to secondary education and to improve their enrolment, retention and achievement in the general education system. Under the scheme every school is proposed to be made barrier free. The Social Justice & Empowerment Department of H.P. also running Special Schools, one at Dhalli Shimla and second at Sundernagar in district Mandi. These schools are only up to 10th class. IEDSS is promoting inclusive set up in every school of Himachal Pradesh. State is looking for Home Based Education Programme for Severe and profound category children in near future.

ICT @ School

Himachal Pradesh covered 2148 High and Senior secondary schools under ICT@ School up to 2013-14. The scheme is being monitored at State, district and School level by the department. Nodal officers at district level and Principal assisted by Assistant Nodal Officers are looking after the project in detail. A mechanism has been devised to make the optimum use of existing resources at institution level. Status of schools covered under ICT@ School scheme as under:-

Type of School	Nature and number of school			Schools covered under ICT			Balance		
	Govt	Govt. aided	Total	Govt.	Govt. aided	Total	Govt.	Govt. aided	Total
2	3	4	5	6	7	8	9	10	11
Secondary school	110	0	110	101	0	101	9	0	9
Higher Secondary school	228	0	228	228	0	228	0	0	0
Total	338	0	338	329	0	329	9	0	9

Girls Hostel

All the 5 girl hostels are under construction in Sirmour and Chamba district. Location of Hostel are at GSSS Sach, GSSS Mehla, GSSS Himgiri, GSSS Tissa (Chamba district) & GSSS Shillai (Sirmour district).



Planning for Universalization of Physical Access

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)

The methodology and norms for identification of underserved areas and location of proposed secondary schooling provisions (either through up-gradation of UPS or establishment of new schools) may be provided here

School Mapping Exercise

The major objective of school mapping exercise is to equalize educational opportunity by labeling out the existing inequalities in the distribution of education facilities across different localities. School mapping exercise was conducted in the year 2010-11 with the help of BRCC's, on the state norms for up gradation from GMS to GHS i.e. 3 km and minimum enrolment of 15 students in class 8th. On the basis of above said mapping, 441 GMS were identified for up gradation from GMS to GHS.

As per the existing norms applicable in the state the state government can take a decision on opening of secondary schools in areas where the distance of the existing school from the feeding habitation is more than 3 kms and where at least 15 students are available for being enrolled in 9th class.

The strategy to expand the secondary school is by upgrading the existing Middle schools rather than by opening new school. However, for working out the eligibility of a habitation for having a secondary school, a detailed manual mapping exercise was carried in the State. In this mapping exercise, the survey of India maps of the state showing various geographical features were procured and in those maps the actual distance matrix was inserted with the help of Block Resource coordinators by calling them to the State Project Office one by one. In case of confusion the copy of the block map was given to the concerned BRC for carrying out the marking on the spot. At the same time the state norm was kept in view.

Current Strategies of the state government to Increase equity and access may be briefly discussed

Current strategies of the state government are to increase equity and access by upgrading the school. Keeping in view tough terrain of the state some time norms of upgradation of schools can be relaxed by the state government to provide access to the secondary education. To increase equity state government also provide books, uniform, transport facility to the students.



No. of schools required to be upgraded from upper primary level to secondary level on the basis of 3 KM matrix.

Sr. No.	District	No. of High Schools for upgradation as per mapping exercise (0 to 3 km)	No. of Schools approved for upgradation by PAB w.e.f. 2009-13 as per school mapping	Number of schools made functional by state	Balance
1.	Bilaspur	17	4	6	13
2.	Chamba	57	8	6	52
3.	Hamirpur	10	7	7	3
4.	Kangra	65	20	18	46
5.	Kinnaur	4	2	2	2
6.	Kullu	50	11	13	40
7.	L&S	-	0	0	0
8.	Mandi	73	21	16	54
9.	Shimla	45	11	10	35
10.	Sirmour	62	31	25	34
11.	Solan	39	11	10	29
12.	Una	19	10	11	9
	Total	441	136	124	317

State has requested the GOI, for revision of school mapping exercise according to present norms of State.

INCLUSIVE EDUCATION OF DISABLED AT SECONDARY STAGES (IEDSS):

Methodology and norms for identification and assessment of disabled students

The identification and assessment of the children are carried out by the medical board. Medical boards are authorized to issue medical certificates indicating type and level of disability after assessment. The norms for identification of special children is same as followed under SSA.

CURRENT STRATEGIES OF STATE GOVT. ARE TO INCREASE TO EQUITY AND ACCESS:

Currently Sarva Shiksha Abhiyan is taking care of all children with special needs reading in class I to VIII in the state. Under SSA friendly toilets, ramps and railings, aids and appliances, training of teachers and home based teachings are being provided. Sarva Shiksha Abhiyan is collecting data regarding with special needs and facilities. RMSA Scheme after inclusion of IEDSS establishing a close linkage with SSA Scheme and adopt an integrated approach for monitoring enrollment of all children with special needs passing out class-VIII in class IX to ensure that no one drops out. RMSa Scheme will take all necessary steps to provide all kind of facilities and support to the school and CWSN in the secondary schools.



ICT @ SCHOOLS

Methodology and norms for identification of school for providing ICT @ School:

All the Govt. High Schools and Sr. Secondary schools will be brought under ICT @ School Scheme. The scheme is being implemented in all Govt. High Schools and Sr. Sec. Schools in a phased manner and 2148 schools have been approved by GOI till 2013-14. Remaining 43 Schools are proposed for ICT @ School in 2014-15.

GIRLS EDUCATION:

The scheme for the construction and running of girls hostel for the students of secondary and sr. secondary schools in 5 educationally backward blocks have been started by the state and construction work of these schools is under progress.

Vocational education

Sr. No.	Districts	Total No of Schools
1	Bilaspur	9
2	Chamba	9
3	Hamirpur	8
4	Kangra	14
5	Kinnaur	3
6	Kullu	7
7	Lahaul & Spiti	2
8	Mandi	13
9	Shimla	12
10	Sirmour	8
11	Solan	7
12	Una	8
Total:		100



PROVISION OF SECONDARY SCHOOLS /SECTIONS

RMSA

Type and condition of school buildings and classrooms

Condition of classroom

Districts	Secondary			Higher Secondary				
	Total classrooms	Good	Requires minor repairs	Requires major repairs	Total classrooms	Good	Requires minor repairs	Requires major repairs
Bilaspur	289	209	67	13	359	252	88	19
Chamba	408	351	51	6	303	251	47	5
Hamirpur	363	319	31	13	522	488	23	11
Kangra	943	742	135	66	1097	916	115	66
Kinnaur	62	52	8	2	67	61	6	0
Kullu	279	204	55	20	294	239	31	24
Lahaul-Spiti	50	36	13	1	86	64	18	4
Mandi	802	717	76	9	903	778	96	29
Shimla	668	471	161	36	770	507	201	62
Sirmour	378	363	14	1	312	226	61	25
Solan	359	268	72	19	373	279	66	28
Una	371	307	44	20	486	439	30	17
Total	4972	4039	727	206	5572	4500	782	290

No. of classrooms under construction

Districts	I-VIII	Sec.	H.Sec.	total
Bilaspur	149	10	16	175
Chamba	452	30	11	493
Hamirpur	113	19	20	152
Kangra	475	47	30	552
Kinnaur	95	17	8	120
Kullu	147	17	9	173
Lahaul-Spiti	27	4	8	39
Mandi	516	36	70	622
Shimla	456	15	45	516
Sirmour	200	24	25	249
Solan	89	8	32	129
Una	56	3	10	69
Total	2775	230	284	3289



Status of other rooms

Districts	Pry.	UP	Sec.	H. Sec.	Total
Bilaspur	453	114	357	74	998
Chamba	0	0	46	2	48
Hamirpur	302	138	126	53	619
Kangra	926	405	752	264	2347
Kinnaur	136	31	33	20	220
Kullu	472	112	238	83	905
Lahaul-Spiti	44	2	29	3	78
Mandi	855	222	343	105	1525
Shimla	1572	373	653	204	2802
Sirmour	676	223	262	119	1280
Solan	902	217	443	140	1702
Una	489	192	655	179	1515
Total	6827	2029	3937	1246	14039

Distribution of schools by number of classrooms for grades IX -X
Secondary schools/sections by availability of other rooms

Distribution of schools by no. of classrooms (Deptt. Of Education)

Districts	Total Schools	No. of classrooms							
		0	1	2	3	4-6	7-10	11-15	>15
Bilaspur	43	0	0	0	4	37	2	0	0
Chamba	85	0	0	0	4	62	19	0	0
Hamirpur	52	0	0	0	0	47	5	0	0
Kangra	167	0	0	4	15	134	14	0	0
Kinnaur	19	0	0	4	8	7	0	0	0
Kullu	50	0	0	1	4	43	2	0	0
Lahaul-Spiti	11	0	0	1	2	7	1	0	0
Mandi	110	0	1	0	2	93	13	1	0
Shimla	110	0	0	0	7	99	4	0	0
Sirmour	76	0	0	0	8	67	0	1	0
Solan	55	0	0	0	2	51	1	1	0
Una	53	0	0	0	2	47	4	0	0
Total	831	0	1	10	58	694	65	3	0



**Distribution of higher secondary schools by no. of classrooms (Deptt. Of Education)
higher education**

Districts	Total Schools	No. of classrooms							
		0	1	2	3	4-6	7-10	11-15	>15
Bilaspur	86	0	0	0	0	11	48	18	9
Chamba	93	0	0	0	0	4	65	20	4
Hamirpur	84	0	0	0	0	0	27	42	15
Kangra	251	0	0	0	4	36	125	68	18
Kinnaur	31	0	0	2	3	7	14	5	0
Kullu	65	0	0	0	0	5	33	17	10
Lahaul-Spiti	24	0	0	1	1	6	11	3	2
Mandi	228	0	1	0	2	13	118	66	28
Shimla	208	0	0	0	2	26	132	38	10
Sirmour	101	0	0	0	0	16	66	14	5
Solan	92	0	0	0	0	11	47	24	10
Una	97	0	0	0	1	3	43	39	11
Total	1360	0	1	3	13	138	729	354	122

Secondary schools /sections by Drinking water .Toilet(separate for boys, girls and teacher).play ground, boundary wall, hostel, residential quarters for teachers electricity, Ramps computer facilities etc.

Equipment/Facilities available in secondary /sections of Department of Education

District	Total Schools	Boundary Wall	Drinking water	Girls Toilet	Boys Toilet	Electricity	Library	Playground	Ramps for disabled children	Medical Check-up	Computers	SMC
Bilaspur	43	27	43	43	43	43	43	42	34	42	37	43
Chamba	85	61	85	85	84	78	85	73	38	82	47	85
Hamirpur	52	37	52	52	49	52	52	52	41	51	41	52
Kangra	167	125	167	167	162	167	167	156	158	164	43	167
Kinnaur	20	17	20	20	19	17	20	20	11	20	18	20
Kullu	50	43	50	50	49	47	49	50	47	50	34	50
Lahaul-Spiti	11	8	11	11	9	8	10	9	0	11	11	11
Mandi	110	83	109	108	106	109	106	105	67	102	34	109
Shimla	110	64	108	106	105	98	110	96	55	98	44	110
Sirmour	76	48	75	74	73	72	76	55	52	73	30	76
Solan	55	29	54	55	55	55	55	42	52	55	34	55
Una	54	41	53	53	53	53	52	52	44	47	40	53
Total	833	583	827	824	807	799	825	752	509	795	413	831
% age	100.00	69.99	99.28	98.92	96.88	95.92	99.04	90.28	71.91	95.44	49.58	99.76

Equipment/Facilities available in higher secondary /sections of Department of Education

District	Total Schools	Boundary Wall	Drinking water	Girls Toilet	Boys Toilet	electricity	Library	Playground	Ramps for disabled children	Medical Check-up	Computers	SMC
Bilaspur	86	57	86	85	85	86	86	86	65	85	79	85
Chamba	93	65	93	92	92	90	93	85	62	87	75	93
Hamirpur	84	70	84	82	83	84	84	84	60	84	77	84
Kangra	251	202	251	250	245	251	251	237	240	245	200	250
Kinnaur	30	28	30	30	30	29	30	30	19	29	29	30
Kullu	65	60	65	64	64	65	65	65	63	65	58	65
Lahaul-Spiti	24	15	24	24	18	22	24	14	4	24	24	24
Mandi	228	189	228	225	226	228	223	226	167	216	158	223
Shimla	208	125	206	198	191	201	208	203	117	192	147	208
Sirmour	101	66	101	100	93	101	101	94	80	99	80	101
Solan	92	58	92	92	92	91	92	78	84	92	84	92
Una	97	83	97	97	96	97	97	97	80	94	92	97
Total	1359	1018	1357	1339	1315	1345	1354	1299	1041	1312	1103	1352
% age	100.00	74.91	99.85	98.53	96.76	98.97	99.63	95.58	76.60	96.54	81.16	99.48



Deployment and management of teachers and staff:

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

The teacher cadres for upper primary and secondary classes are same i.e. trained graduate teachers and classical and vernacular teachers are teaching upper primary classes (VI to VIII) as well as secondary classes (IX & X) also. The teacher's posts are sanctioned at the state level and in new upgraded schools teachers are deployed through transfer, promotion and new recruitment. There is no untrained teacher in secondary schools. There are at least 6 teachers and One Principal or Headmaster required for teaching secondary classes. The PTR at secondary level of the state is 1:22. The qualification of different categories of teachers is as under:

Teacher category	Qualification	Process of recruitment
Headmaster	Graduate with B.Ed	By Promotion from TGTs/ Promotee Lectures
PGT	Post graduate with B.Ed	Direct=50% By Promotion=50%
TGT	Graduate in second division with B.Ed and TET qualified	Direct through SSB=37.5% Direct Batchwise=37.5% By Promotion= 25%
Shastri	Shastri with TET qualified	Direct through SSB=50% Direct batchwise=50%
Language teacher	Graduation with Hindi and TET qualified	Direct through SSB=50% Direct batchwise=50%
Drawing Master	+2 and diploma in Art and Craft	Direct through SSB=50% Direct batchwise=50%
PET	+2 and diploma in Physical Education	Direct through SSB=50% Direct batchwise=50%

Detail of teachers teaching in secondary schools is depicted below.

District	upper primary classes			Secondary classes			Sr. Secondary classes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bilaspur	823	323	1146	359	155	514	617	209	826
Chamba	1379	409	1788	429	189	618	444	216	660
Hamirpur	812	308	1120	347	219	566	729	275	1004
Kangra	2251	1302	3553	891	643	1534	1415	814	2229
Kinnaur	236	108	344	100	73	173	135	55	190
Kullu	721	262	983	289	171	460	361	171	532
Lahaul-Spiti	208	53	261	105	51	156	90	31	121
Mandi	2303	791	3094	825	413	1238	1058	483	1541
Shimla	1966	768	2734	560	375	935	1154	598	1752
Sirmour	954	411	1365	315	215	530	410	210	620
Solan	863	588	1451	281	301	582	416	372	788
Una	683	453	1136	277	279	556	589	384	973
Total	13199	5776	18975	4778	3084	7862	7418	3818	11236



Teachers Sanctioned and Vacaney in Schools having classes IX-X

S. No.	UDISE CODE	District	Govt schools			
			No. of Government Sec Schools	No. of Secondary School Teachers		
				Sanctio ned post	In position	Vacant
1	208	BILASPUR	129	516	514	2
2	201	CHAMBA	178	833	618	215
3	206	HAMIRPUR	136	601	566	35
4	202	KANGRA	418	1,595	1534	61
5	212	KINNAUR	50	200	173	27
6	204	KULLU	115	492	461	31
7	203	LAHAUL & SPITI	35	158	156	2
8	205	MANDI	338	1,481	1238	243
9	211	SHIMLA	318	1,189	935	254
10	210	SIRMOUR	177	708	530	178
11	209	SOLAN	147	599	582	17
12	207	UNA	150	594	556	46
Total			2,191	8,966	7863	1103

IEDSS:

There are four special schools for CWSN in State. In these schools trained teachers and special educator is deployed. Teachers are trained for this component through in-servive training all the teachers will be trained in particular strategy like making usefull assessment, planning and individualize and need specific curriculum teaching style which include audio video aid appropriate instructional strategies etc.

ICT @ SCHOOL:

Deployment and management of teachers and staffs:

ICT @ School:

The sch under the coverage of ICT school scheme has been implemented in 628 GSSS of the state on Boot Model. The Teacher has not been engaged under the scheme. The subject teachers working in the school under ICT @ School had been trained.



Details of ICT @ school teachers are as under:

Districts	Total No of Schools	Total no. of teachers trained	Course/Subject
Bilaspur	35	280	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Chamba	29	232	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Hamirpur	70	560	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Kangra	149	1192	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Kinnaur	7	56	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Kullu	26	208	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Lahaul & Spiti	6	48	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Mandi	98	784	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Shimla	80	640	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Sirmour	29	232	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Solan	42	336	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
Una	57	456	Math, Sci, Socsci, (9 th & 10 th) Phy, Bio, Che, Math, Eng (11 th & 12 th)
628	5024		

The school under the coverage of ICT school scheme is being implemented in 618 GSSS, 848 GHS & 5 Smart School of the state on Boot Model. 1578 teacher have been engaged through outsourcing. The subject teachers working in the school under ICT @ School are being trained.

Girls Hostels:

The construction of 5 girls hostel is in progress and two girls hostel construction work will be completed upto March, 2014 thereafter these 2 girls hostels will be made functional and staff will be appointed.

Vocational Education:

In one hundred schools vocational education is started under NVEQF in state. Target group is IX to XII class and there are two vocational courses in every schools having 25 students in each sections. Qualified and trained teacher are provided for these vocational courses and training of these teachers are being provided.



Sr. No.	Districts	Total No of Schools	Total no of teachers	Total no. of teachers trained	Course/Subject
1	Bilaspur	9	18	18	Automobile, Retail, Security, Healthcare, ITeS
2	Chamba	9	18	18	----- Do-----
3	Hamirpur	8	16	16	----- Do-----
4	Kangra	14	28	28	----- Do-----
5	Kinnaur	3	6	6	----- Do-----
6	Kullu	7	14	14	----- Do-----
7	Lahaul & Spiti	2	4	4	----- Do-----
8	Mandi	13	26	26	----- Do-----
9	Shimla	12	24	24	----- Do-----
10	Sirmour	8	16	16	----- Do-----
11	Solan	7	14	14	----- Do-----
12	Una	8	16	16	----- Do-----
Total:		100	200	200	

ENROLLMENT TRENDS:

Growth trend in total enrollment.

Enrolment of Schools (having Classes IX and X)									
Year	Year Wise Enrolment								
	Total			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2007-08	120478	109119	229597	28223	25874	54097	6749	6177	12926
2009-10	116360	106865	223225	28317	27244	55561	6842	6220	13067
2010-11	129936	119517	249453	31215	30336	61551	7051	6884	13935
2011-12	150248	133979	284227	38037	35102	73139	8659	8080	16739
2012-13	112,973	108849	221822	35,812	34,208	70020	7266	6865	14131
2013-14	153347	132456	285803	40687	37006	77693	8985	8111	17096

Source: U-DISE 2013-14

GER, NER & GPI OF GER AND NER BY GENDER

Enrolment of Schools (having Classes IX and X)

Year	Year Wise Educational Indicators										
	GER			NER			Transition Rate			Gender Gap	GPI
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
2008-09	85.18	80.71	82.98							4.95	0.91
2009-10	91.88	87.1	89.55	54.14	51.99	53.08	83.41	84.37	83.87	4.25	0.92
2010-11	97.05	99.68	98.29	59.39	61.69	60.48				4.18	0.92
2011-12	113.50	112.95	113.24	70.10	70.33	70.20				5.72	0.89
2012-13	110.64	108.72	109.74	65.56	65.49	65.53	100.0	99.6	100.0	6.47	0.88
2013-14	114.02	111.51	112.84	66.23	65.45	65.87				7.31	0.86

Source: Semis & UDISE

ENROLLMENT IN CLASS IX AND X BY CATEGORY-WISE

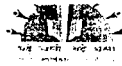
Total Enrollment Status in schools having Classes IX to X

District	All community						SC					
	Class IX			Class X			Class IX			Class X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	2767	2604	5371	3281	3154	6435	883	873	1756	988	991	1979
Chamba	5786	5073	10859	6125	5358	11483	1204	980	2184	1175	974	2149
Hamirpur	3026	2865	5891	3588	3370	6958	1005	986	1991	1116	1030	2146
Kangra	10169	9180	19349	13092	12288	25380	3030	2731	5761	3617	3474	7091
Kinnaur	453	563	1016	507	495	1002	113	142	255	132	123	255
Kullu	3688	3681	7369	3751	3759	7510	1327	1291	2618	1254	1174	2428
Lahaul-Spiti	153	205	358	141	166	307	10	5	15	7	10	17
Mandi	7574	7361	14935	8567	8652	17219	2753	2678	5431	2976	3059	6035
Shimla	5272	5255	10527	5279	6001	11880	2141	2051	4192	2230	2326	4556
Sirmour	5282	4844	10126	5349	5535	10884	1964	1810	3774	1834	1852	3686
Solan	4300	3863	8163	4625	4358	8983	1758	1493	3251	1807	1667	3474
Una	3888	3284	7172	4697	3872	8569	1151	1018	2169	1350	1152	2502
Total	52358	48778	101136	59602	57008	116610	17339	16058	33397	18486	17832	36318

Continue.....

Govt. secondary schools

District	ST						OBC						Muslim Minority					
	Class IX			Class X			Class IX			Class X			Class IX			Class X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	104	96	200	165	90	255	199	176	375	225	210	435	55	51	106	67	49	116
Chamba	1490	1410	2900	1561	1440	3001	144	137	281	184	175	359	301	164	465	276	190	466
Ramirpur	41	27	68	39	35	74	635	542	1177	735	706	1441	25	27	52	27	26	53
Kangra	716	717	1433	1001	940	1941	3957	3566	7523	5175	4971	10146	106	90	196	138	98	236
Kinnaur	270	341	611	308	314	622	0	1	1	11	3	14	0	0	0	0	0	0
Kullu	61	69	130	45	69	114	124	115	239	121	130	251	11	4	15	4	8	12
Lahaul-Spiti	138	190	328	130	151	281	0	0	0	0	0	0	0	0	0	0	0	0
Mandi	80	81	161	98	130	228	518	482	1000	553	549	1102	21	28	49	31	28	59
Shimla	63	54	117	53	49	102	37	19	56	44	33	77	65	35	100	50	49	99
Sirmour	102	70	172	96	50	146	1048	935	1983	1095	1217	2312	304	228	532	267	225	492
Solan	179	182	361	215	184	399	193	166	359	251	214	465	84	71	155	56	53	109
Una	95	92	187	117	75	192	1438	1192	2630	1762	1463	3225	101	89	190	103	86	189
Total	3339	3329	6668	3828	3527	7355	8293	7331	15624	10156	9671	19827	1073	787	1860	1019	812	1831



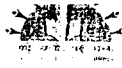
Share of Girls in Total enrollment

Sr.No	District	Total Enrollment in IX and X			Share of Girls in class IX and X
		Boys	Girls	Total	
					46.77
1	Bilaspur	8086	7105	15191	45.91
2	Chamba	13404	11378	24782	45.46
3	Hamirpur	10003	8338	18341	45.20
4	Kangra	34652	28582	63234	50.93
5	Kinnaur	1272	1320	2592	48.32
6	Kullu	9495	8877	18372	54.73
7	Lahaul-Spiti	407	492	899	47.72
8	Mandi	20861	19038	39899	47.71
9	Shimla	16329	14901	31230	47.25
10	Sirmour	13453	12051	25504	45.01
11	Solan	13598	11130	24728	43.98
12	Una	11809	9272	21081	46.35
Total		153369	132484	285853	46.77

IEDSS

Enrollment of CWSN in Secondary Schools:

Sr.No	District	Enrollment in Secondary		
		Boys	Girls	Total
1	Bilaspur	148	116	264
2	Chamba	77	36	113
3	Hamirpur	102	60	162
4	Kangra	375	264	639
5	Kinnaur	30	34	64
6	Kullu	84	152	236
7	Lahaul-Spiti	9	12	21
8	Mandi	251	185	436
9	Shimla	167	150	317
10	Sirmour	51	51	102
11	Solan	95	60	155
12	Una	110	64	174
Total	Total	1499	1184	2683



ENROLLMENT TRENDS: VOCATIONAL EDUCATION

Number of students enrolled in Vocational Education

District	No. of students in grade IX and XI in Vocational stream	No. of school covered
Bilaspur	867	9
Chamba	895	9
Hamirpur	797	8
Kangra	1227	14
Kinnour	192	3
Kullu	832	7
L&S	34	2
Mandi	1268	13
Shimla	979	12
Sirmour	729	8
Solan	575	7
Una	660	8
Total	9055	100

3.3.3 Education Efficiency and Effectiveness

Key Indicators of Secondary Education:

The performance of secondary education of the state can be seen in terms of indicator of physical access and facilities, indicator of provision, indicators of availability of teachers, indicators of enrollment and participation, indicators of efficiency of secondary education and indicator of learning outcomes at secondary stage. The detail of some key indicators are below:

Indicators of Internal Efficiency

- Primary completion rate (grade V and grade VIII)
- Secondary completion rate

Department of Education

S.No.	U DISE CODE	District	No. of Students Appeared										
			All			SC			ST				
			B	G	T	B	G	T	B	G	T	B	G
			1	208	BILASPUR	3041	3072	6113	917	891	1808	116	99
2	201	CHAMBA	4726	4222	8948	928	737	1665	1340	1236	2576	2945	2812
3	206	HAMIRPUR	3640	3412	7052	1156	1013	2169	45	32	77	2487	2454
4	202	KANGRA	12884	12622	25506	3548	3494	7042	1021	1047	2068	7535	7683
5	212	KINNAUR	199	235	435	25	41	66	136	165	201	127	157
6	204	KULLU	3351	3526	6877	1090	1054	2144	59	65	124	1785	1797
7	203	LAHAUL & SPITI	146	165	311	7	7	14	136	156	292	125	137
8	205	MANDI	8376	8414	16790	2906	2903	5809	128	115	243	3851	5984
9	211	SHIMLA	5844	5795	11639	2197	2147	4344	58	53	111	3781	4078
10	210	SIRMOUR	4643	5047	9690	1557	1620	3187	76	34	110	2020	2351
11	209	SOLAN	2661	2817	5478	951	1037	1988	143	113	256	1431	1612
12	207	UNA	4393	3922	8315	1236	1171	2407	106	97	203	2610	2579
Total			53904	53250	107154	16528	16115	32643	3364	3212	6576	32577	33714

Department of Education

S.No.	U DISE CODE	District	2012-13															
			No. of Students Passed							Passed (%)								
			All			SC			ST	All			SC			ST		
			T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	208	BILASPUR	3950	503	565	1068	62	72	134	61.822	67.383	64.616	54.853	63.412	59.071	53.448	72.727	62.326
2	201	CHAMBA	5757	511	479	990	832	836	1668	62.315	66.604	64.338	55.065	64.993	59.459	62.09	67.638	64.752
3	206	HAMIRPUR	4941	744	680	1424	28	17	45	68.324	71.923	70.065	64.36	67.127	65.652	62.222	53.125	58.442
4	202	KANGRA	15218	1918	1944	3862	492	555	1047	53.483	60.87	59.664	54.059	55.638	54.842	48.188	53.009	50.629
5	212	KINNAUR	284	22	33	55	83	105	188	63.819	66.525	65.287	88	80.488	83.333	61.029	63.636	62.458
6	204	KULLU	3582	527	459	986	36	37	73	53.268	50.964	52.087	48.349	43.548	45.989	61.017	56.923	58.871
7	203	LAHAUL & SPITI	262	6	6	12	116	128	244	85.616	83.03	84.244	85.714	85.714	85.714	85.294	82.051	83.562
8	205	MANDI	11835	1933	1888	3821	106	89	195	69.854	71.12	70.488	66.518	65.036	65.777	82.813	77.391	80.247
9	211	SHIMLA	7859	1342	1391	2733	32	35	67	64.699	70.371	67.523	61.083	64.788	62.914	55.172	66.038	60.36
10	210	SIRMOUR	4371	641	722	1363	52	52	104	43.506	46.582	45.108	40.906	44.568	42.767	68.421	152.94	94.545
11	209	SOLAN	3043	438	525	963	96	79	175	53.777	57.224	55.549	46.057	50.627	48.441	67.133	69.912	68.359
12	207	UNA	5189	685	741	1426	62	65	127	59.413	65.757	62.405	55.421	63.279	59.244	58.491	67.01	62.562
Total			66291	9270	9433	18703	1997	2070	4067	60.435	63.313	61.865	56.087	58.536	57.296	59.364	64.446	61.846

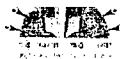


TABLE 1.14: B) ANNUAL AVERAGE DROPOUT RATE (UPPER PRIMARY LEVEL)

District	UPPER PRIMARY LEVEL								
	2010-11			2011-12			2012-13		
	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
Chamba	0.44	0.85	0.63	2.86	3.17	3.00	0.00	0.65	0.10
Hamirpur	0.03	0.06	0.04	0.00	0.00	0.00	0.00	0.00	0.00
Kangra	0.04	0.03	0.04	0.68	0.39	0.55	0.00	0.00	0.00
Kinnaur	0.06	0.00	0.03	8.84	8.79	8.81	6.46	7.30	6.89
Kullu	0.44	0.35	0.39	4.35	2.96	3.68	2.27	1.93	2.11
L & Spiti	0.00	0.00	0.00	16.55	8.06	12.05	5.40	7.22	6.41
Mandi	0.27	0.36	0.31	3.26	3.68	3.46	0.00	0.00	0.00
Shimla	0.15	0.10	0.12	2.45	2.01	2.24	0.18	1.31	0.72
Sirmour	0.03	0.04	0.03	7.46	5.74	6.65	0.00	0.00	0.00
Solan	0.39	0.59	0.48	4.38	2.87	3.69	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
Total	0.22	0.26	0.24	2.40	2.10	2.26	0.00	0.00	0.00

Source: DISE

TRANSITION RATE (PRIMARY TO UPPER PRIMARY) FROM GRADE V TO VI

District	2010-11			2011-12			2012-13		
	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
Chamba	96.88	91.07	94.12	96.40	93.54	95.02	98.36	96.57	97.50
Hamirpur	98.40	99.08	98.71	98.78	98.4	98.61	99.49	99.06	99.29
Kangra	92.12	96.47	94.14	99.55	96.63	98.22	98.63	99.06	98.83
Kinnaur	93.43	100.77	97.01	96.37	95.17	95.76	91.64	92.88	92.28
Kullu	96.04	95.74	95.90	96.17	96.81	96.49	95.48	98.08	96.77
L & Spiti	95.28	108.16	101.88	82.83	91.13	87.11	96.39	100.00	100.00
Mandi	99.33	99.52	99.42	97.36	97.70	97.52	100.00	100.00	100.00
Shimla	97.98	98.87	98.41	98.60	98.40	98.50	99.33	98.29	98.85
Sirmour	96.69	95.84	96.29	94.65	97.32	95.94	98.37	97.94	98.17
Solan	98.84	96.07	97.56	97.97	97.16	97.60	99.69	98.63	99.20
Una	93.00	92.25	92.65	100.0	97.22	99.57	100.00	100.00	100.00
Total	96.18	96.62	96.64	98.11	97.18	97.67	99.03	98.72	98.88

Source: DISE



Trends in Transition Rate 2012-13 (Class VIII to IX)

District	2010-11			2011-12			2012-13		
	All Community			All Community			All Community		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	93.3	96.2	94.7	97.93	95.64	96.85	97.93	95.64	96.85
Chamba	98.1	98.8	98.4	100.00	97.35	99.67	100.00	97.35	99.67
Hamirpur	100.0	100.0	100.0	98.85	100.00	100.00	98.85	100.00	100.00
Kangra	95.2	97.6	96.3	100.00	100.00	100.00	100.00	100.00	100.00
Kinnaur	89.6	86.3	87.9	88.39	89.24	88.82	88.39	89.24	88.82
Kullu	92.6	95.6	94.1	97.76	98.23	97.98	97.76	98.23	97.98
L. & Spiti	84.7	93.0	89.0	96.77	95.88	96.7-27	96.77	95.88	96.27
Mandi	89.3	89.7	89.5	99.99	100.00	100.00	99.99	100.00	100.00
Shimla	95.2	96.1	95.6	99.58	97.85	98.74	99.58	97.85	98.74
Sirmour	82.7	86.3	84.4	100.00	99.17	99.80	100.00	99.17	99.80
Solan	91.6	95.0	93.2	100.00	98.45	99.33	100.00	98.45	99.33
Una	99.7	100.0	100.0	100.00	99.72	100.00	100.00	99.72	100.00
Total	93.6	95.2	94.3	100.00	99.55	99.98	100.00	99.55	99.98

Source: DISE

Table: Trends in Transition Rate 2012-13 (Class IX to X)

District	2010-11			2011-12			2012-13		
	All Community			All Community			All Community		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	100.0	100.0	100.0	98.85	98.62	98.74	98.85	98.62	98.74
Chamba	95.7	98.8	97.1	91.40	94.68	92.88	91.40	94.68	92.88
Hamirpur	100.0	100.0	100.0	92.54	100.00	95.95	92.54	100.00	95.95
Kangra	100.0	100.0	100.0	100.00	100.00	100.00	100.00	100.00	100.00
Kinnaur	95.5	95.6	95.5	92.01	92.53	92.28	92.01	92.53	92.28
Kullu	95.3	96.0	95.6	82.27	86.88	84.47	82.27	86.88	84.47
L. & Spiti	100.0	95.2	97.6	100.00	100.00	100.00	100.00	100.00	100.00
Mandi	100.0	97.8	99.0	100.00	100.00	100.00	100.00	100.00	100.00
Shimla	97.3	95.9	96.6	93.56	93.23	93.40	93.56	93.23	93.40
Sirmour	94.9	98.9	96.8	80.35	90.96	85.37	80.35	90.96	85.37
Solan	100.0	99.1	100.0	85.89	89.50	87.56	85.89	89.50	87.56
Una	100.0	100.0	100.0	94.19	97.88	95.83	94.19	97.88	95.83
Total	100.0	99.6	100.0	95.75	98.02	96.81	95.75	98.02	96.81

Source: DISE



ELEMENTARY TO SECONDARY TRANSITION RATES (FROM GRADE VIII TO IX)

S. No.	U DISE CODE	District	TRANSITION RATE FROM CLASS VIII TO IX			PROMOTION RATE CLASS IX TO X		
			All community			All community		
			B	G	T	B	G	T
1	208	BILASPUR	96.941	95.127	96.084	96.94	95.13	96.08
2	201	CHAMBA	100	98.625	99.47	100.2	98.63	99.47
3	206	HAMIRPUR	100	97.713	100	103.4	97.71	100.7
4	202	KANGRA	95.887	96.348	96.095	95.89	96.35	96.09
5	212	KINNAUR	91.693	96.957	94.453	91.69	96.96	94.45
6	204	KULLU	100	99.782	100	100.2	99.78	100
7	203	LAHAUL & SPITI	97.183	100	98.696	97.18	100	98.7
8	205	MANDI	96.525	96.431	96.48	96.53	96.43	96.48
9	211	SHIMLA	98.138	100.89	99.439	98.14	100.9	99.44
10	210	SIRMOUR	94.467	93.922	94.212	94.47	93.92	94.21
11	209	SOLAN	100	99.137	99.78	100.3	99.14	99.78
12	207	UNA	100	100	100	100.5	100.4	100.5
Total			97.995	97.662	97.839	98	97.66	97.84

Dropout Rate at Secondary level

S.No.	U DISE CODE	District	2010-11			2011-12			2012-13			2013-14		
			All			All			All			All		
			B	G	T	B	G	T	B	G	T	B	G	T
1	208	BILASPUR	2.7	0.99	1.88	0.89	2.17	1.51	1.54	3.78	2.61	4.59	3.94	4.23
2	201	CHAMBA	14.06	16.3	15.04	8.5	7.44	8.02	11.65	12.87	12.21	12.43	11.40	11.96
3	206	HAMIRPUR	-7.01	-10.4	-8.59	0	0	0	6.93	2.62	4.99	0.00	4.55	1.72
4	202	KANGRA	-0.4	5.32	2.39	0	0	0	0	0.54	0	6.07	7.53	6.74
5	212	KINNAUR	11.95	12.5	12.23	9.5	11.37	10.48	14.63	14.21	14.41	14.87	19.81	17.38
6	204	KULLU	3.91	7.1	5.5	6.82	6.74	6.78	10.89	10.96	10.93	15.49	13.43	14.50
7	203	LAHAUL & SPITI	17.02	12.5	14.56	15.94	14.97	15.44	17.48	14.26	15.77	16.10	15.40	15.72
8	205	MANDI	15.5	23.04	19.09	0	0.47	0	2.11	1.24	1.7	8.90	7.52	8.25
9	211	SHIMLA	5.58	3.91	4.77	5.12	5.83	5.46	6.89	6.71	6.8	8.07	6.05	7.11
10	210	SIRMOUR	5.6	7.37	6.43	7.99	5.99	7.02	10.19	8.74	9.49	15.01	13.07	14.08
11	209	SOLAN	24.74	23.54	24.18	2.3	7.27	4.67	9.18	6.8	8.07	9.24	10.25	9.70
12	207	UNA	11.37	7.33	9.43	1.13	2.18	1.62	5.54	4.67	5.14	5.50	5.54	5.52
Total			7.18	8.77	7.94	0.78	2.6	1.65	5.04	4.99	5.02	8.40	8.42	8.41

Examination Result
Result of Class X Examination

S.No.	U DISE CODE	District	2012-13								
			No. of Students Appeared								
			All			SC			ST		
			B	G	T	B	G	T	B	G	T
1	208	BILASPUR	3041	3072	6113	917	891	1808	116	99	215
2	201	CHAMBA	4726	4222	8948	928	737	1665	1340	1236	2576
3	206	HAMIRPUR	3640	3412	7052	1156	1013	2169	45	32	77
4	202	KANGRA	12884	12622	25506	3548	3494	7042	1021	1047	2068
5	212	KINNAUR	199	236	435	25	41	66	136	165	301
6	204	KULLU	3351	3526	6877	1090	1054	2144	59	65	124
7	203	LAHAUL & SPITI	146	165	311	7	7	14	136	156	292
8	205	MANDI	8376	8414	16790	2906	2903	5809	128	115	243
9	211	SHIMLA	5844	5795	11639	2197	2147	4344	58	53	111
10	210	SIRMOUR	4643	5047	9690	1567	1620	3187	76	34	110
11	209	SOLAN	2661	2817	5478	951	1037	1988	143	113	256
12	207	UNA	4393	3922	8315	1236	1171	2407	106	97	203
Total			53904	53250	107154	16528	16115	32643	3364	3212	6576

Sr. No	U-DISE Code	Districts	No. of Students Appeared																	
			No. of Students Passed									Passed (%)								
			All			SC			ST			All			SC			ST		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1.	208	BILASPUR	1880	2070	3950	503	565	1068	62	72	134	61.8	67.4	64.6	54.9	63.4	59.1	53.4	72.7	62.3
2.	201	CHAMBA	2945	2812	5757	511	479	990	832	836	1668	62.3	66.6	64.3	55.1	65.0	59.5	62.1	67.6	64.8
3.	206	HAMIRPUR	2487	2454	4941	744	680	1424	28	17	45	68.3	71.9	70.1	64.4	67.1	65.7	62.2	53.1	58.4
4.	202	KANGRA	7535	7683	15218	1918	1944	3862	492	555	1047	58.5	60.9	59.7	54.1	55.6	54.8	48.2	53.0	50.6
5.	212	KINNAUR	127	157	284	22	33	55	83	105	188	63.8	66.5	65.3	88.0	80.5	83.3	61.0	63.6	62.5
6.	204	KULLU	1785	1797	3582	527	459	986	36	37	73	53.3	51.0	52.1	48.3	43.5	46.0	61.0	56.9	58.9
7.	203	LAHAUL & SPITI	125	137	262	6	6	12	116	128	244	85.6	83.0	84.2	85.7	85.7	85.7	85.3	82.1	83.6
8.	205	MANDI	5851	5984	11835	1933	1888	3821	106	89	195	69.9	71.1	70.5	66.5	65.0	65.8	82.8	77.4	80.2
9.	211	SHIMLA	3781	4078	7859	1342	1391	2733	32	35	67	64.7	70.4	67.5	61.1	64.8	62.9	55.2	66.0	60.4
10.	210	SIRMOUR	2020	2351	4371	641	722	1363	52	52	104	43.5	46.6	45.1	40.9	44.6	42.8	68.4		94.5
11.	209	SOLAN	1431	1612	3043	438	525	963	96	79	175	53.8	57.2	55.5	46.1	50.6	48.4	67.1	69.9	68.4
12.	207	UNA	2610	2579	5189	685	741	1426	62	65	127	59.4	65.8	62.4	55.4	63.3	59.2	58.5	67.0	62.6
		Total	32577	33714	66291	9270	9433	18703	1997	2070	4067	60.4	63.3	61.9	56.1	58.5	57.3	59.4	64.4	61.8



CHAPTER 4

PLANNING PROCESS

The main objective of RMSA is to achieve the access of Higher Education both in terms of quantity and quality. Effective planning is only the tool to obtain these objectives. Hence, the special focus has been given for effective planning in RMSA. According to the RMSA guidelines and as mandated under RTE Act-2009, every school must have *School Management Committee (SMC)* so that the adequate participation of community could be ensured. Keeping in view the provisions of act due preference will be given to ensure the community participation and to give training for community members regarding planning and to involve them in various activities of the schools for qualitative and quantitative improvement. In Himachal Pradesh, the RMSA District Plan is prepared in a decentralized and participatory manner. In fact a bottom up approach is adopted in this regard.

Planning Process

School Management Committee (SMC)/ School Development Management Committee (SDMC) have been constituted in all the high and senior secondary schools of the state. The SMCs/SDMCs are actively involved in the formulation of school development plans. The SMCs/SDMCs are involved for setting of targets for the school and targets are prioritized in the meeting. The members of the SMC/SDMC with school staff sit together and they consolidate the plan on the bases of the guidelines issued to the schools. In this way more emphasis is being given to the *active participation of Local community*. The achievement of the goal of RMSA depends upon the quality and the extent of *community participation* in various activities. However, to make aware the various level of planning unit about the process the following steps are taken:

- ❖ The State Project Office organized two days orientation in State Project Office for District Resource Planning group.
- ❖ One day training was organized at District level to orient the Block Resource Centre Coordinators regarding the U_DISE & AWP & Budgeting.
- ❖ One day training was also conducted at Block level for all School Heads to update their knowledge in the field of Planning and U-DISE.



School Level Planning was started in September by involving local community, this process continued till 30th Nov. Each School handed over the Plan to concerned BRCC. The BRCCs appraised the plans and after consolidation submit it to the district. District planning team prepares the plan on the bases of the block plan and submits the same to the state. The district level Plan is consolidated and appraised by the State Core planning team and thereafter, the Annual Work Plan and Budget is prepared. The state plan is appraised by the Executive Committee of SSA/RMSA and after the approval from EC the plan is submitted to MHRD, GOI

MANAGEMENT INFORMATION SYSTEM

In order to facilitate planning process Management Information System (MIS) has been established in State and District Project Office (SSA). District Information System for Education (DISE) has been implemented in the district since 2002-03. MIS Cell is equipped with requisite Hardware, Software and trained manpower to collect, compile and disseminate the information to various level i.e national, State departments.

PLANNING STRUCTURE

Overview of Project Management

To implement RMSA in H.P. an autonomous society namely Himachal Pradesh Primary Education Society-Cum SSA State Mission Authority which has already been registered under Societies Registration Act 1860 by Registrar of Societies Shimla district, H.P. at Sr. No. 120/95. The Society is implementing RMSA programme.

Management Structure at State level

RMSA will be implemented in a mission mode by Himachal Pradesh Primary Education Society, which has two wings:

- i) Governing Council with Chief Minister as ex-officio President.
- ii) Executive Committee under the Chairmanship of Secretary Education to the Government of Himachal Pradesh.

Management Structure at District level



District Implementation Committee

There is a district implementation committee under the Chairmanship of Deputy Commissioner. This committee will guide, coordinate, monitor and evaluate the programme implementation. This committee is being represented by various departments like Family and Health welfare, integrated child development scheme of welfare department etc. for better convergence of the various schemes to promote Secondary education. This committee has representation from Panchayati-Raj Institutions and Zila-Parishad besides Non Government Organizations. Deputy Director is the Member Secretary of this committee.

District Planning team:

There is a core planning teams at the District level under the chairmanship of the Deputy Commissioner. Principal, District Institute of Education and Training as the Member Secretary of this team and Deputy Director of Higher Education as DPC. This team is responsible for the planning and implementation of the RMSA as per the guidelines. Planning and Management faculties of DIET , coordinators and some of the motivated Principal/ teachers are the member of this team. At present existing educational management information system (EMIS) for planning and management of school education is carried out at the district levels. At the district level MIS wing is functional at each DIET. The information on DCF/U-DISE is collected every year with cut off date 30th September from all the govt./ pvt. Institutions in the district and its reports are generated at the district level through EMIS which is further utilised for the formulation of Annual Work Plan and Budget for the district under RMSA.

Planning team at Block Level:

There is a planning team at Block level under the chairmanship of the Block Project officer. BRCC along with a group of 5-10 teachers comprising the BRG are the members of this team. This team is responsible for planning and implementation of RMSA in their block.

Planning team at School level/Village level.

There is a SMC/SDMC at School level under the chairmanship of elected representative among the parents. The head of the institution acts as member secretary. These committees have representation from parents, teachers, PRIs, community members and parents of the special focus group children i.e. SC/ST, women and CWSN etc. SMC/SDMC have two sub i.e. These committees will be responsible for micro planning at habitation level. The plans at habitation,



village and school level are being prepared, implemented, monitored and evaluated by these committees through participatory process.

The schedule for the preparation and appraisal of the RMSA plan at various levels for the year 2014-15 is as under:

S.N	Activity	Date
1	Updating of SDP	In the beginning of the session
2	Appraisal of SDP at Block level	November, 2013
3	Appraisal and Preparation of plan at district level	Decemeber,2013
4	Appraisal of district plan by State team	January, 2014
6	Preparation of state plan	January, 2014
7	Appraisal of state plan by Executive Committee	February, 2014
8	Submission of state plan to GOI	February, 2014

Institutional Arrangements

In Himachal Pradesh, the RMSA District Plan is prepared in a decentralized and participatory manner. In fact a bottom up approach is adopted in this regard. To make the RMSA plan a perfect document the following necessary steps are taken:

School Management Committee (SMC) has been constituted in all the high and senior secondary schools of the state. The SMCs are actively involved in the formulation of school development plans. The SMCs are involved for setting of targets for the school and targets are prioritized in the meeting. The members of the SMC with school staff sit together and they consolidated the plan on the bases of the guidelines issued to the schools. The composition of the SMC is as under:

Chairman among the Parents
Member Secretary Headmaster/Principal

There is also a District Level Planning team in every District. At present existing educational management information system (EMIS) for planning and management of school education is carried out at the district levels. At the district level MIS wing is functional at each DIET. The information on DCF/UDISE is collected every year with cut off date 30th September from all the govt./ pvt. Institutions in the district and its reports are generated at the district level through EMIS which is further utilised for the formulation of Annual Work Plan and Budget for the district under RMSA.



This planning committee consolidated all the plans and DISE/UDISE data received from the blocks and then prepares the District Level Plan which is appraised and approved by the district core committee.

The composition of the District Level Core committee is as under:

Deputy Director of Higher Education	Chairman
District Project Officer(DPO)	Member

The district level Plan is consolidated and appraised by the State Core planning team and thereafter, the Annual Work Plan and Budget is prepared. Before the finalization of the plan, a series of consultations and meetings are organized at the district and state level. The state plan is appraised by the Executive Committee of SSA/RMSA and after the approval from EC the plan is submitted to MHRD, GOI.

The State Planning Team prepared a schedule for carrying out the entire planning process. The following plan was chalked out for the completion of entire planning process.

S.N	Activity	Date
1	Preparation and updating of SDP	In the beginning of the session
2	Appraisal of SDP at Block level	September, 2013
3	Appraisal of plan at district level	November, 2013
4	Preparation of district Plan	December, 2013
5	Appraisal of district plan by State team	January, 2014
6	Preparation of state plan	January, 2014
7	Appraisal of state plan by Executive Committee	February, 2014

With the help of district plans received from the district, targets and strategies for the year 2014-15 are identified.

At present existing educational management information system (EMIS) for planning and management of school education is carried out at the district levels. At the district level MIS wing is functional at each DIET. The information on DCF is collected every year with cut off date 30th September from all the govt./ pvt. Institutions in the district and its reports are generated at the district level through EMIS which is further utilized for the formulation of Annual Work Plan and Budget for the district under RMSA.

Database for Plan Formulation

The status report on secondary education with respect to grade IX and X in the state of Himachal Pradesh used the data source from the Census of India, Statistical Abstract of Himachal Pradesh,



Selected Educational Statistics (SES) of Himachal Pradesh, and data collected through the data capture formats of Unified District Information for School Education.

The UDISE data collected from various institutions no doubt provide good quality of data related to various aspects of the educational institutions. But sometime it happens that the areas which are snowbound and very hard to reach do not provide complete data in time.

those plans are appraised at the block level and further submitted to the districts. DISE data is also collected from the schools by the BRCCs and further submitted to DIET for consolidation. The districts then finalize the plans and submit it to the state and in this way decentralization mode of formulation of plan is done in the state.



Chapter-V

Alternative Development Scenarios & Plan Targets

Enrollment projections and targets:

On the basis of the annual growth rate of population i.e. 1.3% according to the census 2011, the estimated age group(gender wise and social category wise) population from 2011 to 2017 is given in the below table.

Population age group of 14-15

Year	Total			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011	254604	144943	131696	232154	132500	121689	44485	34478	32042
2012	257925	146837	133420	235184	134234	123283	45074	34937	32469
2013	261279	148747	135155	238243	135980	124887	45661	35392	32892
2014	264675	150681	136912	241340	137747	126511	46254	35853	33319
2015	268117	152641	138693	244479	139538	128157	46856	36320	33753
2016	271603	154626	140497	247658	141353	129824	47466	36793	34193
2017	275135	156637	142324	250879	143192	131512	48084	37272	34638

Population age group of 16-17

Year	Total			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011	250995	132379	118516	226420	118761	107659	24575	13618	10957
2012	253506	133704	119803	228685	119950	108737	24822	13756	11068
2013	256802	135443	121361	231659	121510	110152	25145	13936	11213
2014	260140	137204	122939	234670	123090	111584	25472	14117	11359
2015	263523	138989	124539	237722	124692	113036	25805	14302	11508
2016	266950	140797	126159	240814	126314	114506	26142	14489	11658
2017	270421	142628	127800	243946	127957	115996	26483	14678	11810

Highlights of Himachal Pradesh's Population Census 2011

Himachal Pradesh has a total population of 68, 56, 509 which is only 0.57% of India's population, placing the state 21st Position and recorded a growth of 12.81%.

The state also recorded Improved Literacy of 83.78% and Gender ratio at 974/1000.

Lahaul-Spiti Recorded a decline in the grow rate by minus.



10% while highest jump in the sex ratio was seen of 114 points against 802 in 2001, now up at 916 points. The decline in population tribal district is attributed to large scale migration.

Total area of Himachal Pradesh is 55,673 sq. km. Density of Himachal Pradesh is 123 per sq km which is lower than national average 382 per sq km

The district-wise total population for 2001 and 2011 censuses is presented in the following table:-

District	2001 Census Population		2011 Census Population		Per cent Decadal rate of growth	Change in per cent share over the decade
	Total	Per cent share	Total	Per cent share		
Bilaspur	340885	5.61	382056	5.57	12.08	(-)0.04
Chamba	460887	7.58	515844	7.57	11.92	(-)0.01
Hamirpur	412700	6.79	454293	6.63	10.08	(-)0.16
Kangra	1339030	22.03	1507223	21.98	12.56	(-)0.05
Kinnaur	78334	1.29	84298	1.23	7.61	(-)0.06
Kullu	381571	6.28	437474	6.38	14.65	(+)0.10
L-Spiti	33224	0.55	31528	0.46	(-)5.10	(-)0.09
Mandi	901344	14.83	999518	14.58	10.89	(-)0.25
Shimla	722502	11.89	813384	11.86	12.58	(-)0.03
Sirmaur	458593	7.55	530164	7.73	15.61	(+)0.18
Solan	500557	8.24	576670	8.41	15.21	(+)0.17
Una	448273	7.38	521057	7.60	16.24	(+)0.22
HP total	6077900	100.00	6856509	100.00	12.81	—

The literacy data at an overall level district-wise as also the gender gap in literacy for the two censuses of 2001 and 2011 is presented in the table below.

District	2001 Census literacy percentage				2011 Census literacy percentage			
	Persons	Male	Female	Gender Gap	Persons	Male	Female	Gender Gap
Bilaspur	77.76	86.04	69.55	16.49	85.87	92.39	78.70	13.49
Chamba	62.91	76.41	48.85	27.56	73.19	84.19	62.14	22.05
Hamirpur	82.56	90.15	75.70	15.35	89.01	95.28	83.44	11.84
Kangra	80.08	87.54	73.01	14.53	86.49	92.55	80.82	11.73
Kinnaur	72.20	84.30	64.40	19.90	80.77	88.37	71.34	17.03
Kullu	72.90	83.98	60.88	23.10	80.14	88.80	71.01	17.79
L & Spiti	73.10	82.82	60.70	22.12	77.24	86.97	66.50	20.47
Mandi	75.24	85.94	64.82	21.12	82.81	91.51	74.33	17.18
Shimla	79.12	87.19	70.07	17.12	84.55	90.73	77.80	12.93
Sirmaur	70.39	79.36	60.37	18.99	79.98	86.76	72.55	14.21
Solan	76.56	84.75	66.89	17.86	85.02	91.19	78.02	13.17
Una	80.37	87.73	73.18	14.55	87.23	92.75	81.67	11.08
HP total	76.48	85.35	67.42	17.93	83.78	90.83	76.60	14.23



GER at Secondary Level:

In the Enrolment Projection for setting up target to achievement 100% GER up to 2016-17, it is important that the number of class VIII pass constitute maximum enrolment in class IX. The planning team of the district takes some measure in projecting enrolment in class IX in a particular year at district level.:

State has already achieved the GER 100% in 10 districts and in two districts i.e Kinnaur and Lahul&Spiti GER is 99.69 and 85.21 respectively. The GER in these two districts is low due to migration of students to other districts and state.

CHAPTER – VI

STRATEGIES AND ACTION PROGRAMMES

Stakeholder/Parents Participation

Rashtriya Madhyamik Shiksha Abhiyan (RMSA):

Training with SMDC members. To ensure participation in the noble mission of Rashtriya Madhyamik Shiksha Abhiyan, the State Implementing Society (SIS) has already accomplished a number of training programmes with SMDC members. The object of such training programme was mainly to aware of the schemes i.e RMSA,IEDSS,VE,ICT@ School, GH and Model schools at all levels and its successful implementation in Himachal Pradesh. Every year three meetings with parents are conducted in all schools of H.P.

Quantitative Expansion – Access and Participation

Access to Secondary Education:-

There is a wide disparity in schooling facilities in different regions of country and among the private and govt. schools. For providing universal access to quality secondary education, it is imperative that specifically designed board norms are developed at National level and state level and provision may be made for each State/UT. Keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also wherever necessary of the locality or at micro level. Factors which will increase access:

Up-gradation of Middle Schools to High Schools based on micro planning exercise/school mapping exercise and demand of the public with all necessary infrastructure facilities and teachers.

Up-gradation of secondary schools in Higher Secondary Schools based upon the requirements and public demand.

New schools buildings for upgraded/new schools with all facilities. All these buildings will have mandatory water harvesting system and will be disabled friendly.

District-wise Secondary Schools

Sr. No.	District	Secondary School (High School)& Higher Secondary School (Senior Secondary Schools)
1	Bilaspur	129
2	Chamba	178
3	Hamirpur	136
4	Kangra	418
5	Kinnaur	50
6	Kullu	115
7	L&S	35
8	Mandi	338
9	Shimla	318
10	Sirmour	177
11	Solan	147
12	Una	150
Total	Total	2191

IEDSS

Total no. of Secondary & Senior Secondary Schools in the State	2191
Total no. of CWSN students in Secondary & Senior Secondary Schools in the State	2683

ICT@School

Total no. of Secondary & Senior Secondary Schools in the State	2191
Total no. of Schools approved under ICT Project	2148
School having Computer	628
Total no. of School using Computer Education	628

Girls Hostel

No. of Educationally Backward Blocks which have girls hostel facilities	5
Total no. of girls hostels under construction	3

Vocational Education

Total no. of Secondary & Senior Secondary Schools having vocational courses	100
Total no. of vocational courses (Trade allotted)	5
Total no. of vocational courses (Trade in every schools)	2

District-wise Secondary Schools having vocational education:

Sr. No.	District	Secondary School (High School)	Higher Secondary School (Senior Secondary Schools)
1	Bilaspur	0	9
2	Chamba	0	9
3	Hamirpur	0	8
4	Kangra	0	14
5	Kinnaur	0	3
6	Kullu	0	7
7	L&S	0	2
8	Mandi	0	13
9	Shimla	0	12
10	Sirmour	0	8
11	Solan	0	7
12	Una	0	8
Total	Total	0	100

Rashtriya Madhyamik Shiksha Abhiyan**Up-gradation of Secondary Schools****School Proposed for Up-gradation**

A success of SSA Mission in the improvement of enrolment, retention and completion of Elementary Education has positive impacts on Secondary Education in Himachal Pradesh. The transition rate has greatly increased resulting more demand for Secondary Education in almost all areas of H.P. In order to cope with emerging challenges, efforts have to be put in for extension and expansion of Secondary Schools with emphasis on un-served areas of the State. State has opened 32 Schools in 2013-14 from his State Budget.

List of Upper primary schools eligible for upgradation to secondary schools for the FY 2014-15 as per Mapping Exercise under RMSA in Himachal Pradesh as per State Norms

Sr no. of mapping List	District	Block	Name of Govt. (DOE) Middle School /Upper primary schools (UPS) as per Govt. Notification (Base year 2009, March)	DISE Code of the school	Class being taught in: the school (viz. I-VI/VII/VIII/IX/XI-XVI-VII/VIII/VI-X etc)	Total No. of students enrolled in class VIII in the Upper primary school as per DISE 2010-2011	Name of the nearest secondary school where class IX-X is being taught (Govt. or Govt. aided)	Distance of nearest Secondary School mentioned in previous column i.e. column no.8	Total No of Enrolment in class VIII as per DISE 2010-2011 (Sum of Col. No.7 + column no.11)	Enrolment 2012-13		
										7th	8th	8th
58	CHAMBA	BANIKHET	GMS GRANGER	2010104302	VI-VIII	53	GHS Gunrala	4kms	53	45	49	49
60	CHAMBA	SALOONI	GMS GROHAN-I	2011007302	VI-VIII	33	GHS Mangli	4kms	33	30	41	41
82	HAMIRPUR	BIJHARI	GMS CHAKMOH	2060505702	VI-VIII	41	GHS Loharli	5kms	41	35	45	45
111	KANGRA	INDORA	GMS INDPUR	2020804302	VI-VIII	66	GHS Indora	4kms	66	46	61	61
112	KANGRA	NAGROTA BAGWAN	GMS CHAHRI	2021201603	VI-VIII	54	GHS Baldhar	5kms	54	19	42	42
116	KANGRA	FATEHPUR	GMS REY-KHAS	2020708201	VI-VIII	44	GSS REY-Aghar	4kms	44	66	65	65
179	KULLU	KULLU-1	GMS NEOL	2040301505	VI-VIII	54	GSS Bajaura	4kms	54	43	47	47
180	KULLU	KULLU-1	GMS PIPLA-AGE	2040302105	VI-VIII	51	GSS Bhuntar	4kms	51	46	50	50
367	SIRMAUR	PAONTA SAHIB	GMS GOJJAR	2100501804	VI-VIII	36	GSS Bhagani	5kms	36	32	42	42
407	SOLAN	RAMSHAH AR	GMS BHUDAR	2090702201	VI-VIII	107	GSS Baddi	4kms	107	52	52	52
411	SOLAN	RAMSHAH AR	GMS JHARMAJR	2090702601	VI-VIII	53	GSS Baddi	5kms	53	46	45	45

District wise Budget Proposal for New building for Upgraded schools for 2014-15

Sr.No	District	Total No. of Schools to be upgraded	Unit Cost	Total Budget	Remarks
1	Chamba	02	76.35	152.70	
2	Hamirpur	01	76.35	76.35	
3	Kangra	03	76.35	229.05	
4	Kullu	02	76.35	152.70	
5	Sirmour	01	76.35	76.35	
6	Solan	02	76.35	152.70	
	Total	11	76.35	839.85	

Total budget required for schools to be upgraded during 2014-15=839.85 lacs

Strengthening of Existing Secondary Schools:

Existing secondary schools are proposed to be strengthened by providing additional classrooms, integrated science labs along with equipments, art & craft rooms, libraries, computer rooms, toilets & drinking water facility. Keeping in the vision of inclusive access, strengthening of secondary schools is proposed to be done in existing schools to fulfill the gap of infrastructure requirement.

Schools proposed for strengthening and requirement of infrastructure are given below:-

Sr No.	District	Current Year Proposal viz. 2014-15										Total				
		Additional Class Rooms 11 lakh Including Furniture & fixture	Science Lab 11.5 lakh Including Furniture & fixture	Computer Room 10.5 lakh Including Furniture & fixture	Art / Craft / Culture Room 10 lakh	Library 15.5 lakh Including Furniture & fixture	Toilet Block: 1.0 lakh	Drinking water facilities 50 lakh.	Notified CPWD Cost index for the District / Places / Major Cities in / near which the construction has been Proposed.							
1	Bilaspur	2	22	5	58	5	53	7	70	6	93					29
2	Chamba	9	99	1	11.5	0	0	3	30	2	31					17
3	Hamirpur	6	66	0	0	0	0	0	0	0	0					6
4	Kangra	25	275	10	115	8	84	13	130	10	155					75
5	Kinnaur	2	22	3	34.5	2	21	2	20	3	46.5					14
6	Kullu	3	33	5	57.5	5	52	5	50	5	77					27
7	Lahul & S	2	22	1	11.5	0	0	1	10	1	15					5
8	Mandi	20	220	8	92	3	31	16	160	10	155					65

						5											
9	Shimla	7	77	12	138	11	115.5	17	170	12	186						
10	Sirmaur	5	55	5	57.5	3	31.5	4	40	4	62						
11	Solan	10	110	12	138	10	105	13	130	11	170						
12	Una	5	55	3	34.5	5	52	10	100	6	93						
	Total	96	1056	65	747.5	52	546	91	910	70	1085						4344

Total Budget for strengthening of existing Secondary Schools = 4344.50 lacs.

Staff for new schools (Upgraded) 2014-15:-

Particular	Total number	Unit Cost per month	Total Month	Amount in lacs	Remarks
Head Teacher @1 per School	417	38,400/	12	5068800	
Teachers @3 per School	3351	38400/	12	15206400	
Office assistant/Dufftary@1 per School	417	18,000/	12	2376000	
Lab attendant @1 per School	417	18,000/	12	2376000	
Total				25027200	

Total budgetary provision for staff salary of new school/upgraded school=250.27 lacs

Staff for new schools (Upgraded) sanctioned in previous years (2009 to 2014):-

Particular	Total number	Unit Cost per month	Total Month	Amount in lacs	Remarks
Head Teacher @1 per School	124	38,400/	12	57139200	
Teachers @3 per School	372	38400/	12	171417600	
Office assistant/Dufftary@1 per School	124	18,000/	12	26784000	
Lab attendant @1 per School	124	18,000/	12	26784000	
Total				282124800	

Total budgetary provision for staff salary of new school/upgraded school=2821.25 lacs

School Grant

There is a provision of Rs 50,000/ for each school for meeting out the expenses towards contingency, purchase of library books , sports and science equipment. The funds is being released to schools for its utilization. In the year 2014-15, the state has proposed 1095.5 lacs under the head school grant for the schools @ Rs 50,000/ per school.

No. of Secondary Schools in Himachal Pradesh

Sr. No.	District	Total number of Secondary and Senior secondary schools	Amount Proposed (Rs in lacs)
1	Bilaspur	129	64.5
2	Chamba	178	89.0
3	Hamirpur	136	68.0
4	Kangra	418	209.0
5	Kinnaur	50	50.0
6	Kullu	115	7.5
7	L&S	35	17.5
8	Mandi	338	169.0
9	Shimla	318	159.0
10	Sirmour	177	88.5
11	Solan	147	73.5
12	Una	150	75.0
Total		2191	1095.5

Total budget required under school grant=1095.50 lacs

MINOR REPAIR FOR EXISTING SECONDARY SCHOOLS:-

There is a provision of Rs. 25000/- per school for minor repair for carrying out works like white washing schools buildings, toilets, tanks, playground, camps, conservancy Services, Electrical fitting, Sanitary & other fittings, furniture and fixture etc. in view of this a proposed amount of Rs 547.75 lacs for 2191 units is being planned for the year 2014-15 for minor repair in Secondary/Hr. Secondary Schools under RMSA. In the year 2013-14, this grant was released only to those schools which are having their own building but it is pertinent to mention here that this grant is not only used for building repair but also used for the repair of computers, electrical fittings and furniture so this grant need to be released to all schools running in rented buildings also if any.

No. of Secondary Schools in Himachal Pradesh

Sr. No.	District	Total number of Secondary and Senior secondary Schools	Amount Proposed (Rs in lacs)
1	Bilaspur	129	32.25
2	Chamba	178	44.5
3	Hamirpur	136	34.0
4	Kangra	418	104.5
5	Kinnaur	50	12.5
6	Kullu	115	28.75
7	L&S	35	8.75
8	Mandi	338	84.5
9	Shimla	318	79.5
10	Sirmour	177	44.25
11	Solan	147	36.75
12	Una	150	37.5
Total		2191	547.75

Total budget proposed for the activity= 547.75 lacs

TRAINING OF SCHOOL HEADS UNDER SCHOOL LEADERSHIP DEVELOPMENT PROGRAMME:-

Leadership is defined as the ability to get all members of an organization/ institution to perform tasks required to meet the organization/institutions' goal and objectives. Leadership development occurs when individuals become more skilled in getting people to work together as a team and when they have the opportunity to develop high-performing work teams. The head teachers of Secondary Schools require training in planning and management of schools. It is proposed to train 2191 head teachers during 2014-15. Principals and headmasters are perceived to be the main source of leadership by key school staff. Their values and strategies shape the internal processes and pedagogies resulted into learning outcomes of the children. The leadership and management qualities of the head have a direct effect on the teachers' expectations and standards. School leaders always identify and diagnose the individual and organizational needs and give the priority to the pupil's needs. The research study also shows that in the institution where the leadership is effective and strong, there is always a steep improvement in the school functioning and achievement level of the students. The successful heads contribute to improved student learning and achievement through a combination of strategies. The successful leadership always tries to improve the conditions in the school so that the quality of teaching and pupils learning could be enhanced to maximum level.

Since in our state the quality of education is a major concern and to improve the learning conditions and quality of teaching at secondary level and elementary level, it is important to develop effective leadership in the school so that the problem faced by the school for bringing improvement in the learning outcome could be addressed. So keeping in view the above, in the year 2014-15, we propose to organize training of 50 principals and headmasters (who are School leaders) for 5 days in the prestigious national institute like NUEPA. The training will give exposure to our school heads on one side and helps developing their management and leadership skills on the other side. The services of these 50 heads can be utilized as RP for imparting training to other school leaders. This can definitely bring change in the school functioning and learning performance of the children. All the Heads will be trained at state level. The training will be impacted by SCERT/SPO/HPU/GCTE/DIETs.

IMPLEMENTATION STRATEGIES FOR THE TRAINING OF SCHOOL HEADS (2014-15)

During the trainings of school heads, a feedback form was given to them to know the impact of the training and their training needs for the future trainings. The feedback analysis was done and attached as annexure-A.

Since the state is focusing on the improvement of quality in education at all level of school education, the training of school head is necessary. The study from the top school of the world also revealed that where school heads are strengthened the school has improved considerably in all areas (Quantitatively and qualitatively) tremendously. For the active involvement of the parents and community in school activities the head teacher has to take the

leadership role to start involving the parents and children in school. It will be difficult to get their participation in the school management, unless they are encouraged and motivated by the school leadership (especially school Principal and Headmasters) for the same. Intrinsically motivated and skilled Head masters/Principals could work as a "mini-CRC" (Cluster Resource Coordinator) of her/his own school. She could organize a fun and professional learning environment for all staff of the school through interestingly organized academic discussions at staff meetings; develop teacher capacities through cross observation of classes, involving SMCs in the development of SDP and peer feedback on teaching style and lesson plans. Educational leadership offers opportunities to train people to develop a vision for their institutions, their roles and ways of functioning. It helps re-establish the very purpose for which the education sector exists – children.

Since we have a very small number of target groups i.e. 2192 school heads (Principals and Headmasters), it is achievable to the state to develop leadership skills of school heads in centralized manner. For this, we are in the process of dialogue with the institution like NUEPA, SCERT, GCTE, HP University and SIEMAT to impart training to these school heads with proper certification. As these school heads are also controlling the middle schools falling under them so by developing leadership skills of school heads, their services could further be taken for the monitoring and mentoring of the schools under them. In this way they can put their sincere efforts to improve their own schools as well as the schools under their complex. It is pertinent to mention here that we will work with these school heads on the specified areas continuously for 5 years to ensure consistency. It is our belief that regular dialogue with school heads will definitely bring change in the school functioning leading to quality improvement which is a ultimate need of the hour.

Fresh Proposal for the training of school heads (2014-15)

Year	NUE PA	GC TE	SCERT	HPU	SPO	Total Coverage	Remarks
2014-15	200	700	700	300	291	2191	Every institution will be given the list of participants by SPO. NUEPA will provide the resource support to every state level institution as and when it is convenient to NUEPA.

In-service training of School Heads 2014-15:-

Total number of School heads	Funds required per day per participants	Duration of the training	Total amount required
2191	500/	5 days	54,77,500/
Total			54,77,500/

Budget requirement for the training of school heads= 54.78 lacs

TEACHERS TRAINING:

The quality of education depends on the ability, hard work and dedication of the teacher. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective. The teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process. Teachers are a nation's great assets. It is the quality of teachers on which the population of a country mainly depends for excellence. Teachers' credibility depends on how they take up the rights and responsibilities, which are associated with the position.

Training and development can be thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences. Training of teachers is more likely to lead to diversity in practice at all levels of instruction. There are several areas that are potentially affected by teacher training program. These include:

1. Teacher knowledge,
2. Teacher attitudes and beliefs,
3. Teaching practice,
4. School-level practice, and
5. Student achievement.

According to Hoffman and Pearson trained teachers should

1. Establish clear performance goals and communicate them to learners. They should determine learners' present skill level, and ensure that learners are aware of the requisite skill level of mastery
2. Introduce only a few basic rules during early learning stages.
3. Build upon learners' present skill level during early learning stages. Ensure a basic understanding of the skill to be learned, and when and why it is used.

4. Provide sufficient, spaced skill practice after understanding has been developed and that practice of the skill is followed by knowledge of the results.
5. Provide frequent knowledge of the results in the learning process and after incorrect performance.
6. Provide for transfer of training and provide full support and reinforcement for the use of skills in natural settings.

Teacher Training Programme under Rashtriya Madhyamik Shiksha Abhiyan Himachal Pradesh

Keeping in view of above said points, teacher training programme for secondary classes under Rashtriya Madhyamik Shiksha Abhiyan in the state is being carried out. For convergence with the various institutions like NCERT, RIE Ajmer, SCERT and GCTE, regular dialogue was initiated with these institutions to garner their support for making trainings effective and useful. The KRPs in the subject of science and maths were trained by RIE Ajmer and their services were further taken to get the MTs trained at district level. The training of teachers at block/district level are carried out in cascade mode by the trained resource person under the supervision of SPO/SCERT/ GCTE/DIETs. To make these trainings effective and purposeful, the meetings of principals of Schools are held time to time by the DIETs and SPO. In these meetings necessary guidelines/directions have been provided to the principal of schools and also got feedback of progress of trainings.

The following training programmes are carried out by the state

- (i) Induction Training (ii) In-service Training (iii) Leadership training for Heads

Induction Training

It is the training provided for the newly recruited of teachers. It is aimed at professional growth of the teacher and is planned and provided in such a way that it leads to the development of a positive attitude towards education and preparing his own goals and aims to improve his performance in terms of better student learning. The task of imparting induction training has been entrusted to GCTE and SCERT.

In-service training (training of in-service teacher, KRPs, MTs)

It is an ongoing process that goes on continuously throughout the educational life of a teacher. As one does not finish learning with graduation, likewise the teacher's training goes on improving with the passage of time by gaining experience and study through-out the life span of a teacher. If a teacher fails to keep himself in touch with these developments he is proving himself as inefficient and ineffective. In order to achieve this end it is necessary that a great many opportunities of in-service education should be provided for teachers. On the basis of TNA, in service training for teachers is planned every year.

Different techniques for providing in-service teacher training will be followed:-

Lectures

Film

Group work

Lesson study method

Class room presentation

Criteria for selection of Resource Persons :

Attributes of a Good Key Resource Persons

1. Well qualified in his Subject
2. Good knowledge about his subject
3. Good communication skills
4. Dedicated towards his work
5. Good Speaker
6. Good command over language
7. Should not be rigid

Procedure for selecting Key Resource Persons

A pool of good Key resource persons is made by recommendations from Principal /DIETs Principals / Heads of schools/BPOs/BRCCs/and SPO.

Proposal:

Teacher training is an integral part of RMSA plan for improvement of education standards in the state. Under the teacher training following issues will be undertaken during the year 2014-15.

Major Issues:-

Hard spots have been identified on the basis of feedback and needs identified by the teachers during the trainings of 2013-14.

Desired outcome: - The expected outcome is to improve quality of teaching learning process and particularly schools where the annual results have been poor. It is also expected that during Teaching Learning Process, the teaching time should be reduced in the classroom in the learning time will be increased to make this process interested.

Inputs: -

- Modules, based on the hard spots and needs identified by the Teachers during trainings of 2013-14 have already been designed by the efficient subject expert for

2014-15. Training will be imparted on the bases of hard spots with the help of supplementary material i.e CDs, videos and other reading material (hard and soft).

- Training to the resource persons will also be imparted at State level so that they can build up the capacity of the in-service teachers in Secondary classes i.e. of 9th-10th classes.
- KRPs are trained at RIE Ajmer and NCERT Delhi in 2013-14. and also will be trained in the year 2014-15.
- Administrative training about Financial rules, Service rules & Managerial skills will be imparted to School Heads of all Govt. secondary and Senior Secondary Schools of the State.
- Lesson Plan Methodology will be adopted by the state.

In-service Training for Existing Teachers (2014-15)

Sr. No.	District	No. of Teachers to be trained@5days	Unit Cost	Total
1	Bilaspur	514	1500/-	771000
2	Chamba	629	1500/-	943500
3	Hamirpur	574	1500/-	861000
4	Kangra	1534	1500/-	2301000
5	Kinnaur	173	1500/-	259500
6	Kullu	461	1500/-	691500
7	Lahaul& Spiti	156	1500/-	234000
8	Mandi	1258	1500/-	1887000
9	Shimla	936	1500/-	1404000
10	Sirmaur	576	1500/-	864000
11	Solan	585	1500/-	877500
12	Una	557	1500/-	835500
	Total	7953	1500/-	11929500

The budget proposed for in-service training=119.30 lacs

Training of KRPs:- KRPs training will be organized either in NCERT or RIE Ajmer. Total 300 KRPs in the subject Science, Maths, English, Social science, Hindi and Sanskrit will be trained among the lecturers who will further train the master trainers at district level.

Budget Proposals for training of KRPs

Sr. No.	Particular	No. of KRPs to be trained for 5 days	Unit Cost	Total
1	KRPs	300	2500/-	750000
Total				750000

The budget proposed for KRP's training=7.50 lacs

Training of Master Trainers:- The KRPs trained by RIE Ajmer/NCERT and SRG trained at SPO will train the master trainers in the district who will further impart the training to the teachers in their respective districts. Total 1984 MTs in 12 districts will be trained in all subjects.

Budget Proposals for training of KRPs and MTs:-

Sr. No.	Particular	No. of MTs to be trained for 5 days	Unit Cost	Total
1	MTs	1984	1500/-	2976000
Total				2976000

The budget proposed for MT training=29.76 lacs

Management Training of school Heads

Principals and headmasters are perceived to be the main source of leadership by key school staff. Their values and strategies shape the internal processes and pedagogies resulted into learning outcomes of the children. The leadership and management qualities of the head have a direct effect on the teachers' expectations and standards. The successful leadership always tries to improve the conditions in the school so that the quality of teaching and pupils learning could be enhanced to maximum level. The leadership development programme has been initiated in the state but there is an urgent need to sustain it in the coming years also. Now again in the year 2014-15, the state intends to develop the capacities of 200 more school heads in management skills and for this the institution like NUEPA, NIT Hamirpur and IIT Mandi and HPU will be engaged.

Budget Proposal for the management training of school heads for the year 2014-15

S.N	Number of school heads	Duration	Unit cost	Amount(in lacs)
i	200	5 days	10,000/	20.00
	Total			20.00 lacs

Total budget required for this activity=20.00 lacs

Training Calendar for SLDP shared with NUEPA (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	Remarks
one	50	HIPA or some other suitable place	5 days	SRG (Principal/Headmaster)	April,2014	
Total	50					

For DRG

Zone	District to be covered	Number of Participants	Venue	Duration	Target Group (DRG)	Time line	Remarks
Mandi(Central Zone)	Mandi, Bilaspur, Kullu and L&S	50	DIET Mandi	5 days	Principal/Headmaster	May,2014	
Kangra(North Zone)	Kangra, Hamirpur, Chamba and Una	50	DIET Kangra	5 days	----do-----	May, 2014	
Shimla(South Zone)	Shimla, Solan, Sirmour, Kinnaur	50	SIEMAF	5 days	-----do-----	June, 2014	
Total		150					

Training Calendar for 2014-15

Sl. No.	Training	Duration	Level	Responsibility	Timeline
1.	Development of Module for secondary school teachers	5 days	State (SIEMAT)	SPO (SSA/RMSA) /SCERT	5-9 April 2014
2.	Key Resource Persons.	5 days in 6 batches of 50 each	RIE Ajmer/NCE RT	Pedagogy wing SPO (RMSA)	Decided after consultation with the implementing agency
3.	Master Trainers /RPs at district level for the training of teachers	5 days	DIET	Pedagogy wing DPO (SSA/RMSA)	June and July; 2014
4.	Training of secondary school teachers in all subjects	5 days	Distt/Block	DPO, BPO and BRCC	Before 30th September, 14
5.	Training of MTs for training of Principals and Headmasters for School Leadership Development.	5 days	NUEPA	Pedagogy wing SPO (RMSA)	April and May 2014
6.	Training of Principals and Headmasters for School Leadership Development.	5 days	SCERT, HPU, GCTE and SPO and NUEPA	Pedagogy wing DPO,SSA	June and July 2014

Monitoring and Follow-up :-

- a) During the training period, monitoring of the training will be done by Directorate of Higher Education, State project Office (RMSA), Dy. Director Higher Education, SCERT. GCTE/DIETs and BPOs.
- b) After training, follow up/ monitoring will be done by the SPO on sample bases to check the class-room processes and wherever needed they will deliver Exemplary /Demo lessons, so that teachers can get experiential training also

QUALITY IMPROVEMENT:

Rashtriya Madhyamik Shiksha Abhiyan:

Continuous efforts are being made by State to improve the quality education. The main aim of the state is to make teaching learning process interesting and useful. The state is committed to improve the quality of education in schools and with special emphasis to enhance learning and teaching in schools through effective school leadership, trainings of teachers, exposure of students and teachers. The state had crossed universal access, enrollment and retention in elementary classes and also good at secondary stage but the poor and declining learning levels among students at elementary and secondary level demand urgent and comprehensive action plan. State Project Office has prepared the strategic plan for enhancing the quality in education and the same has been submitted to the government for approval. (As annexure)

Curriculum development and learning resources.

Examination Reforms & Curriculum Reforms:

The Government of HP has developed curriculum and text books from class I to VIII as per NCF-2005 and from IX onwards, state is adopting NCERT syllabus & text books. New books for class I to III are developed by SSA and process of preparing books for class IV to V is under progress. From class VI to VIII, SCERT will develop the text books in collaboration with HPBOSE D/Shala. CCE is implemented up to class VIII. Class IX examination is conducted by the school itself and question papers are developed and made available by Board and X class final examination is conducted by HPBOSE

Teacher Recruitment

Head Teachers for New Schools:

The staffing of Head Master is filled by department by promotion.

Deployment of Subject Specific Teachers for New Schools:

The deployment of subject specific teachers in newly upgraded schools is made by department through transfers, promotions and recruitment.

Quality Intervention:

Excursion trips for students:

Field trips and excursions are important components of a student's development. Field trips and excursions are educationally sound and an important ingredient to the instructional program. A field trip or excursion trip for students is a journey by a group of students to a place away from their normal environment. Excursions are defined as educational experiences conducted during

school hours to correlate with the regular classroom instructional program. It should be an integral part of classroom instruction. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. The experiences gained during excursion should give relevance and meaning to knowledge. The purpose of the trip is usually observation, non-experimental research or to provide students with experiences outside their everyday activities, such as going out and camping with teachers and their classmates.

Properly planned and executed, field trips and excursions enrich the educational program and the social development of the students. Some of the important advantages of excursions are as under:

- a) Provide direct source of knowledge and acquaint the student with first hand information.
- b) Provide an opportunity to the student for development of his aesthetic sense.
- c) By such excursion students become interested in the exploration of their environment.
- d) Help to develop in students a love for nature and to acquaint them with the real happiness in the outside world.
- e) It helps in development of power of observations, exploration, judgment and drawing inferences, problem solving ability of students.
- f) It helps in developing qualities of resourcefulness, self-confidence, initiative and leadership amongst students.
- g) It helps in developing cooperative attitude and various others.
- h) It motivates the students for self-study and self-activity.
- i) It helps in the development of creative faculties of the students.

The Requisites of Travels and Excursions

While taking out the students for travels and excursions the teacher should keep the following points in mind.

- (i) Discipline should be maintained while the students are going out. It can be done easily if the teacher continues to direct students properly and provide them an opportunity to see things in the proper perspective. If the students get interested in their observation they shall not be undisciplined.
- (ii) While the students are being taken out to excursions they be made comfortable. For this they should be lodged properly and given proper food. If the students are not physically comfortable their mind shall not work properly and it shall not be possible for them to acquire knowledge in the proper manner.
- (iii) The teacher should direct the students in proper manner. He should explain the importance of each and everything that the students have seen. He may also explain which things are used for map drawing and which things are useful for charts etc.
- (iv) After the excursions or travels the teacher should point out the particular chapter that may have bearing on the excursion or the travel. Such a reading will strengthen the experience and give a solid foundation to the knowledge.

- (v) Students should invariably be asked and encouraged to carry a note book with them while they go out on excursions. They should also be encouraged to note down important things. Such things shall be useful in the classroom and proper study of the subject.

Organization of Excursions

- For organization of successful excursion the following points are kept in mind:
- The excursion should be carefully planned and well in time. Such planning is done by teacher-in-charge with active participation of students.
- It is worth consideration that the journey is not too long, tiresome etc.
- Prior arrangements/approval etc., for places to be visited, conveyance, meals etc. are made.
- During excursion students be given enough freedom for self-study and observation so that they could derive reasonable entertainment and pleasure from these activities
- Committees are formed to look after various organizations work such as boarding, loading, photography conveyance etc.
- Proper accounts are maintained for the expenses incurred during excursions.
- Teacher should try to draw maximum educational advantage out of the excursion.

Suggestive List of Places to Be Visited Within the District

- a. Deputy Commissioner office
- b. SDM/ Tehsil /BDG office
- b. Superintendent of Police office/ Police Station/ Bank
- c. District library
- d. District cultural heritage, historical monument, museum, etc.
- e. Other local tourist place/ that can be beneficial for the students.

Guidelines for organizing excursion

1. The interaction with Deputy Commissioner (DC), Superintendent of Police (SP), SDM, Tehsildar of the district/subsivision /Tehsil during the visit must be ensured.
2. Two guide teachers from each school will accompany the group from each school. There must be compulsorily one lady guide teacher along with group, if the group has girl students.
3. There should also be constant monitoring for the students to maintain discipline and decorum during the visit.
4. To ensure proper management of affairs, all the schools of district should be covered phase wise keeping fund availability and other arrangements in mind.

Proposal for District wise beneficiaries for Excursion trips in the Year 2014-15

Sr. no.	District	No. of schools	Total No. of students in state in class IX and X	Unit cost@ 200 per Student	Total Amount
i.	12	2191	188324	200/	376.65

	Total				376.65
--	--------------	--	--	--	---------------

Total budget proposal for Excursion Trip within the state=376.65 lacs

Study tour for students.

An education tour offers an opportunity for a rich immersion experience and a way to facilitate learning. In an educational tour, students have the chance to experience a culture first hand, connecting with the people on a much deeper level than they ever could in the classroom.

An educational tour can be a safe way to experience the world outside of the one's home. When students realise how much they enjoy it can open new doors for them. Order to serve the purpose of practical aspect of education; state has planned to organize the study tour of 9th and 10th class students to science city Kapurthala, Punjab and Raiv Gandhi Technology Park at Chandigarh.

It has been observed that students studying in the government schools mostly remain deprived of the facility and the advantages of a visit to the Science City due to financial constraints. Through this proposal, it is proposed to facilitate these students to visit the Science City and Rajiv Gandhi Technology Park at Chandigarh and take advantage of the excellent facilities and activities of these two places.

Need for promoting visit of students to the Science City and Technology Park

It has been observed that the students often shirk to pursue studies in science and technology after passing 10th Class as it is considered comparatively more difficult and challenging. The laboratory experiments do not create the required excitement and there is a lack of motivation on the part of the students to take up careers in science and technology. This has been particularly observed in our state. The admission data shows that the number of students getting into the prestigious technical institute through all India Entrance Test is very small.

In addition, it has been observed that about 50% seats in the Engineering Colleges of Northern India remain vacant due to non-availability of students in the science stream at 10+2 level. Even those who join the Engineering colleges, the pass percentage, especially in mathematics and science are very low. It thus, becomes imperative to motivate students to develop interest in science and technology at the school level so that they pursue these careers later in life.

Outcomes:

A visit to the Science City by the students would, thus, result in

- increase in knowledge and understanding of science.

- providing memorable learning experiences which can have a lasting impact on attitudes and behaviour.
- wide-ranging personal and social impacts and promote inter-generational learning.
- promoting trust and understanding between the public and the scientific community.
- playing definite role in forming directions for career.

Target Group:

For this purpose we may select 5 topper students in end term exam of class IX (one each from general, BPL, SC, ST/Minority, girl student) per school.

Time Schedule and Duration

These study tour shall be tentatively organized in the month of July and August for winter closing schools. For summer closing schools, it shall be organized in the month of October and November. The duration of the study tour shall be 4 days .

Organisation of Study tours

The study tour will be organised in the supervision of Block Project Officer in their block. He will frame a committee to look after various organisations work such as boarding, lodging, photography conveyance etc. The students from each school will come together at block headquarter school or venue fixed by BPO. School Head ensure the dropping and receiving of the students at the venue fixed by BPO. Students travel through buses, from the place specified by BPO to science city and stay there. Next 2 days they visit these places and again stay there, if required and perform the return journey to their school. For organisation of successful Study tour the following points are kept in mind:

- The Study tour should be carefully planned and well in time. Such planning is done by teacher-in-charge with active participation of students.
- Ensure that only topper of the school be nominated for the said tour.
- One lady teacher must be deputed for study tour.
- It is worth consideration that the journey is not too long, tiresome etc.
- Prior arrangements/approval etc., for places to be visited, conveyance, meals etc. are made.
- During study tour students be given enough freedom for self-study and observation so that they could derive reasonable entertainment and pleasure from these activities
- Proper accounts are maintained for the expenses incurred during Study tours.
- Teacher should try to draw maximum educational advantage out of the Study tour.

The Requisites of Travels and Study tours

While taking out the students for travels and Study tours the teacher should keep the following points in mind.

- (i) Discipline should be maintained while the students are going out. It can be done easily if the teacher continues to direct students properly and provide them an opportunity to see

things in the proper perspective. If the students get interested in their observation they shall not be undisciplined.

- (ii) While the students are being taken out to Study tours they are made comfortable. For this they should be lodged properly and given proper food. If the students are not physically comfortable their mind shall not work properly and it shall not be possible for them to acquire knowledge in the proper manner.
- (iii) The teacher should direct the students in proper manner. He should explain the importance of each and everything that the students have seen. He may also explain which things are used for map drawing and which things are useful for charts etc.
- (iv) After the study tour travels the teacher should point out the particular chapter that may have bearing on the study tour or the travel. Such a reading will strengthen the experience and give a solid foundation to the knowledge.
- (v) Students should invariably be asked and encouraged to carry a note book with them while they go out on study tours. They should also be encouraged to note down important things. Such things shall be useful in the classroom and proper study of the subject.

Proposal for District wise beneficiaries for study tour (2014-15)

Sr. no.	District	No. of schools	No. of students per schools	Total no. of students in districts	Unit cost@ 2000	Total Amount
1	Bilaspur	129	5	645	0.02	12.9
2	Chamba	178	5	890	0.02	17.8
3	Hamirpur	136	5	680	0.02	13.6
4	Kangra	418	5	2090	0.02	41.8
5	Kinnaur	50	5	250	0.02	5
6	Kullu	115	5	575	0.02	11.5
7	L-Spiti	35	5	175	0.02	3.5
8	Mandi	338	5	1690	0.02	33.8
9	Shimla	318	5	1590	0.02	31.8
10	Sirmour	177	5	885	0.02	17.7
11	Solan	147	5	735	0.02	14.7
12	Una	150	5	750	0.02	15
	Total	2191		10955		219.1

Total budget proposal for study tour ^{over/over state} within the =219.1 lacs

Breakup of Rs. 2000 to organize Study Tour

Sr. No.	Activity	Amount in Rs.
1	Travelling expenditure	1000
2	Science city entry fee	200
3	Boarding & Lodging	700
4	Miscellaneous	100
	Total	2000

SCIENCE EXHIBITION AT DISTRICT LEVEL

It is necessary to hold science exhibitions at school, block and district level in order to raise the interest of students for science subject. Through these exhibitions, students can be made to understand that our daily life is surrounded by scientific objects and creations and their hidden talent can be brought forward. It serves as a spark to the creativity of the students. So these science exhibitions should be organized at every level to develop the scientific attitude among the students. This gives the opportunity to the students to prepare the models and projects which helps in the enhancement of creativity among the students. It will also motivate the other students to participate in these exhibitions and devote their efforts and time for scientific thought and experiments.

Involvement of students in such type of activities will help them to :-

- Learn research methods and encourage the development of research techniques - obtain data, keep a research log or notebook, learn graphing and develop conclusions
- Foster imagination and creative thought
- Develop organizational skills
- Learn and practice critical thinking, inquiry and investigative skills
- Work independently as well as in a group
- Earn recognition for academic excellence

In the district level exhibitions, these students should be given proper opportunity to discuss and exchange their ideas regarding the various scientific topics. In these district level exhibitions toppers students should be rewarded with monetary/non-monetary incentives. In order to serve the above purpose, school will organize science exhibition and best two or three models will take part in block

level science exhibition. The responsibility to organize these exhibitions in collaboration with science and technology department has been entrusted to Deputy Director of Higher Education.

The Rashtriya Madhyamki Shiksha Abhiyan, proposes to release grant for Science Fair for all the districts of the state for the year 2014-15.

Proposal for District wise beneficiaries for Science Fair in the Year 2014-15.

Budget for Science Fair at District level

Sr. No.	Number of District	Unit Cost (in lac)	Financial (in lac)
1	12	1.00	12.00

Total budget required for district level Science Exhibitions= 12.00 lacs

BOOK FAIR

Getting students to read is one of the primary goals of school education. To achieve the concept of quality education, numerous literary activities are carried out at various levels. In fact, RMSA has planned to carry out various literary activities to cultivate and promote reading habit among students. We propose to organize the book fair at Zonal level i.e Shimla, Kangra and Mandi.

Why a book fair –

As reading plays a key role to achieve concept of quality education, a book fair encourages young students to cultivate reading habit. Students get a vast exposure to books on different issues and subjects in a book fair. Thus a book fair goes a long way in motivating students towards reading and certainly channelizing their attitude towards a constructive measure to achieve desired goal of quality education.

For the year 2014-15, RMSA proposes to conduct a book fair at district on the following provisions and guidelines.

1. For organizing a book fair, it should be ensured that maximum publishers are registered, so that maximum books can be displayed in the book fair. For registering of publishers it is necessary to give an advertisement in the newspaper so that maximum number of publishers can get registered enabling them to bring books in the fair.
2. Book Fair must be organized for atleast 2 days at zonal level.

3. Only registered publishers should be allowed to participate in the book fair.
4. Minimum 25% discount should be allowed by the publishers on the books. If any publisher wants to give extra incentive, they can give on their own.
5. It is mandatory for the publishers who are participating in the book fair to deposit Rs. 50000/- as security.
6. Publishers participating in the fair should deposit Rs. 1500/ as stall fee per District.
7. It must be ensured that all Senior Secondary Schools participated in this book fair. Students participating in the book fair will place only purchase order, for which they shall be submitting one copy of purchase order to publisher and other copy shall be submitted to Deputy Directors and DPOs and one copy shall be retained by school.
8. Books shall be supplied directly to the schools by the publisher and after the delivery of books by the publisher; school would make the payment directly to the publisher.
9. Teachers & students may also purchase any book according to their choice or interest for their personal collection. It will be conveyed to the publishers that they should allow the maximum discounts from their side to students as well as teachers.
10. Publishers will display only high value books in the book fair, low grade books will not be allowed for display.
11. For screening of the books, a committee will be formed and it will submit its report regarding the importance of these books for secondary level students. This committee will comprise of following members.

▪ Deputy Director Higher Education	Chairman
▪ District Project officer	Member
▪ One Principal of each District	Member
▪ Subject Specialist	Member
12. Publishers shall submit their last 3 year's income tax returns & list of books published by them may be demanded.
13. Books purchased from the grant issued to schools for this purpose will be made available for the students in the school library.
14. Total Rs. 13 lac has been proposed in the annual work plan year 2014-15. In view of above allocation of funds, in this plan 15% schools are covered (of total High/Sr. Sec Schools), it will be released on the bases of strength in each zone. It is proposed to release as follows:

a) For purchasing the books =Rs. 1500 per school

15. Deputy Director Higher Education & District Project officer would be responsible for managing the Book Fair.

District-wise budget required for Book Fair for 2013-14

S. No	District	Total School in the District	Schools to be covered @ 15%	Amount paid for purchase of books @ 1500 per School	DA/TA Rs. 1000 per school	Total Amount	Management Cost @ 10000 per Zone	Gross Amount
1		12	328	492000	1244	4080032	300000	12.00
Total		12	328	492000	1244	4080032	300000	12.00

Total budget required for zonal level book fair= 12.00 lacs

Remedial Teaching for slow learners

Remedial teaching is a tool for identifying slow learners and giving them the necessary guidance to help them overcome their problems, after identifying their areas of difficulty. Contrary to what is said, remedial teaching is done perfunctorily without identifying their areas of difficulty and underlying cause for lagging behind. Some students are unsympathetically branded as 'block heads' without an earnest attempt to know the real cause of their slow learning. Characteristics of Learning among Pupils with Learning Difficulties

Pupils usually have one or more than one of the following learning difficulties:

- Poor memory
- Short attention span and are easily distracted by other things
- Relatively poor comprehensive power
- Lack of learning motivation
- Lack of self-confidence and relatively low self-expectation
- Weak in problem-solving power
- Fail to grasp information effectively and mix things up easily
- Have difficulty in understanding new/abstract concepts
- Fail to transfer knowledge to the related learning areas appropriately
- Need more time to complete assignments or tasks

Objectives of Remedial Teaching

1. Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance and each has his own in learning. The aim is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.
2. Throughout the teaching process, teachers should provide systematic training to develop pupils' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for pupils' life-long learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.
3. For effective remedial teaching, state has the view that some reputed academy, NGOs should be invited. We will initiate dialogue with NGOs and academies working in this field for this activity. However, we may also engage teachers/ retired teachers and others for this work.

Remedial Teaching				
district	U-Dise	Class VIII		
		Boys	Girls	Total
Bilaspur	208	2334	2214	4548
Chamba	201	4733	4476	9209
Hamirpur	206	2488	2361	4849
Kangra	202	8053	7533	15586
Kinnaur	212	494	558	1052
Kullu	204	3151	3397	6548
Mandi	203	144	162	306
Lahul& S	205	6763	6798	13561
Shimla	211	4495	4658	9153
Sirmaur	210	4160	4370	8530
Solan	209	3669	3542	7211
Una	207	3504	3131	6635
Total		43988	43200	87188

Budgetary Provision for Remedial Teaching for 20 % children of total 87188 i.e. 17438= 87.19 lacs

Sports Equipments:

Being sports a rising opportunity the personal & physical development, in hilly state Himachal has contributed for the shining of India in the field of Sports at National as well as International

level. Many players have contributed at International/ National level and made their mark in the field of sports.

In Himachal Pradesh there is huge scope in the field of Hill tracking, Water Sports, Mountaineering, Track & field games, indoor games like Chess, Carom, Badminton, Judo, Karate, Wrestling, Ice skating and skying, Hockey & other popular traditional games etc. For the year 2013-14, it is planned to provide sports equipments in 100 schools in the state. The total proposed amount @ Rs. 20000.00 per school is Rs 20 lakh.

S.No	District	Total No. of Secondary Schools	Sports Equipments @ Rs. 20000/- per school	Proposed Amount (in Rs.)
1	Bilaspur	129	6	120000
2	Chamba	173	8	160000
3	Hamirpur	136	6	120000
4	Kangra	415	18	360000
5	Kinnaur	48	3	60000
6	Kullu	115	5	100000
7	L&S	35	2	40000
8	Mandi	333	16	320000
9	Shimla	313	15	300000
10	Sirmour	172	7	140000
11	Solan	147	7	140000
12	Una	146	7	140000
	Total	2162	100	2000000

Budgetary Provision for sports equipments=20.00

SCHOOL MAGAZINES

School magazines are useful in many ways. They have a great educative value. They encourage students to think and write. So they develop their writing skills and talent. These magazines are a means of bringing the ex-students and all the members. In schools, students are taught to read books and to acquire knowledge from the works of great authors. But mere reading of books is not sufficient for education. So the students are also taught how to write and express their own ideas in a good form and in different languages. With this aim in view, school and college magazines are published. They contain a collection of articles, poems, stories and plays. They are written mainly by the students and sometimes by teachers and past pupils. Magazines will inculcate among students creativity, sense of competition, confidence and achievement.

They encourage students to think and write. So they develop their writing skills and talent: The stories that come in children's magazines are fair enough to stimulate the imagination sense of children and introduce them to a new and exciting world that they were unknown of earlier.

In fact, young talent finds its first exposure through this medium. Magazines are generally published annually in educational institutions. The students send their articles to the editor or any member of the editorial board. Then a selection is made and the best articles are published in the magazine with necessary addition and changes. The magazine records the achievements of students and congratulates them for their hard work. They also contain information regarding the games and sports organized by the school. Sometimes, group photographs of the students and the staff are published. Thus, the school magazines highlight important activities of the school.

In view of above, State Education Department has made it mandatory to publish school magazines every year in Govt. Schools. This activity gives platform to the students for creativity and they can put their ideas and innovations in the magazine. Although every school is publishing school magazines but due to paucity of funds, quality of school magazines is not so good and even schools cannot publish school magazines in sufficient nos.

So RMSA Himachal Pradesh proposes to release the grant to the schools for publishing school magazine for the year 2014-15 as follows:-

Sr.No	District	Total School in District	Unit Cost per school@ 20000	Total Budget required
1	Bilaspur	129	10,000	1290000
2	Chamba	178	10,000	1780000
3	Hamirpur	136	10,000	1360000
4	Kangra	418	10,000	4180000
5	Kinnaur	50	10,000	500000
6	Kullu	115	10,000	1150000
7	L-Spiti	35	10,000	350000
8	Mandi	338	10,000	3380000
9	Shimla	318	10,000	3180000
10	Sirmour	177	10,000	1770000
11	Solan	147	10,000	1470000
12	Una	150	10,000	1500000
	Total	2191		21910000

Budgetary Provision for school magazine=219.10 lacs

QUESTION BANK

A question bank is a collection of questions to support the assessment of student learning. Well defined procedures are used to establish and maintain the question banks. These constitute the process of question banking.

Importance of Question Bank:

The facilities provided by question banking (as mentioned below) should emphasize its importance in education:

Provides a well-organized collection of questions. The questions are usually organized into topics. This is explained in details later.

Provides easy access to questions based on search parameters. Search parameters include topic, keywords or attributes of a question like revision number, difficulty parameter etc.

Minimizes the time and energy required to construct a test, it is possible to construct different types of test (generalized to test the ability of students, peeked test to select students with ability above a pre-determined cut off, entrance exam etc.) in a short time.

Facilitates monitoring the performance of question across varying testing criteria. Reuse a question in different types of test, allows us to analyze the students' responses and comment about the difficulty level, usefulness etc of the question.

Facilitates monitoring the performance of student over a time period. The students' response to test can be checked periodically to monitor his performance in the course. Necessary actions can be taken if the progress is not found satisfactory.

Provision to update the question based on analysis of students' responses to the question. Analysis of data gathered in test can be used to update the question, so that the later revisions of the question are more efficient in judging the cognitive skills of students.

RMSA framework has mentioned developing question banks as a measure of examination reform. It is proposed to develop question banks at secondary level. Questions in the bank will be of all kinds – MCQs, Short Answer, Long Answer, they will also cover all levels of outcomes/skills/abilities – knowledge, understanding, application, analysis, synthesis, evaluation as well as aimed at testing creating, originality, reflective thinking, etc.

The question banks developed by other institutions will have limited scope as they are merely meant to be guidelines. Hence we will need to develop more questions.

Further, teachers will have to be provided with guidelines for using these. It will have to be stressed that they are meant only for evaluation and not teaching. This will be in tandem with the endeavour to change the attitude of teachers and students towards education, where learning and holistic growth should be the ultimate aim. Series of workshops will be organized at state level to develop the question bank and after the finalization of question bank it will be printed subject wise in the book form and will further be distributed to all the secondary schools for use in class so that the students will be able to solve higher order questions.

Budget proposed for Question Bank for the year 2013-14

Sr. No.	Name of District	No. of Schools	No. of 10 th Class students	Unit Cost	Estimated Budget
1	Bilaspur	129	6435	0.001	643500
2	Chamba	178	11483	0.001	1148300
3	Hamirpur	136	6958	0.001	695800
4	Kangra	418	25380	0.001	2538000
5	Kinnaur	50	1002	0.001	100200
6	Kullu	115	7510	0.001	751000
7	L-Spiti	35	307	0.001	30700
8	Mandi	338	17219	0.001	1721900
9	Shimla	318	11880	0.001	1188000
10	Sirmour	177	10884	0.001	1088400
11	Solan	147	8983	0.001	898300
12	Una	150	8569	0.001	856900
	Total	2191	116610	0.001	11661000

Total Budget Required for Question Bank = 116.61 lacs

STUDY TOUR FOR TEACHERS OUT OF STATE

It is a well established fact that teachers need to update and refresh their knowledge in their respective subjects from time to time. One of the ways to materialize this purpose is 'The Study Tours for Teachers' outside the state. It is only by visiting personally that a teacher gets firsthand knowledge about the important places of the different states, which he has to relate to his subject while teaching in the classroom. These study tours are of great educative value which equip the teachers better to make their teaching more interesting and factual. It also pays to enhance their confidence when they interact with the local people having different cultures, languages and lifestyles. This will also help to motivate the members of SRG and DRG and they can replicate their experiences in the teacher training. State will plan a study tour for State Resource Person, District Resource Person in two batches of 50 each.

Proposal for Study Tour for Teachers Out of State (year: 2014-15)

Sr. no.	Total no. of teachers /SRPs/DRPs	Unit cost@ 20000/-	Total Amount in lacs
	100	20000	2000
Total	100	20000	2000

Total budget proposal for study tour of teachers = 20.0 lacs 2000 Lacs.

INNOVATION

SWAYAMSIDHAM A ROAD MAP ON IN-SCHOOL MONITORING AND MENTORING

Regarding road map of in-school continuous monitoring and mentoring in 2014-15, it has been noticed that, during the course of last 10 years for which the SSA/ has been operational several problems/flows have been noticed regarding teacher's training. The important ones of these are;

- The teachers may not implement the training content they have learnt during training for various reasons and may not take additional initiatives other than the content they have learnt during training.
- Uniformity in Pedagogy is not ensured.
- Age old Methods of teaching are followed.
- The morale of teachers may not remain high, as personal initiative/leadership does not become apparent in the present training exercise.
- Training does not support monitoring and Continuous Feedback and Support system
- Performance level of children is not checked.

Due to these problems, it is proposed to design the training plan in such a way that only one teacher (Assistant Coordinator) comes out of school for training which is imparted through Lesson Study Methodology in which teachers, through group discussion identify practical instructional Problems and design instructional techniques to solve the said problems by developing lesson plans (soft copies) based on a format which has been designed after long exercise of workshops and after approval of SCERT on the basis of very good results of Pilot Study in 68 schools. After the Training, the Assistant Coordinator will give demo of Lesson Plans in their respective schools with the help of team of Lectures/PGT's to the teachers of 9th and 10th class. The said team will mentor the process in their respective schools premises. The Coordinator (Principal) and Assistant Coordinator (Master Trainer) and Administrators will monitor the classes. Whatever support is required is provided by the State level Resource teams through E-Mail or Portal. Moreover the teachers are to be encouraged to take initiative and develop their own capacities. Keeping mainly these objectives, it is proposed to start 'SWAYAMSIDHAM' Project considering schools as a unit and Self Reliant and self supporting entity having following features;

1. Every school head will hold with the teachers in the schools a fortnightly meeting regarding the lesson plans (developed during training programme through Lesson Study Methodology by Assistant Coordinators and uploaded on web-site) which are going to be imparted in the coming fortnight focussing mainly on objectives, presentations, students tasks, question banks to be prepared by teachers with the help of students based on different learning level such as memory, application, analysis and creative level as per Think It Over strategy.
2. This meeting will involve all the teachers of different subjects including sports and drawing etc. For this meeting the head will be assisted by the one teacher of the

- school of him/her choice (Assistant Coordinator/Master Trainer trained at the State/District level)
3. In the meeting the lesson plans prepared by the teachers on above said methodology for transaction during coming fortnight will be discussed and analysed and improvements, if any, required will be made.
 4. The meeting will also hold discussion on learning related problems faced by the teachers during the previous fortnight and the strategies designed to overcome those problems.
 5. Regarding both these matters, a register will be maintained by the head, assisted by the Assistant Coordinators regarding brief of the academic problems discussed and sorted out.
 6. This way there will still be left an area in which no final solution could emerge in the meeting.
 7. The brief content of proceedings would be uploaded on to a Portal.
(A web portal is most often one specially-designed Web page at a website which brings information together from diverse sources in a uniform way. Usually, each information source gets its dedicated area on the page for displaying information (a portal); often, the user can configure which ones to display. The extent to which content is displayed in a “uniform way” may depend on the intended user and the intended purpose, as well as the diversity of the content. Very often design emphasis is on customizing the presentation of the content and the chosen implementation framework and/or code libraries. In addition, the role of the user in an organization may determine which content can be added to the portal or deleted from the portal configuration. A portal may use a search engine API to permit users to search intranet. Portals may offer other services such as e-mail, information from databases)
 8. Web Portal will have one clear components namely:
STATE RESOURCE GROUP will get problems from Assistant Coordinators if any.
 9. SRG will interact amongst themselves and before sending the solution to the concerned school. After finding the proper solution, the same will be uploaded on the website which can accessed by the concerned school accordingly.

Monitoring and Support:

10. The members of the State and District level inspection team comprising of the Coordinators, Dy. Director/DPO's accompanied by 2-3 members of SRG and Eight more teams will visit the school once in every 3 months to monitor and support this whole exercise in addition to routine inspection if any.
11. The Portal can be designed in the following manner:
Each of the school coordinators and the members of SRG can be assigned a unique Id. and password.
Through this Id and password, the coordinator shall login the Portal/E-mail Id. and submit the information regarding the meetings conducted at the school level. For this purpose, a format with following columns would be required to be given for the submission of this information.

SWAYANSIDHAM MEETING		Dated on.....	
Name/Designation of participants;			
Brief detail of chapters discussed along with subjects (Words limit: 100)	Problem identified, success story	Solution Devised if any	Problem identified for solution by DRG/SRG

Date of uploading of problems by the school coordinator:

Date of uploading the solution of the problems by SRG:

12. This portal should be designed in such a way that all the members of DRG/SRG can see the contents in the portal and through their log-in-tab are able to interact among themselves and insert their suggestions or solutions.
13. There is a likelihood of around 15-20 fortnightly meeting in a year.
14. The Lesson Plans will be displayed in LED Monitor in (9th and 10th class), as it is not feasible to shift the class in ICT Rooms every time. It will ensure the uniformity in methodology.
15. All the principals will meet at Block Level at least three times in a Year to discuss various repercussion of methodology.
16. They will report about the same to Deputy Director Higher RMSA District Coordinator and DPO's in their routine quarterly meeting.
17. There will be Base Line (end June) and Terminal (end November) survey to check efficacy of New Methodology.
18. 20% Marks of terminal Examination may be included in final assessment of the child.

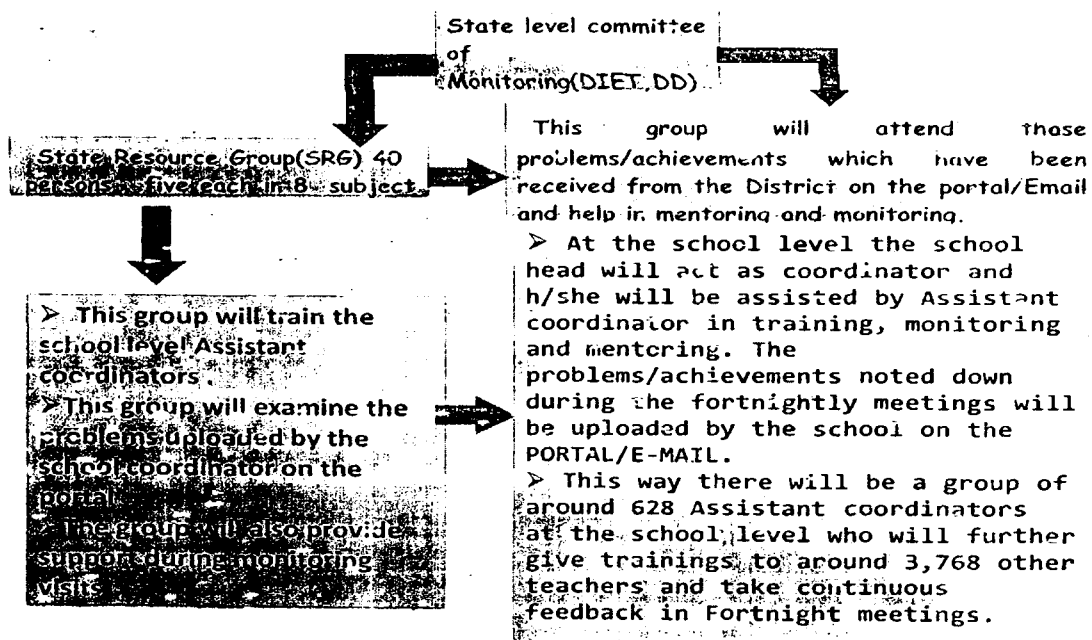
Advantages:

1. Web Portals will provide quick solution to problems in schools through SRG and DRG group continuously and consistently. Weakness and strength of programme can also be worked out.
2. The Teachers will come out of age old methods of teaching and uniformity in pedagogy can be ensured.
3. Displaying of lesson planes on monitor will ensure implementation of every step of Lesson Planes for concept clarity and solving of question bank of lower order and higher order of learning, which is helpful in strengthening of concepts.
4. Continuous mentoring and feedback from schools can be ensured.
5. Accountability in schools can be fixed and high Technological and speedy information can be gathered, for example tests to check learning level of students can be taken within one or two days through assistant coordinator.
6. Teachers will themselves take initiative in problem solving and develop leadership skill for praising good quality instructions to the students.
7. Involvement of head/SRG/Dy. Director in whole exercise will help the training the shift towards quality. The responsibility of the administrators for quality can be fixed.
8. As the teachers will try to solve their problems through group approach the same will develop their capacities through inquiry and analyses.

In view of the above planning, steps have been considered in the three workshop sessions of Master trainers at SIEMAT and on the basis of TNA following points have been considered. A meeting was also called at SPO in which representatives of National Informatics Centre and Principals took part on 3rd February 2014 to find the technological feasibility and Certification of DRG/SRG. Following assistance is required

- The computer equipment along with functional internet connection in all 528 schools, for facilitating feedback and putting the plans so prepared on the website for sharing and pooling of ideas.
- Support of some software solution provider to actually design and put in place the required web portal.
- Development and sensitisation of the State, District and Block Resource Group for facilitating and persistent feedback of trainings and providing solutions wherever needed.
- Periodical workshops for quarterly/ monthly review of the progress and improvement in strategies, if any required

Training under Swayamsidham initiative in H.P.



Fresh Proposal for 2014-15 under SWAMSIDHAM.

Item	No.	Level of Training	Financial implications	Time Schedule
For meeting out expenses of modem and internet connection and recurring charges	628		628*20,000=125.60 lacs	
LED in 9 th and 10 th class in 2191 schools to display Lesson Plans	628*2		1356*13000=136.78 lacs	April
Persons to be Trained (SRG+ Assistant Coordinator)	628	State Level	628*2500=15,70,000	April
Monitoring and Mentoring in District	628	Monitoring will be done by SPO, Deputy Directors, DPOs and SRG.		
Meetings At DIET Level of Principals	3	Block	628*500*3=9.42 lacs	June, September December
Base Line Test	628(schools)	Schools	628*3000=18,84,000	June End
End Term Test	628(schools)	Schools	628*3000=18,84,000	November End
Preparation of assessment tool	3 workshops (60*3=180)	SIFMAT	180*2500=4,50,000	April

Total 3,67,66,000=367.66 lacs

CAPACITY BUILDING FOR PLANNING AND MANAGEMENT

Capacity Development Programme for SMDC Members:

SMDC members have been duly empowered in the areas of planning, implementation and monitoring of education interventions at schools. So it is proposed to provide 2 days orientation training to four SMDC members from each government High and Higher Secondary School on their redefined roles and responsibilities in RMSA context. The training will be helpful in inculcating a sense of community-ownership among the PRI representatives and SMDC members.

Physical requirement of MT's at State Level Training

District	No. of Education Blocks	MT's to be trained at SPO	RMSA I/C or Community Coordinator from district	R/P's from State Level	Total MT's to be Trained	Tentative Venue & Date	Total participants
Bilaspur	5	2	1	4 persons	3	SIEMAT, Shamlaghat Shimla May 2014	50
Chamba	15	4	1		5		
Hamirpur	6	2	1		3		
Kangra	19	4	1		5		
Kinnuar	3	2	1		3		
Kullu	6	2	1		3		
L & Spiti	4	2	1		3		
Mandi	20	4	1		5		
Shimla	20	4	1		5		
Sirmour	13	4	1		5		
Solan	7	2	1		3		
Una	6	2	1		3		
Total	124	34	12	4	46		

Budget proposed for SMDCs training for the year 2014-15:

Sr. No.	District	No. of Schools	Total members to be trained @ 4 members per School	Budget requirement @600 for 2days
1	Bilaspur	129	516	309600
2	Chamba	178	712	427200
3	Hamirpur	136	544	326400
4	Kangra	418	1672	1003200
5	Kinnaur	50	200	120000
6	Kullu	115	460	276000
7	Lahaul & Spiti	35	140	84000
8	Mandi	338	1352	811200
9	Shimla	318	1272	763200
10	Sirmaur	177	708	424800
11	Solan	147	588	352800
12	Una	150	600	360000
	Total	2191	8764	5258400

Budget required for the activity=52.58 lacs

COORDINATION & MONITORING:

Monitoring at District /Cluster level would be done by SPO (RMSA), DPCs, along with District Community Coordinators, DIET Faculties and Block Project Officers.

Budget Proposal for SMDC members Training:

Sr. No.	Particulars	No.	Unit Cost	Number of days	Budget requirement in laes
1	MTs training	50	800/	2 days	$50*2*800=0.8$
2	SMDC members	2191*4=8764	300/	2 days	$8764*2*300=52.58$
	Total				53.38

Exposure visit for community members

In addition, the SPO proposes to take out for exposure visit at least 100 of SMC members, who would be selected /identified purely on the basis of their performance in their respective SDMCs. Two days exposure visit is proposed to such school/areas where community participation has improved the schools and performance of children in a significant way. Reports, feedback and best practices will be invited from the field and DPOs will analyze the above reports and recommend the name of the best SMC members who will be given opportunity for the above said exposure tour. They will be given exposure to the various excellent institutions and other places of interest viz. Historical places and monuments in different districts. during the exposure visit, which will enhance their experience, knowledge and exposure which will be useful for the participation of community in development and quality concerns from the point of student.

The rate will be Rs. 1000/- per person per day for meeting the travel and boarding arrangement plus the daily allowance as per rule admissible.

Sr.No.	Number of participants	@ Rs. 1000/-per day	Amount
1	100	$1000*2=2000$	200000
Total	100	2000	200000

The total plan proposal for the activity is Rs. 2.00 Lacs.

Intervention for out of school children

Conducting of household survey for identification of Upper Primary Graduate(VIII) dropout students :-

Due to 4.5% dropout rate in the state from elementary to secondary there is a need to conduct house to house survey. This will be done with the help of teachers /DIET students/Unemployed youth/NGOs and PRI bodies. For authentication a certificate will be obtained from the Gram Panchayat Pradhan to the effect that those children belong to respective Gram Panchayat. After identifying those children, they will be brought to the main stream through SOS/NIOS. So, it is proposed to undertake an extensive survey in 124 education blocks and one Municipal Corporation for which a total fund of Rs.62.90 lacs will be needed @ 0.50 lacs per block.

Special drive to bring dropout students under the coverage of distance/formal education:-

After identifying the dropouts of class-VIII grade students. RMSA will organize necessary awareness complain to motivate the parents and the identified dropouts students so that the students may be enrolled in SOS, NIQS or mainstream schools as the case may be. The parents will be made aware about different facilities of secondary education under state and central govt.

Visual campaign will be taken up through hording, poster etc. street play & Nukkar Natak will also be presented in the remote hilly areas. For the purpose it is proposed to provide Rs 62.00 lakh @ 0.50 lakh per block and one municipal corporation. Activity will be carried out by the SPO with the help of DPOs.

OTHER ACTIVITIES

School Mapping Exercise:

The major objective of school mapping exercise is to equalize educational opportunity by labeling out the existing inequalities in the distribution of education facilities across different locality. School mapping exercise tries to ensure that the new schools which are to be opened / up graded in future will be more rationally located so that the existing inequalities in the allocation of schooling provision can be reduced to a considerable extend. This exercise was conducted by Himachal Pradesh School Education Society (HPSES) in the year 2010-11 with the help of BRCs, as per the state norms for upgradation of schools from GMS to GHS. On the basis of above said mapping 441 GMS were identified for upgradation of GMS to GHS. PAB approved 136 Schools out of 441 schools and 106 schools was notified and made functional by the state govt. state wants to revisit the school mapping exercise according to existing norms and as per public demand. For this purpose it is proposed to provide 0.5 lakh per block. Total budget for this purposed Rs. 62.00 lakh.

Activities planned under IEDSS for the year 2014-15

Total children under IEDSS for 2014-15

S. No.	District	B	G	T
1	Blindness	40	32	72
2	Low Vision	425	502	927
3	Leprosy Cured	0	0	0
4	Hearing imparement	122	85	207
5	Locomoter disabilities	346	217	563
6	Mental retardation	182	92	274
7	Multiple disability	45	29	74
8	Autism	7	4	11
9	Cerebral Palsy	11	11	22
10	Speech Impraeement	174	119	293
11	Learning Disability	147	93	240
	Grand Total	1499	1184	2683

S. N.	Name of District	CWSN Identified for 14-15
1	BILASPUR	264
2	CHAMBA	113
3	HAMIRPUR	162
4	KANGRA	639
5	KINNAUR	64
6	KULLU	236
7	L&S	21
8	MANDI	436
9	SHIMLA	317
10	SIRMOUR	102
11	SOLAN	155
12	UNA	174
	TOTAL	2683

STUDENTS -ORIENTED COMPONENTS

Medical Assessment Camps:-

In the year 2014-15 total 30 medical assessment camps for CWSN have been proposed. These Camps will be organized in convergence with the department of SJ &E, the Health department, CRC and ALIMCO in the State. The assessment team may include Doctors and other professionals based on the students' needs.

Aids and Appliances & Corrective Surgeries:-

Aids and appliances like; Wheel Chair, Crutches, hearing aids, Spectacles. C.P. Chairs & Corrective Surgeries have been proposed for CWSN as per requirement. To expedite the process of organizing more medical camps for recommendation of aids and appliances, certification and to assess the degree of disability of CWSN, health authorities at higher level will also be approached to chalk out the strategies.

Escort Allowance:-

Escort allowances have been proposed for the severe and profound category of children and lower extremity disability, girls with disabilities and children with mental retardation. So that severe children could be include in education system. It will reduce the dropout rate of special children.

SUPPORT SERVICES

Access to learning material:-

Each disabled student will have access to learning material as per requirement like Braille textbooks, audiotapes, talking books and textbooks in large prints and any other material needed.

Vocational training:-

After continuous intervention of four years, some special children having good level of understanding are being trained for various small vocations such as Computer operator, Hospitality, language professionals, candle making. Making chalk, disposable paper plates, Soap, paper bags, carry bags, book-binding, file covers, envelopes etc.

Stipend for Girl Students with Disabilities:-

Since Girl students with disabilities face discrimination, they, in addition to availing facilities under all schemes specially targeting girls' education, will be given a stipend @ Rs.200 per month at the secondary level to encourage their retention in formal education system up to senior secondary level.

Hostel facility: Provision of facilities like transport facilities, hostel facilities, scholarships, books, uniforms, assistive devices, support staff (readers, amanuensis).

The use of ICT:

Access to technology is especially relevant for the disabled as it increases their access to a vast amount of information not otherwise available. Computers provided to students in secondary schools will also be made accessible to those with disabilities. The scheme will provide for the purchase of appropriate technology by way of special software such as Screen Reading software like JAWS, SAFA, etc. for the visually impaired and speech recognition software for the hearing impaired to develop computer vocabulary for the hearing impaired and modified hardware like adapted keyboards.

Resource support External support from an interdisciplinary team of experts such as educational psychologists, speech and occupational therapists, physiotherapists, mobility instructors and medical experts has to be coordinated at the local level. Support can be made available at the cluster level and needs of children with disabilities in a cluster of schools may be addressed. The expenses incurred on mobilizing such support in the form of TA/DA and consultancy fee will be covered under the scheme for children and young persons with disabilities at the secondary school level. Funds may be drawn from the child specific funds of Rs. 3000/- per child.

NON-BENEFICIARY-ORIENTED COMPONENT

QUALITY ACCESS

Training of special/ general school teachers:-

Special teachers to be trained through regular programmes run by the National Institutes/Apex Institutes of RCI or under any other programme of the States. There should be a component of in-service training for resource teachers to equip them with handling of other disability area. All general teachers at the secondary level will be trained in particular strategies like making educationally useful assessments, planning an individualized and need-specific curriculum, teaching styles which include audiovisual aids, appropriate instructional strategies, etc.

Orientation of Principals, Educational Administrators: This training will include developing strategies for management of inclusive education. This will include teachers (both special and general), local educational administrators, Principals / Headmasters of Institutions, parents/guardians of the disabled children.

Appointment of Special Educators at District Level:- The set of four special teachers (H.I., V.I., M.R. and Therapist) may be appointed in 12 Districts for children requiring special teacher support on permanent basis. The same teachers will provide counseling to the parents, help in identifying the needs of children with disabilities and resources therefore, participate in the assessment team, help in training programmes and in other ways whenever necessary.

Counseling of parents:-

Counseling of parents and other family members of special children is very important aspect of rehabilitation process. In SSA we have given emphasis on this aspect and found encouraging results on this account. Parents 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.

INFRASTRUCTURE DEVELOPMENT

To make all environment barriers free like school building, school approach, toilets, library, laboratory etc.

Barrier free access:-

Barrier Free access has to be made available in 250 schools in our state where the location of building permits so that students with disabilities have access to each classroom, laboratory, and library.

Disabled friendly toilets:-

The scheme will help to make disabled friendly toilets in 250 schools.

PLAN FOR 2014-15

Student -Oriented Components

S. No	Activity	Phy	Unit Cost	Total
	Physical Access			
1	Medical assessment camps and follow up camps	30	0.28	8.4
2	Aids & appliances Corrective Surgery	250	0.02	5
3	Escort allowance @ Rs. 300/- per CWSN, including all CWSN having high level mobility / support needs	179	0.03	5.37
	Support Services			
4	Enlarged print Books for 120 CWSN	60	0.03	1.8
5	Braille Books for VIC	68	0.05	3.4
6	Material Development/Procurement TLM posters, charts/Publicity material/ study material, kits, health kits, etc @ Rs. 50000/- per distric.	12	0.1	1.2
7	Stipend for Girl! Students with Disabilities	1184	0.002	2.368
8	Reader and Writer allowance to children	297	0.007	2.079
9	Uniform, Books & Stationery (Shoes, School Bag, Socks, Sweater, and Blazer) allowances of Rs 1200/- per annum.	2683	0.01	26.83
10	Use of ICT (To purchase of special software such as screen Reading Software like Jaws, SAFA for the visually impaired and speech recognition software for hearing impaired to develop computer vocabulary for the hearing impaired and audio video CD, talking Books and modified hardware like adapted keyboards).	12	0.5	6
11	External Support through Interdisciplinary Experts, sports meet, educational trip ,etc.	6	0.3	1.8
12	Hostel Allowance/Hostel facilities	200	0.075	15
13	Therapies for the needy children (Physiotherapy, Occupational Therapy, Speech Therapy, Counseling and clinical psychological treatment	50	0.025	1.25
	Total			80.497

Total Budget for IEDSS = 80.497+161.1 =241.59

ICT@ School:

ICT @ School (phase-I) in 628 Govt. Sr. Sec. Schools was approved by Project Monitoring and Evaluation group (PMEG), MHRD in December, 2008 . M/S. HCL infosystems limited has been selected to implement the scheme on BOOT Model basis for five years. The duration of the completion of project was w.e.f. 01-11-2010 to 31-03-2013.

In 628 Govt. Sr. Sec. Schools the following components were being installed in the schools i.e. ICT Labs, comprising one server 8 computers, one multifunctional printer, web camera, operating system alongwith related software, fixed table assembly and 30 chairs in computer lab. Smart classroom one: comprising one I CD TV 14 inches and one computer system. Smart Classroom two: comprising of one integrated computer projector, computer table and chair. Site Preparation (vinyl flooring, earthing, electric and LAN cabling) of computer lab. Training for 4500 teachers to use multimedia educational content. The provision of quarterly refresher has also been made.

ICT @ School phase-II in 618 Govt. Sr. Sec. Schools and 848 GHS and 5 smart school of Himachal Pradesh was approved by Project Monitoring and Evaluation Group (PMEG), MHRD as per the revised ICT @ School Schemes under 75:25.2148 schools were approved by GOI upto 2013-14 and remaining 43 schools is proposed for ICT@ School in2014-15.

ICT@ School: Budget proposal for ICT

Approved Scheme for ICT

(Proposed plan for remaining 43 Govt. Senior Secondary Schools)

TABLE-A

Non-Recurring

Sr. No.	Capital Expenditure (Non-Recurring)	Rs. In Lakhs	Total no. of Schools	Proposed Expenditure (Rs. In Lakhs)
1.	10 PCs (or one Server with 10 terminals), 1 Projector, 1 Printer, 1 Scanner, 1 Web Camera, 1 modem, Broadband Antenna, Generator/Solar Package, UPS, Video Camera, etc.	5.10	43	5.10*43=219.30
2.	Operating System & Application Software	0.20	43	0.20*43=8.6
3.	Educational Software and CD ROMs	0.45	43	0.45*70=31.50
4.	furniture	0.25	43	0.25*70=17.5
5.	Induction training in ICT to teachers for 10days@ Rs.400/- day (average of 10 teachers).	0.40	43	0.40*70=28.00
	Total	6.40	43	448.00

TABLE-B
Recurring Expenditure

Sr. No.	Recurring Expenditure	Rs. In Lakhs	Total no. of Schools	Proposed Expenditure (Rs. In Lakhs)
1	Computer Stationery (Printer Cartridges, CD-ROMs floppies, papers, etc.	0.80	70	56.00
2	Electricity Charges @ Rs. 1,000/- pm/school	0.12	70	8.40
3	Expenses on Diesel/Kerosene for generator @ Rs. 1000/- pm	0.12	70	8.40
4	Telephone charges @ Rs. 500/- pm	0.06	70	4.20
5	Internet/Broadband charges	0.10	70	7.00
6	Teachers salary @ 10000/-pm	1.20	70	84.00
7	Refresher training for 5 days to teachers @ Rs. 400/- per day (average of 10 teachers)	0.20	70	14.00
8	Management, Monitoring and Evaluation	0.10	70	7.00
	TOTAL	2.70	70	189.00

In addition to this the following Non-Recurring/ Recurring Expenditure is required for the ICT@school Phase-I, Phase-II and phase-III approved Projects.

TABLE-A
Non-Recurring

S. N.	Name of ICT Project	Year	Total Central Share Required as per approved Scheme (Rs. In lakh)
1	ICT@School Phase-I Project in r/o 628 GSSSs (90:10)	2012-13	753.60 (5 th instl central share)
2	ICT@School Phase-II Project in r/o 618 GSSSs (75:25)	2012-13	20.00 (2 nd instl central share)
3	ICT@School Phase-II Project in r/o 5 Smart Schools (75:25)	2012-13	618.00 (2 nd instl central share)
4	ICT@School Phase-III Project in r/o 848 GHSs (75:25)	2012-13	848.00 (2 nd instl central share)
	TOTAL		2239.60

TABLE-B
Recurring

S. N.	Recurring Expenditure	Year	Total no. of teachers	Required Expenditure pm (Rs. In Thousand p.m.)	Annual Proposed Expenditure (Rs. In lakhs)
1	Teachers Salary @ Rs. 10000/- p.m. for Sr. Sec. Teacher	2012-13	1257	1257*10000=12570000 (Rs. 125.70 Lakh)	125.70*12=1508.40
2	Teachers Salary @ Rs. 5000/- p.m. for Sec. Teacher	2012-13	837	837*5000= 4185000 (Rs. 41.85 lakh)	41.85*12=502.20
	TOTAL			167.55	2010.60

1. Proposed Plan for remaining 70 GSS schools

Table A Non-Recurring	= 448.00 lacs
Table B Recurring	= 189.00 lacs
Total	= 637.00 lacs

2. Already approved schemes

Table A Non Recurring	= 2239.60 lacs
Table B Recurring	= 2010.60 lacs
Total	= 4250.20 lacs
Grand Total of 1+2	=4887.20 lacs

Note:- The escalation cost for the proposed plan minimum 15% of the total capital cost may kindly be approved.

GIRLS HOSTEL

The Centrally Sponsored Scheme for the construction and running of Girls Hostel for students of secondary and Senior Secondary Schools in Educationally Backward Block is to strengthen under the Boarding and Hostel facilities for girls students in classed IX to XII. The girls belonging to SC, ST, OBC, Minority Communities and BPL families shall be benefitted under this scheme. The areas selected for these Hostels are District Chamba and Sirmour. The four girls' hostels in Chamba and one in Sirmour District are to be opened. The construction works of these hostels are under process. This scheme will play a significant role for the promotion of girls' education and to eliminate gender disparity in secondary and higher secondary schools in Educationally Blocks in the State. Location of Girls Hostel in EBBs of HP is shown table below:

Sr. No.	District	Location of Hostel	Block
1.	Chamba	GSSS Sach	Pangi
2.	Chamba	GSSS Mehla	Mehla
3.	Chamba	GSSS Himgiri	Salooni
4.	Chamba	GSSS Tissa	Tissa
5.	Sirmour	GSSS Shillai	Shilai

Budget Proposals for Recurring Grant for 2014-15

S.No.	Activities	Unit Cost	Phy	Fin
1	2	4	5	6=(4*5)
1	Boarding/lodging expenditure per girl child @ Rs. 850 per month	0.085	100	85
2	Honorarium of warden @ Rs. 5,000 per month (in addition to her salary as teacher)	0.05	2	1.00
3	Chowkidar @ Rs. 3,000 per month	0.03	2	0.60
4	1 Head Cook @ Rs. 3,000 per month	0.03	2	0.60
5	2 Astd. Cook @ Rs 2,500 per month	0.025	4	1.00
6	Electricity / Water per year	0.6	2	1.20
7	Maintenance per year	0.4	2	0.80
8	Medical care @ Rs. 750 per year per girl	0.0075	100	0.75
9	Toiletries and sanitation @ Rs. 100 per month for each girl	0.001	100	1.2
10	News paper / Magazines and sports @ Rs. 2,000 per Month	0.02	2	0.40
11	Miscellaneous	0.4	2	8.00
12	Total			100.55
13	MMER@ 4.5%			4.52
	Total			105.07

Vocational Education:

Vocational education under NVEQF has been started in 100 Govt. SSS Schools from the session 2013-14 with 5 subject/trades at least 2 subject in every school in class 9th and 11th i.e. level- I in class IX as normal track mode and level 1 and 2 in 11th class as fast track mode.

The MOU has been signed between department of Higher Education, National Skill Development Corporation and Wadhawani foundation for implementation of vocational education under NEVQF. 100 Schools proposed for the F/Y 2014-15 by the state in 5.trades/subject. Establishment of Automobile, Health care , Retail and Security labs are under process.

District wise School proposed for 2014-15 for vocational education.

Proposal of another 100 GSSS has been submitted to the Govt. of India with three new courses i.e. Agriculture, Hospitality & Tourism, Electronics & Hardware. The Government of India has approved the same and it will be implemented from the next academic year i.e. 2014.15. In addition to these three new courses the already implemented vocational courses like Automobile, Security & Healthcare will also be introduced in the proposed 100 new schools during the year 2013-14.

District wise School proposed for 2014-15 for Vocational Education.

Sr.No.	Distt.	School Proposed
1	Bilaspur	9
2	Chamba	9
3	Hamirpur	8
4	Kangra	14
5	Kinnaur	3
6	Kullu	7
7	L&S	2
8	Mandi	13
9	Shimla	12
10	Sirmour	8
11	Solan	7
12	Una	8
Total		100

Budget estimates and finance (Central Share) for 200 GSSS (2014-15)

	Non-Recurring Expenditure	Recurring Expenditure	Total
Old Schools 100 GSSS	---	2413-00 Lacs	2413-00 Lacs
New Schools Proposed 100 GSSS	2050-00 Lacs	2413-00 Lacs	4463-00 Lacs
	2050-00 Lacs	4826-00 Lacs	6876-00 Lacs

Budget estimates and finance (State Share) for 200 GSSS (2014-15)

	Non-Recurring Expenditure	Recurring Expenditure	Total
Old Schools 100 GSSS	-----	212-00 Lacs	212-00 Lacs
New Schools Proposed 100 GSSS	350-00 Lacs	212-00 Lacs	562.00 Lacs
	350-00 Lacs	424.00 Lacs	774.00 Lacs

Total Budget requirement for Vocational education= 6876+ 774=7675 lacs

Monitoring mechanism of 2191 Schools

The schools shall be monitored on the basis of self assessment monitoring tool devised for the purpose which spells about the areas where perceptible changes are expected.

On the basis of tool developed for the purpose, 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 with possible solutions. In addition to this QMT devised by the NCERT will also be used for the monitoring of the school.

The self evaluation done by the schools will be further cross-checked by the State and District monitoring teams time to time. This will be done in the last quarter of every year. The monitoring teams from the SCERT, GCTE, HPU, SPO, and DIETs will monitor these schools in a period of 5 years as per target given below:-

Monitoring and Mentoring of High and Senior Secondary Schools in 5 years period

Institution	2014-15	2015-16	2016-17	2017-18	2018-19	Total schools to be monitored	Remarks
SCERT	60	60	60	60	60	300	6 schools per month for 10 working months
GCTE	60	60	60	60	60	300	6 schools per month for 10 working months
HPU	40	40	40	40	40	200	4 schools per month for 10 working months
SPO	40	40	40	40	31	191	2 schools per month for 10 working months
Dy. Directors of HE	240	240	240	240	240	1200	2 schools per month for 10 working months for each Dy. Director of HE
Total						2191	

Funds for this intervention will be utilized out of Management cost.

Education Management Information System:

The HPSES has setup an Education Management Information System unit in the state level with one MIS-in charge, one Asstt. Programmer and 3 DEOs. The EMIS state unit of SSA is looking after the U-DISE data at state level. This team also conducts district wise workshop with the Principals, Headmasters and RMSA In-charges before collection of U-DISE data from the school. The data capture format of U-DISE data is discussed in details in the workshop. Similarly a EMIS unit is also working at district level with one MIS and two Data Entry Operators. Two data entry operators are working at Block level, they carry out the feeding of U-DISE data. DCF is checked at different level. The required information collected through DCF of U-DISE data is analyzed and identified the gaps for preparation of annual plan. This exercise is carried out by MIS unit at different level.

Internal efficiency of School System: Monitoring, Mentoring and Evaluation:

The programme is implemented through various project management and instructional structure like School Management and Development Committee / School Management Committee, School Building Committee, Deputy Director Higher Education-cum-DPC, District Project Office, Directorate of Higher Education and State RMSA Office. The committees at constituted at school level are monitoring and evaluating progress of different activity undertaken under RMSA for overall improvement of school under the guidance of SMDCs. The problems and difficulties detached in course of evaluation are discussed in the SMDCs meeting to find out suitable strategy to resolve this problem. All the activity under RMSA are directed toward achieving the objectives as envisaged in the School Development Plan developed by SMDCs interaction among the members of SMDC is being held at regular interval. Three general houses of parents and teachers held in a academic year. Accounts and all relevant documents of RMSA funds, social auditing are being strictly maintained in all schools for ensuring transparency.

Biometric Attendance System in Schools:

To improve the quality education in school system and to monitor the attendance of the teachers by the mode of inspection and monitoring, Biometric Attendance System is proposed. The biometric attendance machine captures attendance of teachers through finger impressions twice a day i.e. in time and out time. After getting the attendance the data is uploaded on the server, as a result anyone can see the attendance of teachers and other reports like late arrival, absent, early departure etc. through online application. In the first phase, we are proposing to install Biometric Attendance System in 1383 Govt. Senior Secondary Schools of Himachal Pradesh.

Proposal for Bio Metric for the year 2014-15:

No. of Senior secondary schools	Unit Cost	Total amount
1383	0.50	691.5 lakhs

Total Budget required =691.5 Lakhs.

MANAGEMENT COST

Management in organizational activities is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization or effort for the purpose of achieving a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

Since organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to 'manage' oneself, a prerequisite to attempting to manage others.

Basic functions

Management operates through various functions, often classified as planning, organizing, staffing, leading/directing, controlling/monitoring and motivation.

1. Planning: Deciding what needs to happen in the future (today, next week, next month, next year, over the next five years, etc.) and generating plans for action.
2. Organizing: (Implementation) pattern of relationships among workers, making optimum use of the resources required to enable the successful carrying out of plans.
3. Staffing: Job analysis, recruitment and hiring for appropriate jobs.
4. Leading/directing: Determining what must be done in a situation and getting people to do it.
5. Controlling/monitoring and Mentoring: Checking progress against plans.
6. Motivation: Motivation is also a kind of basic function of management, because without motivation, employees cannot work effectively. If motivation does not take place in an organization, then employees may not contribute to the other functions (which are usually set by top-level management).

As per mandate of RMSA, 3.5% of the AWP&B is the financial limit specified for the intervention MMER. We want this limit to be hiked 6% to meet the rising expenditures for the reason that number of proposed staff and other infrastructure related activities at state and district level. Total Funds allotted for these interventions which are to be utilized towards:

Meeting revenue expenses:

- Staff Salary and Allowances
- TA/DA
- U-DISE Data Collection
- Hiring of experts and consultants
- Rent/rate and taxes
- Telephone/Fax expenses
- Water/Electricity Charges
- Hiring of vehicles/POL/Administrative cost
- Printing and stationary
- Publication.
- Repair and maintenance and other officer contingencies etc.
- Internal audit fees
- Advertising and publicity
- Other Office Expenditure
- Printing of U-DISE for Secondary Schools.
- Biometric Machines(Purchase and installation)
- Procurement of fixed assets such as computers, laptops, printers, furniture & furnishing, machinery and equipments, Photostat, fax, infrastructure, books and other office equipment Imparting awareness about various schemes of RMSA HIMACHAL through media (Media Activity)
- E-Governance /Web Portal support for school level .
- Capacity building and strengthening of DIETs./SPO and Educational Administrator

Monthly review meetings of Deputy Directors and DPOs.

Quarterly review meetings of BPOs/BRCs.

Office-Contingencies, Telephone/Net, Water, Electricity, Building Rent, taxi Charges etc: -

Office contingencies include the computer consumables and the other items in the office are to be procured for the State Project Office and various District Project Offices.

Proposal for R&E 2014-15 under RMSA

Activity	Process	Out comes
5% sample checking of U-DISE Data of Secondary Schools.	5% cross checking / Sample checking of U-DISE will be carried out by the third party.	Correct educational data
20% Sample checking of U-DISE data	10% of cross checking/ Sample checking of U-DISE is to be done by state and district officials internally.	Key infrastructural areas and indicators.
Collection of U-DISE data including workshops/training for sharing of U-DISE data and training for filling of U-DISE DCF.	In order to collect the correct and authentic U-DISE Data workshops will be conducted at different levels i.e block and subdivision level. Printing of U-DISE DCF will be done through software.	
Third Party Evaluation of achievement levels of class-IX & X children and civil work.	With a view smooth monitoring and mentoring, it is essential to engage third party evaluation in the state. While selecting 3 rd party wide publicity will be made for engagement. Tender is to be invited	
Hiring of experts	To make aware about new techniques, programmes and ideas we will hire the experts from outside the state like NCERT, NUEPA and others agencies for training and workshop.	
Capacity building workshops	To organize the workshop with the field functionaries like Dy. Directors, DPOs etc. it is required to hire accommodation for stay and other charges.	
Workshop for planning	Printing of plan formats, organizing workshops for plan preparation at different level i.e state, district and block level.	

The following activities are also proposed under RESEARCH & EVALUATION for 2014-15:

State Level Proposals

Sr. No.	Title of Study	Objectives	Sample	Methodology	Budget
1.	Reading Comprehension ability of students studying in 9 th and 10 th classes in Himachal Pradesh.	<ol style="list-style-type: none"> To know the Reading Comprehension difference between boys and girls students. To know the Reading Comprehension difference between rural and urban students. To know the Reading Comprehension difference between 9th and 10th class students. 	20 schools from each district will be randomly taken for the study. Therefore, 120 schools will be taken for study purpose.	Survey method will be adopted to know the difference between, boys & girls, rural & urban and 9 th & 10 class students.	Rs. 30,000=00 per district. 12* 30,000=3Rs. 3.60 lacs.
2.	Mid Term Achievement Survey of 9 th & 10 th class students.	<ul style="list-style-type: none"> To know the achievement level of students studying in 9th & 10th class students. To know the achievement level of boys and girls students studying in 9th & 10th class students. To know the achievement level of students belonging to different social groups studying in 9th & 10th class students. 	6 districts i.e. Bilaspur, Solan, Hamirpur, Shimla, Kullu and Una out of 12 districts will be taken for the study purpose. 20 schools per district will be randomly selected. Therefore a sample of 120 schools will be taken from six selected districts.	Survey method will be adopted to know the achievement level of 9 th & 10 th class students.	@50,000 per district 6*50,000=Rs. 3.00 lacs.
3	Action researches on classroom learning process	<ol style="list-style-type: none"> To overcome the teaching learning problems To increase the achievement level of students. To overcome the learning disabilities among students 	30 schools per district .	Classroom interaction methods will be adopted.	Rs. 100 per action research Total 30*12*100=Rs. 30,000=00

Training Programme /workshops

Sr. no.	Capacity Building:Trainings/workshops	Target group	Budget	Outcome
1	Research Advisory Committee(RAC) for the State reconstituted for 2014-15 State level Research and action research training programme: This activity will be carried out with the help of SCERT and HPU Shimla.	All research and Zonal coordinators	@500*3*15 =Rs.22,500	Review research work and provide guidelines for research activities Efficiency development of R&E coordinators
2	National level Research training programme by NCERT and NUEPA : 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. Remark <i>Such kinds of trainings/orientations have never been imparted to District Research Coordinator.</i>	All research and Zonal coordinators	@2000*5*12 =Rs.1,20,000	Analyses skill will be developed. Refined researches will be carried out at State /District level.
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.
5	Quarterly Meeting with REMS coordinators and RAC	REMS coordinators , with RAC	@500*25*3=37,500/-	Feedback, discussion, dissemination
6	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
7	Three days Workshop on Action researches	Primary and upper primary teachers	@300*360*3=Rs.3.24 lacs	To overcome the learning problems. To enhance the learning level of students. To overcome the learning disabilities of the students.
Total Budget proposed for training and orientation =Rs. 14.44 lacs				



CHAPTER – 7

ACTION PROGRAMME FOR FOCUS GROUP

GIRL'S EDUCATION

Rashtriya Madhyamik Shiksha Abhiyan

The State Government's commitment to ensure that every girl students get education. It is rightly said "If you educate a man you educate a person, but if you educate a woman you educate a family." Education of girls is imperative to achieve the goal of RMSA. The National policy of education stresses the use of girl's education not only on the ground of social justice but also to accelerate school transformation. So girl's education is basic requirement for the development of Nation.

Efforts have already been taken for the improvement of status of girls' education in the State. In the light of the guidelines, the participation of the women in the affairs in the High and Higher Secondary Schools has been ensured. Following actions have been taken for the purpose:

- Proportionate representation from women was ensured in SMDCs.
- To retain girl child in Secondary Schools and also to ensure that the girls students are not denied the opportunity of continuing studies a proposal under Girls Hostel Scheme is under Process.
- State Govt. took appropriate steps to improve the scenario of girls education in the State as a result of which gender parity index is 0.86
- State govt. is providing various types of scholarships to girl's child.
- All the girls students are being imparted free education upto University level.
- State govt. is providing reservation for single child girl in various professional colleges and universities.
- There is no discrimination in schools on the basis of gender.
- Free transportation facility is being provided to all school going children of Govt. Schools.

EQUITY

Girls Oriented Activities:- The State has no gender discrimination in school setting. All girls are enrolled in schools and their dropout rate and retention rate compares well with the boys. In fact the skew is in sex ratio at birth is being addressed and now the sex ratio is also improving. The



state has planned various activities for girls in school, community and mothers. These are outlined as under:

Kishori Manch: Kishori Manch on the analogy of Meena Manch formed under SSA will be strengthened in schools with the help of school teacher and SMC members. These Kishori Manch will be a group of selected girls who will identify the problems of the girls being faced by them in the adolescent age. The problems will be brought in the notice of female teacher who in turn will make efforts for its redressal.

Exposure Visits: High achieving girls, girls from very back ward places and social groups are given exposure visit to various places like banks, post offices, police stations printing press, state/district library, Museum and panchayat etc. They are acquainted with the functioning of these places. They are also taken to the sites of hydropower stations, mushroom production units, farms etc. Some girls are taken out of state to various places of historical importance. The visit to such places by train and luxury buses change their outlook and aspiration for future

Karate and Yoga Training:- 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. 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. 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. For the mental and physical fitness of the girls we are also proposing the yoga training and this can be done by involving NGOs and institution of good repute in the state or national level. So keeping in view the above the state is proposing yoga training in Shimla, Kinnaur, Hamirpur, Bilaspur, Mandi and Kullu districts and karate training in Chamba, Kangra, L&S, Sirmour, Solan and Una districts being boarder district having boundary adjoining to Punjab, Haryana, Utrakhand and J&K state.

Budget proposals for various girl activities:

District	9th	10th	Total	Total Amount @500/- per girl
Bilaspur	2450	2604	5054	Total budget required for this activity is 468.45 lacs
Chamba	4741	5053	9794	
Hamirpur	2579	2865	5444	
kangra	8514	9180	17694	
Kinnaur	556	563	1119	
kullu	3340	3681	7021	
L-Spiti	191	205	396	
Mandi	6878	7361	14239	
Shimla	4799	5255	10054	
Sirmour	4225	4844	9069	
Solan	3496	3863	7359	
Una	3163	3234	6447	
Total	44932	48758	93690	



Budget Proposals for Girls Activities under Equity interventions

Activity	Physical Target	Unit cost	Financial implication (Rs. In lacs)
Exposure Visits	60	2000	1.20
Training for Self Defense	93690	500	468.45
Total			469.65

COMMUNITY MOBILIZATION AND SENSITIZATION PROGRAMMES:

- Various departments is organizing community mobilization and sensitization programme for women.
- 50% reservation has been given to women in PRIs bodies and local bodies of urban.
- Representative of PRI bodies, women groups and members of all SMDCs are being oriented through community mobilization programmes.

Education of SC/ST/OBC /educationally backward minorities:

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

- Proper representation of SC and ST in SMDC is given in State
- Uniform system is involved to provide teaching learning material for the schools located in backward areas.
- Orientation programme is conducted to SDMC members form disadvantages groups as per norm to motivated children to school.
- State govt. is providing various types of scholarships to SC/ST/OBC and educationally backward minorities children.
- State Govt. is providing free text books for SC/ST/OBC students of secondary schools.
- **Special Coaching Course for SC and Minorities Children in Special Focus District(2014-15)**
- **Target Group:** Secondary/ senior secondary school students of SC/ST/ Muslim Minorities communities where strength of SC and Minorities children studying in X



class is more than 20 in 6 Special Focus District including Minorities girls of Chamba (Non SFD)

- **Subjects:** Science, Mathematics and English
- **Duration of the Course:** Four Weeks
- **Timeline:** During summer and winter vacations
- The right to education requires a commitment ensuring universal access, enrolment, retention and all other steps to reach the marginalized children. Making school more accessible and available, is a step forward to fulfill the right of these most marginalized children of the society. With regard to access, the state government has opened the schools where these children can be admitted. But the children of disadvantaged group by their socio cultural circumstances including the occupation of their parents are quite vulnerable to drop out from the school. Although, RMSA with its various interventions are taking care of these children but there is a urgent need to create a inclusive environment in the school so that they may not drop out from the school and their enrolment and attendance can be ensured. There is also a need to plan some special academic activities to these children which may build their confidence and also motivate them not to drop out from the school and as such they may be able to complete the secondary cycle of schooling. Although exclusion is not such a big issue in the state, however we have SC/ST/Minority dominated districts also some pockets where population of these communities is more than 40%.
- It is worth mentioning here that although there are 8 SFD in the state but in district Lahaul-Spiti and Kinnaur (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. It is also mentioned here that district Chamba, although (Non SFD) but having enrolment of 182 minority children in 5 schools. Taking holistic view of the education of school going children of 6 SFDs excluding 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 percentage achieved in the baseline assessment done by the school in the beginning of academic session. All children of SC, ST and minorities communities will be given special coaching in the batches of 30 each to enhance their learning level against the learning level obtained in the base line. School heads will ensure that the strength in the coaching class should not be more than 40 and less than 20 and if the strength of such children is more in the class then students may be divided into two groups, three groups or so on. In any case the strength of children in these coaching classes should not exceed 30 per group. School heads will be the coordinator/overall in charge of this activity.

- **Proposal of special coaching for SC/ST/minority children of secondary school of Special Focus District**
- After conducting the baseline, the target group will be exposed to undergo a 4 weeks Special Coaching Course with the objective to ensure that they show improvement in their learning abilities in English, Science and Mathematics. This course will be organized only for those schools where SC, ST and Minority children enrolment is 20 or more. The educators or teachers for the proposed course will be outsourced from renowned academies / schools of excellence/NGOs from across the district. The course will be organized twice in a year during vacations falling in the month of July and January in both summers and winters closing schools for a period of 2 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 coaching classes will be organized in the cluster which will be a centre place for the surrounding schools from where the children will come to the cluster and attend the said classes. The detailed information about the course will be conveyed by the cluster school head and all expenses on children and their escorts including travel cost will be borne by the concerned heads. Sunday will be a holiday when local excursion tour can also be explored for children with specific objective. Principal/Headmaster of the cluster school will be the coordinator for the entire course and she/he will be responsible for engaging excellent/competent teachers from academies, NGOs, framing the time table and smooth running of the coaching classes. The teacher or the educator outsourced for the purpose will regularly evaluate and track the progress of each child



against the initial learning achievement which will be monitored by the school heads time to time.

- After completion of the course, end term will be conducted by the concerned teacher or the educator under the supervision of school heads so that the progress of each child in the subject could be compared with her/his initial level of achievement. It will also be mandatory for concerned school head to record feedback from the students about the course and try to find out the extent of usefulness of the same.
- The expenditure for Boarding / lodging arrangements for the teachers to be outsourced will be made by the concerned school head.

Budget Proposal for the Special Coaching of SC ,ST and Minorities children(2014-15)

Enrolment of SC and Minorities children in Special Focus Districts including enrolment of Minorities in Chamba non SFD .									
Sr. No	Name of District	SC Enrollment=> 20		Minority Enrollment=> 20		Total Scho ols	Total Enroll ment	Unit cost@ Rs 3000/ per child	
		No of High and Sr. Sec. Schools where SC Enrollment is more than 20	Total no of students to be covered	No of High and Sr. Sec. Schools where Minority Enrollment is more than 20	Total no of students covered				
1	Bilaspur	39	1143			39	1143	0.03	34.29
2	Chamba			5	182	5	182	0.03	5.46
3	Kullu	49	1860			49	1860	0.03	55.80
4	Mandi	108	3968			108	3968	0.03	119.04
5	Shimla	74	2334			74	2334	0.03	76.02
6	Sirmour	75	2750	8	280	83	3030	0.03	90.90
7	Una	54	1566	1	26	55	1592	0.03	47.76
Total:		399	13621	14	488	413	14109		423.27

Total budget required for the activity=423.27 lacs



Outcome:- This will help improving the learning level of these marginalized children and the impact can be further assessed from the performance of these children in the board exam.

Inclusive education of disabled at secondary stage (IEDSS)

A mechanism will be put in place to continuously monitor academic achievement level of the CWSN and corrective measures will be taken to enhance learning level of the CWSN.

Vocational Education:

There is no discrimination for vocational education in Himachal Pradesh for SC/ST/OBC and EBM students 4699 students are enrolled in General category, 2520 in Sc, 616 in ST and 1220 students are enrolled in OBC category. Subject/Trade wise strength of students is as under:-

Automobile=2507,ITes=2172,Healthcare=2062,Security=1136and Retail=1178

Out of 9055 about 3500 Girls students have been enrolled in vocational courses under NVEQF.

Allowances and stipend: Presently there is no provision of allowances and stipend directly to the students of vocational education under NVEQF. But in future such provisions will be made out of MMER budget from the session 2014-15. However, the expenditure on tour, travel, field visit and practical etc. is being paid by the department and no fees is being charged from the students. During this year the assessment/practical fees @ Rs. 600/- per students will be paid by the department to concerned Sector Skill Councils.

ICT @School

There is also no discrimination for vocational education in Himachal Pradesh for SC/ST/OBC and EBM students.

