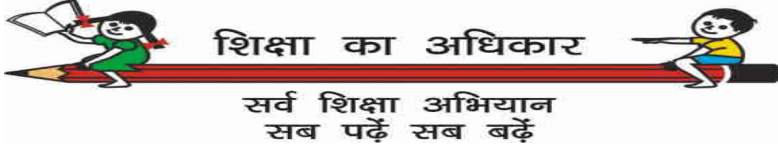


(2017-18)



Himachal Pradesh School Education Society

State Project Director, Sarva Siksha Abhiyan

DPEP Bhawan Lalpani Shimla-171001

ANNUAL REPORT (2017-18) (English)



(See Rule-7)

**CERTIFICATE OF REGISTRATION OF THE
PROPOSED AMMENDMENT OF THE SOCIETY.**

No. 120/95

This is to certify that the registered society
“Himachal Pradesh Primary education society-Cum-
Sarva Shiksha Abhiyan-State Mission Authority, Glen
Hagen, Lalpani, shimla-171001”, located at Lalpani in
Shimla, Tehsil (Urban) of District Shimla has changed its
name and has now been registered under the name of “Himachal
Pradesh School Education Society”, at Directorate of
Education, Glen Hogen, Shimla-171001, H.P. under Sub-
section (2) of Section 11 of the Himachal Pradesh Societies Registration
Act, 2006.(No. 25 of 2006) on the 19th day of March, 2010.



P.S.
Registrar of Societies
Distt. SHIMLA (H.P.)

Amended to be a true copy
State Project Director
(SSA), H.P.

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General Information about Himachal Pradesh

Came into existence	15th April, 1948
Achieved Statehood	25th January, 1971
Location :	
Longitude	75 ⁰ 10" E
Latitude	32 ⁰ 29' N
Area	55,673 Sq. Km.
Districts	12
Tehsils :	85
C.D. Blocks :	77
Inhabited Villages:	17882
Population (2011) :	
Total Population	68.65 lakh
Males	34.82lakh
Females	33.83 lakh
Population Density	123 per sq. Km
Density :	
Highest	407 per sq. Km. (Hamirpur)
Lowest	2 per sq. Km .(Lahaul-Spiti)
Sex Ratio :	972/1000 F/M
Population Status (2011) :	
Rural	61.7 lakh
Urban	6.9 lakh
SC	17.29 lakh
ST,	3.92 lakh
Literacy Rate (2011) :	
Literacy Rate	82.8%
Male Literacy	89.5%
Female Literacy	75.9%
Electrified Villages :	100%
No. of Legislative Assembly Constituencies :	68
No. of Parliamentary Constituencies :	
Lok Sabha	4
Rajya Sabha	3

Source: Department of Economics & Statistics, Himachal Pradesh, Shimla-9

Literacy Rate of Districts in Himachal Pradesh (2011)

Sr.No.	District	Population	Male Population	Female Population	Growth	Sex Ratio	Literacy	Density
1	Bilaspur	381956	192764	189192	12.05	981	84.6	327
2	Chamba	519080	261320	257760	12.63	986	72.2	80
3	Hamirpur	454768	217070	237698	10.19	1095	88.2	407
4	Kangra	1510075	750591	759484	12.77	1012	85.7	263
5	Kinnaur	84121	46249	37872	7.39	819	80	13
6	Kullu	437903	225452	212451	14.76	942	79.4	80
7	Lahaul-Spiti	31564	16588	14976	-5	903	76.8	2
8	Mandi	999777	498065	501712	10.92	1007	81.5	253
9	Shimla	814010	425039	388971	12.67	915	83.6	159
10	Sirmaur	529855	276289	253566	15.54	918	78.8	188
11	Solan	580320	308754	271566	15.93	880	83.7	300
12	Una	521173	263692	257481	16.26	976	86.5	338
	H.P.	6864602	3481873	3382729	12.94	972	82.8	123

Chapter-I

Sarv Shiksha Abhiyan (SSA)

SSA is a holistic and convergent programme targeting primary and upper primary education with the main focus on providing basic quality education within a clear time frame. It aims at providing access to schooling to all children in the age group of 6-14 years. SSA is an effort to improve the performance of the school system and provide community owned quality Elementary Education in a mission mode.

For the last five decades, Universalization of Elementary Education (UEE) and the fulfillment of the mandate of Indian Constitution have been attracting the attention of educational planners, administrators, educationists and the nation. The National Policy of Education (NPE) 1986 and Programme of Action (POA) 1992 have given top priority to the achievement of the goals of Universal Elementary Education. Education for the Children of 6-14 years age group has been made fundamental right by the 86th constitutional amendment. Many projects and programmes have been undertaken at micro and macro levels in this direction. This has resulted in considerable progress in providing access to Elementary Education, increase in enrollment & retention, improvement in school attendance and generation of strong demand for education especially for girls.

The National Elementary Education Mission (NEEM) was constituted in 2001 under the Chairmanship of the Prime Minister in the MHRD, Govt. of India need to speed up the achievement of the goal of Universal Elementary education. Similar missions have been constituted at the State level under the Chairmanship of Chief Minister of the State. A large number of programmes and projects have been implemented over the years to provide useful inputs for achieving the constitutionally mandatory goal of Universalization of Elementary Education.

Sarv Shiksha Abhiyan is :

- A programme with a clear **time frame** for UEE.
- A response to the demand for **quality basic education** all over the country.
- An opportunity for promoting **social justice** through basic education.
- An effort for **effectively involving** the PRIs, school management committees, Village and Urban Slum Level Education Committees, Parent Teacher Associations (PTAs), Mother Teacher Association (MTAs), Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of **political will** for Universal Elementary Education across the country.
- **A partnership** between Central, State and Local government.
- An opportunity for State to develop their **own vision** for Elementary Education and implement them.
- An effective **convergence** with other departments is concerned with poverty alleviation and promotion of quality of life.

During the 11th five year plan, after most of states reported improvement in infrastructural facilities, the issue of providing quality education to the children over- shadowed all other objectives.

Programme Implementation

SSA is being implemented in all the twelve districts of the Pradesh. The existing structure of State Project Office, established under DPEP has been sustained for implementation of SSA.

The meeting of the GC is to be convened twice a year and efforts have been made to convene the meetings of EC every quarter. The SRG for the State in the thrust areas of pedagogical renewal and inclusive education for disabled children has been activated. Efforts were made to activate SCERT to take up the SSA implementation in H.P.

To build the capacity of key functionaries of the HPSES and SPO staff in the innovations in the field of education, exposure visits have been planned. The key functionaries of HPSES and SPO staff have also been trained at the national level through various trainings and workshops organized at National level, other institutions and MHRD for efficient implementation of SSA. Internal review, audit and monitoring has also been strengthened to accelerate the pace of expenditure in a planned manner for the achievement of SSA Goals.

Efforts have been made for better linkage with main-line administration. Capacity building of Block Elementary Education Officers and Central Head Teachers in Financial Management and Administration has been taken-up and they are also being involved in academic support. Convergence with State Government is being ensured and matters like rationalization, deployment, filling up of the vacant posts of teachers, strengthening of DIETs, SCERT and SIEMAT is being taken up.

Chapter-II

Programme Management

Progress Overview

To implement SSA & DPEP in H.P. an autonomous society namely Himachal Pradesh Primary Education Society (HPPEs) has been registered under Societies Registration Act. 1860 by the Registrar of Societies Shimla district, H.P. at Sr. No. 120/95, with Principal Secretary Education to the Government of H.P. as the Chairman of the Society and having its headquarters at the Directorate of Primary Education, Glen Hogen, Lal Pani, Shimla-171001. The name of the society has been changed to Himachal Pradesh School Education Society on 19th March, 2010.

Management structure

Sarv Shiksha Abhiyan is being implemented in a mission mode by Himachal Pradesh School Education Society (HPSES) which has two organs Governing Council with Hon'ble Chief Minister as ex-officio President and Executive Committee under the Chairmanship of Secretary Education to the Government of Himachal Pradesh.

GOVERNING COUNCIL

(Constituted under Rule-7 of the MOA) H.P. School Education Society

1	Hon'ble Chief Minister, Himachal Pradesh	President
2	Hon'ble Education Minister, Himachal Pradesh	Vice President
3	Chief Secretary, Govt. of H.P.	Ex. Officio Members
4	Principal Secretary (Finance), H.P.	-do-
5	Principal Secretary(Planning, Eco. & Statistics)H.P.	-do-
6	Principal Secretary, (Social Justice & Empowerment), H.P.	-do-
7	Principal Secretary (Education), H.P.	-do-
8	Principal Secretary (Public Health & Family Welfare), H.P.	-do-
9	Principal Secretary (Panchayati Raj & Rural Dev.) H.P.	-do-

10	Principal Secretary (Local Self Government), H.P.	-do-
11	Principal Secretary (Public Relations), H.P.	-do-
12	Commissioner/ Secy. Tribal Development	-do-
13	Principal, SCERT	-do-
14	Chairman, H.P. Board of School Education	-do-
15	Ms Indira Chauhan, CHT, GPS Poanta Sahib, Sirmour	Nominated Members
16	Sh. Chaman Thakur, Retd. B.P.E.O Village Kothi P.O. Cholthra, Tehsil Sarkaghat, District Mandi	-do-
17	Sh. Ramesh Thakur, J.B.T. GPS Bailag Da Ghat, Tehsil Bhoranj, District Hamirpur	-do-
18	Sh. Baldev Chand Dhiman Retd. Principal Vill. Kakrayana, P.O. Tikkar Didwin, district Hamirpur	-do-
19	Sh. Bharam Dutt Sharma, Retd. Deputy. Director V&PO Bela, Tehsil Nadaun, Hamirpur	-do-
20	Mrs . Premi Devi, B.E.E.O. Jhandutta, Bilaspur	-do-
21	Smt. Kiran Gera, Pragya (NGO), Jeevan Jyoti Building V&PO Reckong peo, Kinnaur	-do-
22	Mrs. Sanjna Goyal, IAMD, Hospital Road, Tehsil and district Solan	-do-
23	Dr. N.K. Sharma, Clinical Psychologist, National Street, Mandi	-do-
24	Sh. Baldev Raj Awasthi, (Ayurvedic Officer) Near Gas Agency Kullu.	-do-
25	Smt. Chander Kala, C.D.P.O., Drang, Village Drang, P.O. Kunnu, District Mandi	-do-
26	Smt. Satvir Kaur, w/o Sh. P.S. Bonsra, VPO Dehlan, Tehsil & Distt.Una.	-do-
27	Sh. S.N. Shouriee Retd. Dy. Director Dharamsala	-do-
28	Sh. Jagdish Sharma, Shri Hari Kunj, Lower Kaithu Shimla-3	-do-

29	Concerned Joint Secretary or his/her nominee	GOI Nominees
30	Financial Advisory MHRD or his/her nominee	-do-
31	Dr. R. Govinda, NUEPA	-do-
32	The Vice Chancellor, H.P. University Shimla	-do-
33	Sh. J.B.G. Tilak, Sr Fellow NUEPA	-do-
34	Prof. Shyam Menon, CIE, Delhi University	-do-
35	Dr. Aloka Guha, Disability Corp. New Delhi	-do-
36	Sh. R.D. Munda, Ex. VC, Ranchi University	-do-
37	Sh. Subhash Mahdapurkar, SUTRA, Solan	-do-
38	Mrs. Kunjana Singh, Ranger Palace Nahan Sirmour	-do-
39	Dr. Pam Rajpoot, Punjab University Chandigarh	-do-
40	Director NCERT of his/her nominee	-do-
41	Director NUEPA of his/her nominee	-do-
42	Director Elementary Education SSA H.P.	Member Secretary
43	Addl. /Joint/Deputy Secretary Education	Member
44	State Project Director (SSA)	Member

Executive Committee of HPSES (SSA)

Shimla-1

(Constituted under Rule- 24 of the MOA)

H.P. School Education Society

Govt. of India Nominated Members		
S.No.	Name and Designation	Designation
1	The Joint Secretary Department of EE&L, MHRD, New Delhi	GOI Nominees
2	Finance Advisor, Department of EE&L, MHRD, New Delhi	-do-
3	Dr. R. Govinda, Vice Chancellor , NUEPA, 17-B, Sri Aurobindo Marg, New Delhi-110016	-do-
4	Dr. Rita Malhotra, Amar Jyoti Charitable Trust Karkardooma, Vikas Marg, New Delhi-110092	-do-
5	Miss. Vimla Ramchandran, R/O XCI-s-Seh Vikas Apartment, 68-IP Extention New Delhi-110092	-do-
Member Nominated by State Government		
1	Principal Secretary Education to the Govt. of Himachal Pradesh Shimla-2	Chairman
2	Principal Secretary Finance to the Govt. of Himachal Pradesh Shimla-2	Member
3	Principal Secretary (SJ&E) to the Govt. of Himachal Pradesh Shimla-2	-do-
4	Principal Secretary (Planning ECO & Statics) to the Govt. of Himachal Pradesh Shimla-2	-do-
5	Additional Secretary, Education to the Govt. of Himachal Pradesh Shimla-2	-do-

6	Secretary H.P. Board of School Education,Dharamshala,Kangra	-do-
7	Director Higher Education Shimla-1	-do-
8	Director Elementary Education SSA Shimla-1	-do-
9	State Project Director (SSA/RMSA) Member Secretary	Member Secy.
10	The Principal SCERT Solan H.P.	Member
11	Mrs. Sanjana Goyal,IAMD,Hospital Road,Solan,H.P.	-do-
12	Sh.Jagdish Sharma,Shri Hari Kung,Lower Kaithu,Shimla-3	-do-
13	Director (SSA monitoring Institute)H.P.U.Shimla-5	-do-
14	Sh.B.D.Sharma Retd.Dy.Director,VPO-Bela Tehsil Nadaun,District-Hamirpur	-do-

Chapter-III

INTERVENTION-WISE PROGRESS

Civil Works

Civil Works (SSA)

The main aim of SSA is to provide quality education to students in the schools. Civil work is one of the important component whereby its aim is to provide infrastructure as per RTE (Right to Education). Entire Civil Works under SSA is being implemented in the field through community participation. Experiences of DPEP, Cost-effective designs, using local material and technologies, alternate designs, child-friendly elements, disaster earthquake resistant, solar passive design features are being implemented. VEC Manual devised at the State Project Office for execution of Civil Works through community participation which has been disseminated to all the schools. Capacity building /training of field staff has been made a regular feature as the staff has been appointed in all the districts at CD block level. In addition to this, Building as Learning Aid (BaLA) features are being provided in the school buildings. Water and toilet facilities are continued to be provided in the Elementary Schools in convergence with Irrigation and Public Health and Rural Development Departments respectively. Incinerators in Girls' toilets are being provided for health and hygiene of students. Civil Wing at the State Project Office is facilitating the following:

- Replication/improvement of designs developed under DPEP for school room construction under SSA using low cost technologies and material.
- Estimation and execution of Civil Works.
- Drawing and Structural design of Primary and Up-primary school buildings got prepared in convergence with NIT (National Institute of Technology), Hamirpur for execution at the field level.
- In- house coordination with other wings for implementation of SSA.
- Convergence with other departments like Irrigation & Public Health Department and Rural Development Department for providing water supply and toilets in the schools.

- Monthly meetings, monitoring and to convey the instructions of Authorities for implementation of Civil Works being carried out in the State under SSA.
- Correspondence with MHRD, TSG, Districts, GOI, GOHP, Public representations, etc.
- Execution of construction of Kitchen Sheds in all the elementary schools under MDM scheme.

Cumulative Status of Civil works under SSA as on 31.03.2018

Sr. No.	Activities	Planned till date (Units) (Cumulative)	Completed (Units) (Cumulative)	In Progress (Units) (Cumulative)	Expenditure (Rs. in lacs) (Cumulative)	Completion %
1	BRCs	56	56	0	340.00	100.00
2	CRCs	538	537	0	1074.00	99.81
3	New School Building (Pry.)	96	87	6	1202.95	90.63
4	New School Building (U. Pry.)	38	22	9	580.50	57.89
5	Additional classrooms (Pry. & U. Pry.)	11492	11387	62	18147.49	99.09
6	Head Master's Room (Pry.)	28	28	0	74.20	100.00
7	Head Master's Room (U. Pry.)	1624	1549	11	4130.17	95.38
8	Toilets (Pry. & U. Pry.)	4670	4670	0	1505.24	100.00
9	Separate Girls Toilet (Pry. & U. Pry.)	9980	9889	17	4615.50	99.09
10	Drinking Water (Pry. & U. Pry.)	2482	2480	2	515.90	99.92
11	Boundary Wall (Pry. & U. Pry.)	3607	3557	3	1763.70	98.61
	Boundary Wall (in Rmts)	449878	332263	34045	4460.35	73.86
12	Kitchen Shed	88	88	0	44.00	100.00
13	Major Repair (Primary)	2373	2084	36	1740.39	87.82
14	Major Repair (Upper Primary)	542	447	0	483.71	82.47
15	Furniture	109768	109768	0	542.79	100.00
16	Library (Primary)	19479	19479	0	584.37	100.00
17	Library (Upper Primary)	7875	7875	0	787.50	100.00
18	Augmentation of BRC Buildings	56	37	7	214.54	66.07

19	Electrification	7366	7344	1	1096.29	99.70
20	CWSN friendly Toilets	2781	2777	0	549.49	99.86
21	Ramps with Hand Rails	4861	4829	17	385.81	99.34
	Total	189800	188990	171	40378.54	99.57

Note - Boundary wall in running meters is not included in the total

Financial Status*

Cumulative approved outlay for Civil Works till date (Rs. in lac)	Cumulative expenditure in Civil Works till 31.03.2018 (Rs. in lac)	Percentage (Cumulative)	Expenditure
47656.6	40378.54	84.73	

Cumulative Physical and Financial Status of Civil Works in KGBVs under SSA in Himachal Pradesh till 2017-18.

District	Cumulative Targets	Completed	In Progress	Expenditure (Rs. in Lacs)
Chamba	8	8	0	120.00
Shimla	1	1	0	15.00
Sirmour	1	1	0	15.00
Total	10	10	0	150.00

Cumulative approved outlay for civil works in KGBV till 31.03.2017 (Rs. in lacs)	Cumulative expenditure in Civil Works in KGBV till 31.03.2017 (Rs. in lacs)	Percentage Expenditure (Cumulative)
150.00	150.00	100%

School buildings constructed under SSA



New Upper Primary School Building at GMS, Nangel Khurd, District Una (HP)



New Upper Primary School Building at Dharot, District Bilaspur (HP)



New Upper Primary School Building at GMS, Mohru, District Bilaspur (HP)



New Primary School Building at CGPS, Khani, District Chamba (HP)

2.) Out of school Children in HP Percentage of out of school children in Himachal Pradesh is very low (less than 0.5%) even then our motive and focus are to provide education to all the children. Keeping in view the focus and motive to provide the age appropriate education to all the out of school children, 142 Non Residential Special Training (NRST) Centres are running in the state in which more than 5000 children are being provided special training.

Progress Overview of 2017-18: In the year 2017-18 the 6350 OoSC were approved in PAB, out of which 2031 children were continued and 4319 were newly identified. Rs. 330.92 lakh were approved under the Special Training Intervention.

Approval for 2018-19: For the year 2018-19 the 5304 out of school children have been approved out of these, 2105 are continued from the previous year and 3199 have been identified as fresh. The total budget approved under Special Training Intervention is Rs. 286.67 lakh.

3. Inclusive Education for Children with special needs:-

Inclusive Education for disabled (IED) was commenced in the state in 1999-2000

SSA is a programme for Universalisation of Elementary Education and there is a special component under SSA which covers CWSN. In Himachal Pradesh in the Year 2017-18 there are nearly 11944 CWSN who suffer from one of the other disability, 10621 CWSN have been integrated in formal schools. 1323 CWSN are of severe and profound category. Home- Based Education Programme has been implemented at elementary level for these children in the age group of 6-14 years in H.P. These CWSN have been adopted by 22 NGOs working in various districts.

Medical Camps: - In convergence with Artificial Limbs Manufacturing Corporation of India Ltd. (ALIMCO), Composite Regional Centre (CRC), Sundernagar 49 Medical Assessment Camps for CWSN have been organized and the 1465 Aids/Appliances have been distributed to the CWSN as per requirement. 12 corrective surgeries were performed in convergence with Health Department of H.P.

in convergence with Health Department of H.P.



MEDICAL ASSESMENT CAMPS



Distribution of aids and appliances:- State has organized 49 medical camps and distributed the 1465 aids and appliances in convergence with ALIMCO Kurali, Punjab to the needy students. It has been allowed to the CWSN with their one attendant in the medical camps for formal assessment. Hiring of conveyance at the local transport rate for group of severely CWSN has also been allowed to attend the medical camps. In this year 4212 CWSN and parents attended the medical camps.

Braille Books and Enlarged Print Books for Visually Handicapped Children: - 6 Sets of Braille Books from class 1st to class 8th have been provided to the blind children in H.P. 196 sets of enlarged print books were provided to low vision children.

Preparing of IEP /ITPs:-6112 Individual Education Programme (IEPs) have been prepared for every child and accordingly goals were fixed for every three months. For mild and moderate categories, functional academic curriculum is implemented in the classroom.

Home Based Education Programme under transport allowance for HBE CWSN:-Home Based Education is being imparting in Himachal Pradesh with the help of 22 Non Governmental Organizational (NGOs) Bodies and Special Educators. Under Sarva Shiksha Abhiyan educational services are provided to the severe and profound CWSN under transport allowance for HBE CWSN.

Following activities were undertaken for severe and profound CWSN

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

Day Care Centre for MR Children:- 2 Day Care Centres in the Primary schools in the inclusive set up have been established at Shimla and Mandi. These special wings are rehabilitating around 40 children.

Capacity Building of In-service Teachers: - Capacity building of teachers for inclusive education is an integral part of 10 days compulsory In-service Teacher training programme. The special focus of providing special services is on ADL Skill Training such as:-

- ❖ **Self Help Skills:** Eating Toileting, Bathing and Dressing etc.
- ❖ **Motor Activities:** - Under this skill CWSN with Orthopedically Impairment and cerebral Palsy are being covered and trained in motor activities under the guidance of Physiotherapist/Occupational therapist. In addition to above these out of school CWSN are being covered by taking the services of Special Educators in Mental Retardation through utilizing Block IE Resource Rooms and opening.

Therapeutic Services: - The children who are suffering from cerebral palsy, therapeutic services such as physiotherapy, occupational therapy and speech therapy were provided on priority basis.

Due to shortage of physiotherapists and speech therapists and their non willingness to serve in rural areas it was also a challenge faced by the SSA. Physiotherapist has been appointed on visiting basis in some districts to provide effective therapeutic services to the needy children.

Counselling of parents & Community Involvement: - 1754 parents and other family members of special children were provide counselling session under SSA. Counselling sessions with the help of Trained RTs and Counsellors especially under “Home Based Programme” have been initiated in all the districts of H.P. Similarly, the trained Resource Teachers are providing their support regarding the community involvement.

Barrier free access: - Barrier Free Access i.e. Hand Rails and Ramps have been made available in all schools where the location of building permits. Out of 15429 schools 13300 are barrier free. 3320 Disabled friendly toilets are being provided.

Escort allowance: - Escort allowance has been provided as per the need of CWSN @Rs.2500/- per annum.1294 CWSN were provided escort allowance.

Sports Festival for CWSN:-On 3rd December 2017 the State level Sports Festival for CWSN was organized at Sundernagar. Near about 450 CWSN of the State has shown their abilities in the above mentioned programme.

4.QUALITY INTERVENTIONS

The quality of education in H.P. at school level is a major concern and various efforts have been made to improve the quality in education. To achieve the quality following programs have already been initiated by the state;

- PRERNA
- PRAYAS PLUS
- Teacher Training
- SLDP
- Launching of Teacher App
- OMR-Based Review and Monitoring
- Text book tracking/ On time Text Book delivery
- Khas Shiksha : Recognition for best teaching related activities
- Notification of learning Out comes at elementary level
- Continuous Learning Tips for Teachers via SMSes
- Development of Lab schools for science and Mathematics under RAA

LEARNING ENHANCEMENT PROGRAMME (ELEMENTARY):

For the year 2017-18 following focused programmes for quality improvement have been initiated in the State:

1. **Early Reading Writing and Comprehension (ERWC) and Early Mathematics (EM) activities have been initiated- Class-1st and Class-2nd –**

Sr.No.	Material Name
1	Early Mathematics Kit
2	Learning Outcomes (Posters, Brochure, Documents)
	Prerna Plus for Class-I & II
3	English Workbook-I
4	Cursive Writing Booklet
5	Flash Cards
6	English Reading Cards

2. **PRERNA PLUS** –Initiative to improve class appropriate basic skills in the subject of languages(English and Hindi) and mathematics-Class-3rd to 5th

In 2017-18, advanced content and English was introduced to the program and the program is now called **PRERNA Plus**. It is a follow-up of the PRERNA and is a blend of basic and grade appropriate activities.

Content designing, capacity building at different levels, focussed approach for attaining fundamental skills at school level, review; monitoring and assessment are the key components for effective implementation of this program at field level.

Activities undertaken:

- ❖ SRG meeting and workshops conducted at State level
- ❖ Material development workshops organised at State level
- ❖ Supplementary Material was finalised at state level in collaboration with Pratham NGO.
- ❖ Supplementary Material was launched by Secretary SE&L ,MHRD,GOI in Shimla during his visit to Himachal Pradesh.
- ❖ Master trainers training was organised at State Level in which identified resource persons and DIET faculty were trained.

- ❖ District Resource group was trained at DIET level for further implementation of training at Block and cluster level.
- ❖ Training manual was shared with teachers at all level.
- ❖ Material was printed and supplied to schools.
- ❖ Follow up training was organised at cluster level to follow up the quality initiatives. Meetings of all the teachers were organised at cluster level under the leadership of CRC/CHT (Primary)

Details of material (child related, teacher related, school related)

Sr. No.	Material Name	School / classroom material/ Distribution Type
1	Teacher Manual	School Wise
2	Shabdik Sawal Booklet	Group Wise
3	Maths Visual Cards	Group Wise
4	Maths Workbook	Child wise (Adv.)
5	Worksheet Std.3	Class-3
6	Worksheet Std.4	Class-4
7	Worksheet Std.5	Class-5

3. **PRAYAS PLUS** –Initiative to improve learning in the subject of Science and mathematics- Class-6th to 8th.

Prayas programme was launched as an initiative for Quality Education by Sarva Shiksha Abhiyan, Himachal Pradesh in 2016-17. Initially piloted in Solan and Bilaspur districts in 2015-16, the programme was implemented across the state for increasing interest and conceptual understanding of Std. 6 to 8 children in Science and Mathematics through model making workshops and fairs. Core objective of Prayas was to popularize these subjects among children and remove the fear by public demonstration.

In 2017-18, the programme was modified to integrate it with daily classroom teaching through textbooks. The program is now called **Prayas Plus** and focuses on institutionalizing learning by doing approach of teaching for children in Std. 6, 7 and 8.

Activities undertaken under “PRAYAS PLUS”: Content designing, capacity building at different levels, implementation of learning by doing approach at school level, review and monitoring have been the key components for the effective implementation of the program.



Learning by doing

Details of Material Developed and Used (child related, teacher related, school related)

Sr. No.	Child Material (also include any audio material developed)	Sr. No.	Child Material (also include any audio material developed)
1	Science Manual	7	Activity Booklet
2	Activity Booklet	8	Loop Cards
3	Text Book Activity Grid	9	Angle Watch
4	Science Readiness Pack	10	Fraction Images
5	Math Manual	11	Mathematics Readiness Pack
6	Math Workbook		

IN-SERVICE TEACHER TRAINING AT ELEMENTARY LEVEL

DIETs are functioning as District Project Offices and all the in-service trainings under SSA and RMSA are being implemented through DIETs. For the year 2017-18 MHRD, Government of India had approved five days in-service teachers training at block level for all Primary teachers (except single teachers). For Upper Primary teachers training was approved for all science and mathematics teachers at Block level. At cluster level follow up meetings were approved both for same group of primary and upper primary teachers.

Module Preparation

Module was prepared on the basis of identified learning gaps in the subjects of Language, Mathematics and English at primary level and Science and mathematics at upper primary level. Key persons involved in the process of development of modules were selected teachers of primary schools, Centre head teachers, selected BRCCs, Science and Mathematics teachers (UP) and DIET faculty.

Training of RPs

Training of trainers for the above said trainings were conducted at the State Level. Resource persons trained at State level further imparted the training at district level. Training modules were prepared keeping in view the quality initiatives (Prerna and Prayas) being implemented in the State. The training methodology for RPs training was entirely activity based.

Block Level Training followed by follow-up meetings at cluster level

Block level teacher training intervention were implemented at the cluster / complex school along with follow up activities in the form of review meetings to ensure that every teacher stays back in the school and is at the disposal of children. Her / his professional development is the job of the School Head and the Cluster Resource Group. State started all the block level trainings organized at the cluster / complex school along with follow up both for primary and upper primary according to the existing school set up.

Continuous Learning Tips for Teachers via SMSes

Teaching and learning tips have directly been sent to teachers via SMSes. An SMS gateway to, allows direct communication to the stake holders in timely and efficient manner. Through this portal continuous learning tips and important information have been sent to teachers via SMS.

Messages are being sent centrally by department and State Project Office.



Module Finalization Workshop teachers



Teachers Training at DIET level



Demonstration by



Projects during Training



Development of Activities



Group work at cluster level

5. KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

Status of KGBVs (Class VI to VIII):

There are 10 KGBVs functional in Himachal Pradesh. Out of ten KGBVs ,eight are in district Chamba and one each in districts Shimla and Sirmour. All the KGBVs are Model III, meaning that the KGBV is a hostel and the girls attend the nearby elementary school in classes 6 to 8. All the civil works of the hostels have been completed. All 10 operational KGBVs are managed through SSA. Out of 10 KGBVs, 2 come under SC Special Focus Districts (SFDs) with 58% SC girls enrolled in them.

Class-wise Enrolment (Class VI to VIII):

No. of KGBVs	Class VI	Class VII	Class VIII
Chamba	126	108	158
Sirmour	12	13	25
Shimla	18	19	13
Total	156	140	196

Category-wise Enrolment (Class VI to VIII):

No. of KGBVs	Enrolment (Social category-wise)							Total
	SC	ST	OBC	BPL	Min	IRDP	General	
10	171	116	10	145	1	21	28	492

KGBV Enrollment May, 2018									
		SC	ST	OBC	BPL	Minority	IRDP	Gen.	Total
Chamba	Mehla	6	17	1	26	0	0	0	50
	Tissa	23	3	0	24	0	0	0	50
	Bhageigarh	22	4	0	24	0	0	0	50
	Kihar	14	6	0	30	0	0	0	50
	Karian	12	5	0	0	1	21	11	50
	Hingiri Kothi	28	6	0	16	0	0	0	50
	Bharmour	7	28	0	10	0	0	0	45
	Sach Pangi	0	47	0	0	0	0	0	47
Shimla	Andhra	33	0	0	0	0	0	17	50
Sirmour	Shillai	26	0	9	15	0	0	0	50
	Total	171	116	10	145	1	21	28	492

	KGBV Sanctioned	Type of Girls Enrolled in KGBVs:						
		Drop out	Out of school	Single Parent Girl Child	Orphan Child	CWS N	Over Age	Any Other
Chamb a	8	11	8	43	4	0	37	289
Sirmou r	0	01	0	0	0	1	0	48
Shimla	0	0	0	5	0	1	0	44

Status of class 8 Pass girls in KGBV up to 2017-18:

No. of KGBVs	2015-16	2016-17	2017-18
8	118	115	158
1	18	17	20
1	18	20	25

Status of Implementing Agency: All the 10 KGBVs functional in Himachal Pradesh are being managed by SSA.

Status of Teacher Training provided in Kasturba Gandhi Balika Vidyalaya (KGBVs)

No. of days training imparted	Type of training	Training Content
5 days	training to teachers of science and mathematics under Prayas initiatives of the State under SSA	Training in the subject of Science and mathematics at BRC and cluster level
5 days	As the teachers in senior secondary schools are teaching 6 to 10 class ,subject wise trainings have been provided to them under RMSA also	Training in the subject of language S.Studies, Science mathematics
2days.	KGBV staff has been trained at DIET level.	Training on management of a residential institution meant for students from disadvantaged sections of society

Activities undertaken in Kasturba Gandhi Balika Vidyalayas (KGBVs) 2017-18:

1. **Process of Identification of Girls in KGBVs:** Priorities are given to the girls who are –Out of school- drop out, Belong to minority community, BPL, SC/ST/OBC and Special children. CRCs, BRCs, Head teachers and SMCs are involved in identification of these groups. SMCs are being oriented for identification of above group and their orientation. Girls are being identified through active involvement of CRC, BRC, KGBV staff and girls, teachers of existing schools and SMC After identification girls are registered and enrolled and placed in the age appropriate classes as per RTE – 2009.
2. **Initiatives to improve performance of KGBVs:** KGBV girls have been actively involved in all the extracurricular activities organized in School where they are studying. Girls of KGBVs have been participated in Sports programme conducted by department of education. Girls have been trained for skill education as per the local need and availability of instructors. Girls have been exposed to theatre in KGBV Mehla.



3. Quality assurance in KGBVs:

- i) As KGBVs are functional in existing schools and teachers and students are benefitted by all the academic support provided under SSA/RMSA. For the year 2017-18 girls were benefitted by the supplementary materials provided under Prayas programme. It has been reported by the districts that KGBV girls were actively involved in school level science and mathematics exhibitions and events.
- ii) Curriculum instructions are being supplemented through tutoring. In SA –II results, KGBV girls are toppers in 6th to 8th classes in most of the KGBVs
- iii) Learning gaps are being identified through assessment (SLAS) and accordingly remedial measures have been taken by school teachers and part time teachers. The students received remedial support for one hour in the morning and one hour in the evening in all KGBVs.
- iv) Enhancement in learning level will be ensured through regular monitoring end line assessment.
- v) Progress report cards are being shared with parents and guardians.
- vi) All the teachers of KGBVs are being trained every year under SSA/RMSA as KGBVs are functional in existing schools.

Teachers are being sensitized towards gender issues in in-service teachers training organized under SSA.

4. Strategy for safety and security of Girls:

- Juvenile Justice Committee of Hon'ble High Court monitor regularly the safety and security of girls in KGBVs
- CCTV cameras have been installed in each KGBV.
- All the KGBV staff and SMC members are being oriented every year for safety and security of girls.
- One Chowkidar has been appointed in each KGBV.
- Entry for males is forbidden after the scheduled time or at night – the entry of the male individual is restricted.

Concerned BRC/Principal of KGBV are made responsible for safety and security of girls



BARBED WIRE FENCING AND BOUNDARY



- Gender sensitization workshops have been organized at district and block level to sensitize the KGBV staff and existing school teachers of KGBV.
- The staying of the relatives of the warden is forbidden.
- Attendance of the girls roll-called for twice in a day.
- The entry and exit details in inward-outward registers.
- Emergency numbers written on the walls of the KGBVs.
- Each KGBV have a boundary wall.

KGBV Karian

क्रम	ग्राम	केंद्र
1	हिमालय	ग्राम स्वयंसेवा केंद्र
2	इन्डुवाला	ग्राम स्वयंसेवा केंद्र
3	शिलादिकी	ग्राम स्वयंसेवा केंद्र
4	पुष्पा	ग्राम स्वयंसेवा केंद्र
5	कुम्हाडी	ग्राम स्वयंसेवा केंद्र
6	कुम्हाडी	ग्राम स्वयंसेवा केंद्र

5. Health records maintained and general health status of the girls:

Health records of the girls are maintained on regular basis. Health checkups are done through Health department. There is a close synergy with Health Department for all medical help.

6. Availability of uniforms, shoes, other clothes and monthly provision of soap, oil, tooth paste, sanitary napkins etc:

It has been ensured that all the above items are being provided to girls. Soap, oil, tooth paste, sanitary napkins are being provided as and when required. For the year 2017-18 woolen track suits have also been provided to girls.

Community Mobilization:

In some of the KGBV hostels the community is mobilized to such an extent that Ladies member committee has been constituted for the security & safety of girls & other problems. They

frequently visit the hostels, talk to the girls & hostel warden for their problems and come out with the solution. Orientation programmes are also organized for community. Progress of these girls is also discussed with the community .SMCs in KGBVs have been oriented time to time for safety, security, cleanliness and ensuring learning environment of the KGBV. For the year 2016-17 community was oriented through DIET faculty. Local Women groups have been formed to monitor each KGBV.

Convergence Strategy: There is close synergy with Health department for all medical help.

Self defense is being imparted through Police Department and through local NGOs

- i) Monitoring by Juvenile justice committee
- ii) Convergence with Power Corporation in Chamba District
- iii) Regular Monitoring through Local administration.
- iv) With RMSA for transition of girls after Std-8
- v) DIET is responsible for academic support & teachers training
 - i) Kasturba Gandhi Balika Vidyalaya (KGBVs) are being monitored by the **Hon'ble Juvenile Justice Committee, High Court of Himachal Pradesh**. Regular follow up meetings with State Project Directors have been conducted by Hon'ble High Court.
 - ii) Monitoring through State and District gender Coordinators. Monitoring reports have been shared at district and level.
 - iii) KGBVs have been regularly monitored by BRCCs and member secretary KGBV.
 - iv) KGBVs are being monitored through local administration, DIETs, BRCs, SMCs and women groups formed to monitor the safety and security of girls. The reports have been shared with State Project Office.

State Initiatives to improve performance of KGBVs:

- i) Girls participation have been ensured in all the curricular and co-curricular activities and events being organized in school.
- ii) Exposure visit to local important places have been organized for KGBV girls .
- iii) Important days are being celebrated in all KGBVs. Local Administration is being involved girls.

7. Programmes conducted for KGBV:

- i) Days of national and international importance have been organized in KGBVs with the help of local administration.
- ii) Celebration of annual day – Girls has been given recognition for their achievements in different fields
- iii) Celebration of birthdays
- iv) Celebration of festivals
- v) Sports Activities being organized by department of Education.

8. District Administration/ NGO/ Community level and other linkages:

Any other: GOOD PRACTICES

- a. **KGBV Mehla:** In Mehla warden is working for clean and green KGBV. Girls are learning theatre activity also under Art Integrated learning. She is collaborating with NHPC for various other activities.





- b. Cook and Chowkidar have constructed their own huts by using money from their own savings outside the KGBV Himgiri Kothi.

Deputy Commissioner Chamba has provided 2 lakhs for provision of Smart Classroom in KGBV Mehla.



Deputy Commissioner Chamba is Teaching Mathematics to KGBV Mehla.



Exposure visit to IIM Paonta sahib HP block Shillai.

Organization of preparatory camps at CD

6. RASHTRIYA AVISHKAR ABHIYAN (RAA) AT ELEMENTARY LEVEL:

Activities undertaken:

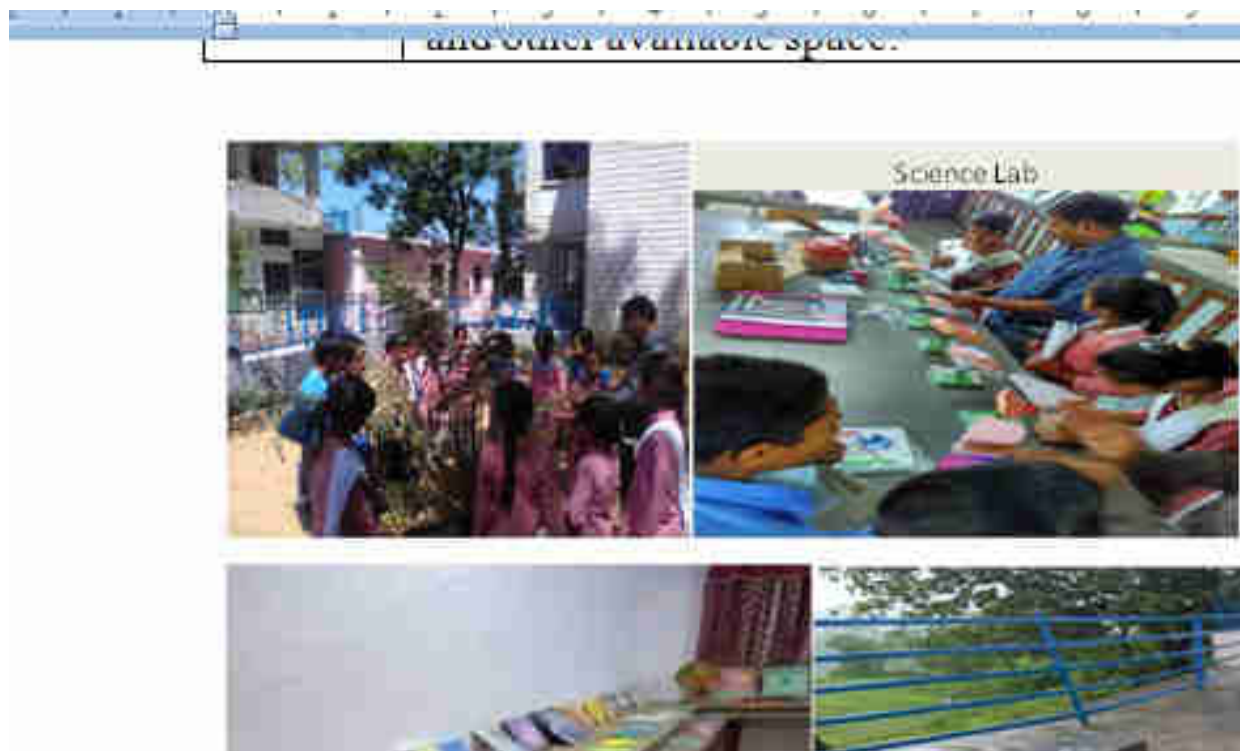
For the year 2018-19 six more schools per districts have been identified for RAA activities. Making learning of Science Mathematics a joyful and meaningful activity, different activities have been planned under **Rashtriya Avishkar Abhiyan (RAA)**.

Activities covered under RAA in different schools

- Science Laboratories have been strengthened under this programme and specially Mathematics laboratory have been set up Mathematics
- Different types of books have been purchased under this intervention like life history of scientists, books on discoveries, encyclopaedias, dictionaries on science & mathematics, everyday science , books Vedic mathematics etc.
- Excursion visit to science city Kapurthala was an interesting visit as some of the students visited such a far place for the first time & took interest in different science & mathematics related activities
- Students participates in mathematics and Science Competitions such as Children science congress , science & mathematics quiz, Olympiads etc

- Science & Mathematics Clubs have been formed in schools under number of science & mathematics related activities are planned & executed.
- Science fairs are being organized at different level.
- Vermi compost plants have been set up in some of the RAA schools
- Awareness drives have been carried out by some schools like
 - ✓ Save Environment
 - ✓ Save trees
 - ✓ Identification of medicinal plants
 - ✓ Clean environment
- Celebration of important days like Earth day, World Tobacco Day, Biodiversity day, World AIDS Day, Pi day & birthdays of some famous scientists & mathematicians.

These activities have been conducted in convergence with mentoring institutions



RAA Activities at School Level

7.School Management Committee:

The success of Community owned quality elementary education is influenced by how the implementers adopt the strategies to the local socio- cultural, political, economic environment and community members. Encouraging involvement fosters local responses and helps the communities to claim the programme as their own, ultimately enhancing the implementation.

Social Mobilization is an approach to encourage the large number of people in action for achieving specific development goal through self reliant efforts. Training of SMC members aims to impart knowledge, skills and attitudes that are necessary for organizing and mobilizing the communities for participation and effective implementation of the educational programmes. There is also another goal to bridge social, regional and gender gaps with the active participation of all stake holders including parents, teachers, local community, civil society, Panchayati Raj Institutions and children in the management of the school.

The state of Himachal Pradesh has constituted “School Management Committee (SMC)” in every Government School under the RTE Act provisions. In fact quality of education is the main thrust of present scenario. Community has moral responsibility to provide not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Minority communities, landless agricultural workers, Migrated groups, Rag Pickers, children with special needs and other weaker sections of the society. Without considering these disadvantaged sections, our over all growth and development is impossible.

Training need of SMC members for the year 2017-18:

Realizing the importance of need assessment, SPO, SSA/RMSA has started assessing needs for SMC training, mainly through workshops, trainings, orientation camps, monitoring, School Shiksha Samwad and meetings of District Administrations, Dy. Directors Elementary, DPOs, BRCs, CRCs, faculty from DIETs and Coordinators. After then following steps have been taken to empower SMC members and other parents:

Phase I: Training of Aam Sabha:

Members of general house are oriented every year for two to three hours in general house meetings in every school (the head of the institution / teachers or the executive committee members’ act as Resource Persons who are already trained).



Parents in Aam Sabha (General House) Meeting:

Frequency of Aam Sabha Meeting:

Meeting	When does the meeting happen?	What is done in the meeting?	Who are the members?
1 st .	Beginning of the academic session i.e. February / April.	Every school conducts review meeting with already existed SMC and general house. Sharing of SDP with all members. Head of the Institution / Senior teacher make them aware about their role & responsibilities by being the member of SMC.	The Aam Sabha constituted a body of members elected from among the parents of children studying in a particular school, representatives of PRIs / Wards, teachers, representatives of NGO's and eminent persons of the community for three years as per the notification of the State. The body then elected one parent to function as president of the SMC. 75% members of SMC are the parents of the children studying in that school. Out of them, 50% of the parents are women. Members of PRIs are the ex-officio members of the SMCs.
2 nd .	5 th September	Discussion on all items of the agenda as stated above. Celebration of teachers' day. Sharing of	----do-----

		achievements of students in term tests.	
3rd.	Last working day of the school i.e. on 31 st December in case of winter closing and 31 st March in summer closing schools.	Discussion on entire year's progress of the school. Achievement of students in scholastic and non-co-scholastic areas and plan for new academic session.	-----do----

Phase-II Training of Executive Committee Members:

- An outlay of Rs. **277.884** Lacs was approved by the PAB for 3 days' non residential training of **92628** SMC/PRI members from 15438 SMCs for the year 2017-18 @ Rs 300 per member under SSA as detailed below

Budget approved for training of SMC Members under SSA.

SMC/PRI Training	Phy.	Fin. (in lakh)
3 days Non- Residential Training	92628	277.884
Total	92628	277.884

Main focus of the training plan is:

1. Community involvement.
2. Community participation.
3. Community responsibility & ownership.

- Education for every child should be taken as a movement that aims to bring equal educational opportunities to children of lesser means, so that the goal of UEE (Universal Elementary Education) can be ensured.
- Ensure effective functioning of the school through effective participation of all community members.
- Decentralize the issues of education and act as a pressure group to influence Local Bodies to resolve these issues at local level.
- Create awareness among parents to become responsible for their wards and society as well as towards maximum enrolment, retention of OoSC, quality improvement and all other issues related to the school, so that, quality of education may be ensured.
- Prepare a School Development Plan and continuously work towards achievement of the goal of the plan.
- Mobilize human and financial resources for the development of the school.
- Ownership feeling about school infrastructure & the availability of other facilities.
- To ensure quality in drinking water, MDM and its distributions.
- Maintenance of SMC registers regularly & properly.
- To create friendly environment especially for CWSN children.
- Regular & Complete involvement of the teachers and School Head.
- Involvement in the celebrations of National Days & School Level Activities.
- Proper utilization of funds & school maintenance grants provided by the department and other institutions well in time.
- To prepare and train for Disaster Management / Natural Calamities and first aid.
- To develop mechanism to resolve the grievances of students & other stakeholders.
- To ensure proper monitoring of the students and all school related issues through Social Audit.
- To clear the concept of CCE and check the notebooks & daily progress of the students.
- To prepare teachers and SMC members supportive to prevent unfair means in the examination, so that achievement level of the students and the quality of education can be improved.
- Regular contact with each other & frequent dialogue / friendly relationship with the students.
- Awareness on RTE will be regulated strictly in all over the State.
- Health, Hygiene, Swachh Bharat-Swachh Vidhyalya Mission and Value education.
- Vocational Education and use of ICT labs.
- Use of Modern Technology and Education through Computer.

Activities undertaken: - Training of SMC / Community members was organized at different level:

1. **At State Level:** As per approval of AWP& B 2017-18 under SSA a one day's workshop on revision of Training Manual for SMCs was organized on **1st May, 2017** at State Project office Shimla-1. Guidelines for Community Training Manual were developed by active participation of community coordinators, selected teachers and State Coordinators.
2. **At District level:** It is pertinent to mention that minimize the absenteeism of the teachers from their schools, a group of Principals / Headmasters / CHTs, retired teachers, active SMC members, Ghyan Vighyan Samiti, NGOs and retired persons from other departments were oriented / trained at district level for two days at their respective DIETs in the month of May to first week of June, 2017.



3. **At Block level:** The training of newly elected SMC Presidents and Panchayat Pradhans was held at all the Education Blocks of Districts. BRCCs of each Block (Primary & upper Primary) with the supported of DPOs and District Community Coordinators prepared the training Schedule for Block /Panchayat /cluster / school level SMC trainings.



4. **At school / cluster / Panchayat Level Training through School Shiksha Samwad:** School Shiksha Samwad has added new breath in improving parents' involvement and participation in Quality Education. After completing block level training, school / cluster / Panchayat level

training of SMC members were organized followed by School Shiksha Samwad in which all the members of SMC, other parents, community and PRI members were involved.

- **School Shiksha Samwad has been organized at four phases i.e. after FA-1, FA-2, SA-1 and SA-2 in which learning outcomes, learning gaps, attendance of all the students and all the school related issues were discussed**

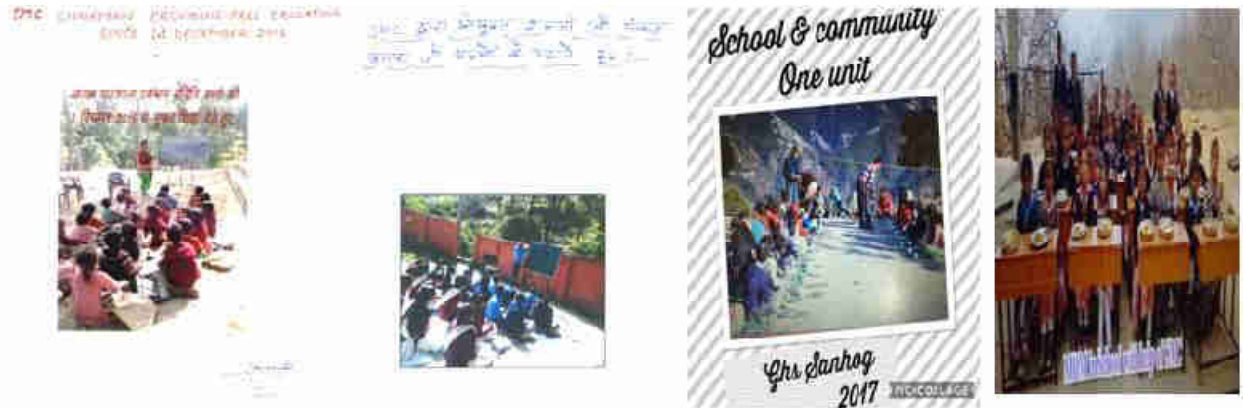


School Shiksha Samwad with the parents of the students of migrated families and Local labourers

OUTCOME OF SCHOOL SHIKSHA SAMWAD:-

- The success of the programme shown in the latest survey report of National Achievement Survey (NAS) of classes 3rd, 5th and 8th which reflect the overall progress of District Mandi and Kangra, which cannot be denied.
- All the parents appreciated the concept. Attendance of the parents was encouraging. These programmes have been conducted on regular basis especially after FA-1, FA-2, SA-1 and SA-2 to discuss the result and learning enhancement programme.
- The response of the teachers was also positive. They also felt that this programme will definitely help in improving the achievement level of their children.
- Participation of Social Workers, Youth Clubs, Retired Educationists and NGOs will definitely help the cause and further in improving the overall quality of education.
- Some of the parents especially mothers made a commitment to follow a home study plan for their wards.
- In more than **347 Government Primary schools** (as per UDISE 2017-18) of the state, Nursery classes for the age group of 3 plus with smart classroom and learning kits have been started successfully in collaboration with SMCs. The said initiative has been throughout the state by all other SMCs/parents as well as community members.
- Majority of the SMCs took keen interest to introduce English Medium in their schools.

- Some of the SMCs have provided volunteer teachers where there is not availability of subject specific teachers, so that their children may not suffer and quality of education may be improved.



- SMCs are supervising the school activities and check **MDM** of the schools regularly. **Feedback register** for quality/cleanliness and hygiene of the meal is also being maintained in the schools.
- To develop the feeling of equality and bias free environment among the students, roll number wise seating plan is being arranged.
- To develop value education in the students praying to God before having their MDM is being practiced. Community lunch is being organized during Annual Functions/Sports days / other National or International days to create caste / creed and class free environment in the schools.
- SMCs monthly meeting register is being updated regularly where in every SMC has to conduct one meeting every month and every decision & action taken there upon is being kept in writing & shared with SMC members, parents and community at large.
- Hence there is a major focus on the improvement of quality education, weekly, fortnightly & monthly feedback of the child's achievement is being shared with SMC members & parents.
- Regular meetings of SMCs have resulted in better coordination among teachers, parents and community to attain universal enrolment and retention in the schools. The Community is trying to ensure that all children come to school regularly and receive quality education.
- Teachers'/students' attendance is being monitored by the authorities as well as SMCs at the school level from time to time. Students' attendance and reduction of out of school children / checking dropouts due to awareness campaigns.
- **Social Audit** in each school is being conducted to implement & monitor the rights of child as enunciated in the Act and encourage participation of all stakeholders and sharing their values based on basic parameters of transparency and Accountability in the implementation of RTE, Act
- The purpose of the Audit is to provide SMCs and community an opportunity to scrutinize school development initiatives to help the School Authority for their functioning, with constructive criticism, suggestions etc.

- The findings of the social audit is being shared with the SMC, local community, parents/ guardians, local authority in a public meeting and submitted to the higher authorities as per prescribed formats along with the resolution of the public meeting.
- **Regular practice of hand wash and cleanliness of teeth** is being ensured to improve/ support the health/ hygiene practices in the home and community as well to change in values and behaviours of children in the areas of water, sanitation, hygiene and preventive health.



- The practice of **clean Vidhyalya Campaign** and **Bal Swachhta Mission** was integrated with SMC's training. As a result some of the SMCs are rendering their services to clean the school campus on monthly bases. They have donated articles for cleanliness such as soap, towel, dustbins etc. to encourage this practice.
- To empower the women / improve the sex ratio and promoting education of girl child **“Beti Bachao Beti Padhao”** Campaign, special emphasis was given during the capacity building training of SMC members, teachers training and awareness campaigns. For this purpose **birthday of girl students and World Women’s Day was celebrated in the schools.**



- It is worth to highlight that SMC & community members look after & help in the construction work and also donate money and land for completion of work throughout the state .They also contribute to make cemented path, retaining wall, school main gate, additional classrooms, repairing of MDM kitchen, stage & dresses for cultural activities, big hall for examination and other activities and other infrastructural materials and manpower.
- They donated computers along with CPU & UPS, sound system for morning assembly and provide raw material for activity based teaching learning.



- With SMC funding, many of our schools are maintaining wall painting, construction of **waste disposal plant**, Proper drainage and saving of rain water, repair of electricity wiring, plastering in erosion walls, Maintenance of the school play-ground by adding soil and leveling the playground.
- Majority of SMCs help & involve in organizing annual functions, National and State level fairs and festivals celebrated by the school children and made full /total expenditure towards lunch and prizes for students during these functions and other activities.

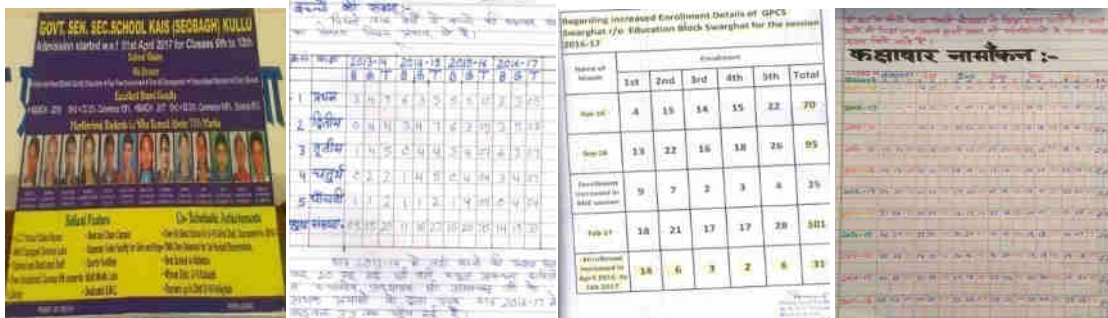


Celebrating Holika Dehan on the festival of HOLI & Local Festival with SMC & Parent in school campus.



SMCs along with teachers providing their services to white wash/ clean school building /campus and preparing beds for kitchen garden:

- To develop the basic writing skill of the students, in some of the districts, a cluster level Annual Magazine is being printed with the help of SMCs.
- For the success of an institution like Govt. School, the participation of community is very important. So we took a step forward in this direction at the very beginning of the session to motivate the parents/community surrounding the village. Majority of the schools, staff and students with the help of SMC design **advertisement posters for new admission** showing the various facilities provided in the school. They visit door to door in the surrounding villages to motivate the parents, paste **advertisement posters** in public places for awareness among community about the school and RTE to get their wards admitted in the schools. **Contribution of SMC in School Admission:** Due to the efforts of SMC members, parents, teachers and community there is increase in enrolment in many of the schools of the state. In GPS Samirpur, Distt Hamirpur, SMC has provided a School Bus for transportation of their wards.



- It is pertinent to mention that due to the efforts of SMCs only in Distt. Kangra, 347 students were migrated from Private Schools to Govt. Schools.

Trainings:

Sr. No.	Date	Subject/title	Venue	Nature of the Group	No. of participants

1.	01.05.2017	workshop on revision of Training Manual for SMC	State Project office Shimla-1	Community Coordinators of all districts, some of the teachers & State coordinators.	50 participants.
2.	15.05.17 to 30.06.17	Two day's orientation of R.P.s at Distt. Level	DIETS of each district.	Principals / CHTs Headmasters, retired teachers, active SMC members, Ghyan Vighyan Samiti, NGOs and retired persons from other	650
3.	01.07.17 to 15.07.17	One days orientation of Newly elected Presidents of SMCs and Panchayat Pradhans	Block level	Newly elected Presidents of SMCs of all the schools and Panchayat Pradhans	18681
4.	16.07.17 to 28.02.2018	Three days orientation of SMC members and School Shiksha Samwad	Panchayat / Cluster / school level	SMC Members	92628

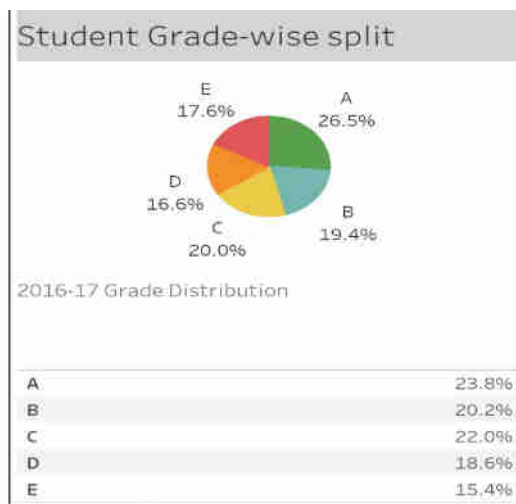
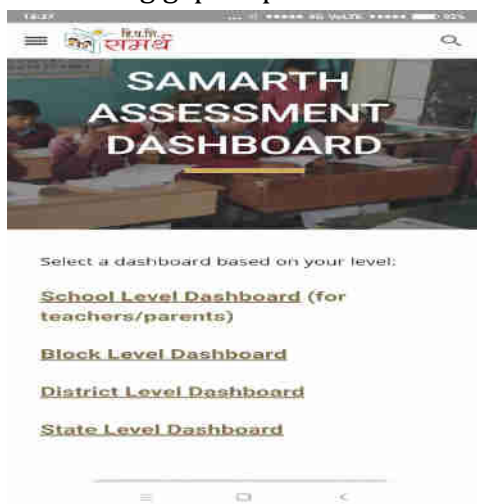
- Revised Module (Magdarshika 2017-18) was used for SMC training in the current year. To conduct the training successfully, proper guidelines were issued to all the districts of the state.

8. Evaluation

- Continuous Comprehensive Evaluation is implemented for children till the completion of Elementary Education from class I to VIII in the state under RTE act (2009)
- CCE incorporates both Scholastic & Co- scholastic aspect of education. CCE also emphasizes the use of grade over marks so as to avoid any undue pain, anxiety, humiliation etc.
- CCE model was revised & notified by Government of Himachal Pradesh, Department of Elementary Education Shimla in 2016 & have been implemented in all the Elementary schools run by the State.
- According to this model of CCE, evaluation in entire state is being done in two Terms. Term-I & Term- II

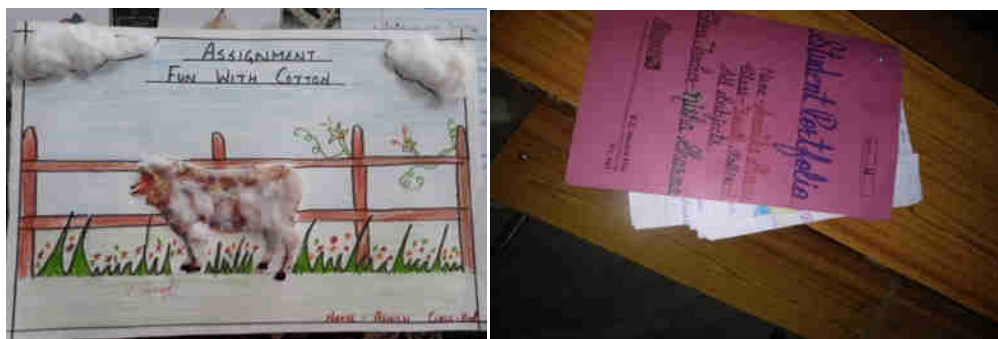
Term- I		Term- II	
Winter closing schools	February to June	Winter closing schools	July to December
Summer closing schools	April to September	Summer closing schools	October to March

- There are two Formative Assessments (FA) and One Summative Assessment (SA) for each term. In an academic year there are four FA's and two SA's. RTE act prohibits any public examination up to class VIII, so the assessments are school based
- Learning Outcome based Question papers for FAs & SAs are prepared. Question papers for Summative Assessment were developed at State level in series of workshops & a soft copy of these was provided to districts & further to all the schools. Terminal Assessment i.e. SA-II for classes 1st to 4th & 6th 7th was conducted by the State Project Office (development of question paper, printing & distribution). Terminal Assessment for classes 5th & 8th was conducted by Himachal Pradesh Board of School Education Dharamshala (HPBOSE).
- Terminal Assessment is also known as State level achievement survey (SLAS). In this survey a questionnaire was developed at state level in series of workshops. The questionnaire is administered at school level & after evaluation the data was collected on OMR sheets. These OMR were scanned & Assessment Dashboard was developed, where one can find the performance of students in the Terminal Assessment on the basis of Grades & Learning Outcomes. The districts can identify the learning gaps & provide remedies.



- In addition to writing skills, oral skills are also being assessed. Students prepare at least three assignments per subject in a term on the basis of content taught during the term.

- Evidences of progress, assignments and other activities are maintained in schools in the form of student Portfolios.



Assignment

Portfolio

- Continuous Comprehensive Evaluation helps in holistic development of child. It includes skills, values, concerns, sensitivities besides knowledge.
- Learning & assessment cannot be separated & viewed in isolation from each other, focus of assessment & learning should be on holistic development where teachers need to assess the children continuously & find out learning needs & gaps.

During teaching learning process different activities are being followed:



- After every assessment, child's progress is intimated to parents through Pupil Progress Report Card (PPRC). Scholastic as well as Co-scholastic aspects are covered in the Report card, both these aspects are important for overall development of child, which is the ultimate aim of education.
- **9.) RTE Implementation**

With special reference to the implementation of RTE Act, 2009 in H.P. public awareness activities undertaken at various levels

Regular feedback is being taken from Dy. Directors Elementary Education, District Project DIET Principals-cum-District Project Officers, School Heads, BRCCs and CRCCs , jointly by the Department of Elementary Education and SSA in monthly review meetings, workshops, and trainings organized from time to time at different levels.

HP has published advertisement in the print media based on different provisions of RTE to target the community.

Releases and write-ups based on RTE and SSA are being regularly released for publication in Print Media. Electronic media like Radio and private channels are also being used at Block, District and State level to disseminate the message of RTE Act, 2009.

Notifications /Guidelines/Circulars issued by the government of Himachal Pradesh under RTE Act, 2009.

Sl. No.	RTE Act, 2009 Sections	Provisions	Status
1	3(1)	Every child of the age of 6-14 years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education.	Notified
2	6	For carrying out the provisions of the Act the government and the Local Authority shall establish a neighborhood school if it is not so established.	Notified
3	18(1)	No school shall be established without obtaining a certificate of recognition from the government or local Authority.	Notified
4	9(d)	The Local Authority shall maintain records of children up to age of 14years residing within the jurisdiction such manners may be prescribed	Notified
5	9(k)	The Local Authority shall ensure admission of children of migrant families	Notified
6	12(1)(c)	25%children belonging to weaker section and disadvantaged group shall be admitted in private schools.	Notified but the guidelines

			for the procedure of admission is under consideration of the govt.
7	13(1) &13(2-b)	No school shall collect any capitation fee and conduct any screening procedures while admitting a child.	Notified
8	14(2)	No child shall be denied admission in a school for lack of age proof.	Notified
9	15	A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed	Notified
10	16	No child admitted in a school shall be detained in any class or expelled from school till the completion of elementary education	Notified
11	17	No child shall be subjected to any corporal punishment or mental harassment	Notified
12	21(1)	Regarding constitution of School Management Committees	Notified
13	23(1)	Persons possessing minimum qualification as laid down by academic authority shall be eligible for the appointment of a teacher	Notified
14	24(1)	Duties to be performed by teachers	Notified
15	28	No teacher shall engage himself/herself in private tuition or private teaching activity	Notified
16	29(1&2)	Constitution of the State Academic Authority for the Purposes of curriculum frame work and the evaluation procedure for elementary education.	Notified
17	29(h)	Implementation of Continuous Comprehensive Evaluation	Notified
18	30(1)	No child shall be required to pass any Board Examination till the completion of elementary education but there will be school tests, which will be based on the principles of continuous comprehensive evaluation of the students.	Notified
19	30(2)	Every child completing his/her elementary education shall be awarded a certificate	Notified

20	31(1)	Constitution of State Commission for Protection of Child's Rights	Notified
21	32(1)	Constitution of Grievance Redressal Mechanism	Notified
22	34(1)	Constitution of State Advisory Council	Notified
23	35(2)	Constitution of local authority	Notified
24		Regarding improving the quality of School Education	Notified
25		Regarding Learning Standards for class 1 to VIII	Notified
26	4	"A child 6-14 years of age will be considered out of school if he/she has never been enrolled in primary/elementary school or after enrolment has been absent from school without prior intimation for reasons of absence for a period of 60 days or more"	Notified
27		Change of tenure of SMCs from the existing one year to three years	Notified
28	2(d)	Children who are infected by HIV/AIDS or whose parents/ family members/ guardian are suffering from HIV/AIDS and children who are living with their HIV/AIDS infected parents/guardians fall under the category of " Disadvantaged ".	Notified
29		Notification regarding free uniform to all students	Notified
30	19	Procedure for recognition of Private schools under RTE Act.	Notified
31	38	The Right of Children to Free and Compulsory education. Himachal Pradesh Rules, 2011.	Notified
32		Regarding pattern of TET for TGTs in Himachal Pradesh	Notified
33	31(3)	Constitution of Right to Education Protection Authority	Notified
34		Regarding banning the use of the expression "handicapped".	Notified
35		Notification regarding core advisory group to accelerate implementation of Continuous and Comprehensive evaluation.	Notified
36		Amendment in section 38 of RTE Act.(Learning outcomes)	Notified

10.) Media

Media has been playing a very important role in **preparing people for active participation (Community Mobilization)** in various initiatives of the state government, proper and effective implementation of SSA/ RMSA flagship programmes and **RTE implementation** to achieve the desired goals of elementary

and secondary education in a time bound manner. As we are very close to achieve 100 percent literacy, every effort is being made to reach each and every individual even in the remotest corner of the state through print & electronic media coupled with all other available means at the District and Panchayat level.

Various activities have been undertaken by SSA H.P. to ensure wide publicity of Government policies and various benefits offered to encourage every child in the elementary school age group.

Initiatives under taken in Himachal Pradesh during the year 2017-18

- Recorded programme of the various interventions of SSA was aired by the AIR Shimla
- Press releases and Write-ups based on SSA-RTE achievement/activities are being regularly released for publication in print media.
- Electronic media like radio, Doordarshan and private channel are also being used for the coverage of activities organized at block, districts and state level to publicize and impart information to the community
- Spots and jingles of various promotional schemes of State Govt. and SSA has also been aired through Prasar Bharti AIR Shimla.
- Annual report of Sarva Shiksha Abhiyan for the year 2016-17 has been printed and submitted to GOI
- Advertisement have been prepared and released for print media souvenirs, magazine and periodicals etc.
- Media file has been maintained for future references.
- To highlight activities under SSA/ RTE, write ups, articles with photographs are regularly being sent to print media for vast publicity of the program and disseminating information and message of SSA amongst the community.
- A Tableau depicting the activities under SSA was fabricated and displayed at the historic RIDGE as part of the state level Republic day celebrations.
- Under 'KHAS SHIKSHA' innovation in education recognizing best practices in pedagogy, classroom ambience, school management etc.has been started in the state via joint SSA and DEE to disseminate good teaching practices through media, SMS-es, social media.
- Distribution of Prerna plus & Prayas Plus material to all the district, blocks and school level.
- Documentation of Best Practices of one each from all the districts.
- Achievements of SSA were also published in leading newspapers on Himachal day
- Two stalls in the **Regional workshop for Northern Region** in Chandigarh on 1st and 2nd June to showcase and demonstrate initiatives of SSA / RMSA Himachal Pradesh.
- Live phone in and recorded programme through Air Shimla and Doordarshan Kendra Shimla on promotional schemes of SSA/RMSA.

- Brochures are printed on **PRERNA PLUS**” and “ **PRAYAS PLUS**” programme and on Transforming School management.

11.) Management Information System (MIS)

In order to collect the annual school information and to meet the data processing needs of SarvaShikshaAbhiyan, MIS wings have been established in all the DIETs and at State Project Office. These MIS wings have been fully equipped with requisite Computer Hardware & Software along with professional/ trained manpower. MIS wings have also been established at block level in the office of BRCC by providing them requisite hardware/software and trained manpower. The UDISE data is collected and entered into the UDISE software at the block level itself.

FTTH/ Broad Band internet is installed at State Project Office. All the SSA offices have internet facility at their respective locations upto block level. The Website of this office has been developed by Department of Information Technology (DIT) and the **Address of Website is www.edumis.hp.gov.in and E-mail address is spdssahp@gmail.com**



Man power

There is one post of MIS Incharge, One Asstt. Programmer and two data Entry Operators at State Project Office and in each district one post of MIS Incharge and two data entry operators have been sanctioned. One post of data entry operator has been filled in every BRCC office.

Capacity Building

- MIS Incharge and Asstt. Programmer from State Project Office attended the National level workshop on UDISE organized by UNICEF, NUEPA & MHRD at New Delhi w.e.f. 4th to 8th July, 2017. Wherein new UDISE – DCF was demonstrated and discussed with the states.
- MIS Incharge and Asstt. Programmer from State Project Office attended the National level workshop on UDISE organized by UNICEF, NUEPA & MHRD at New Delhi w.e.f. 10th to 11th October, 2017, where final UDISE DCF was shared with the states.
- State level MIS workshop was organized on 17th October, 2017 at SPO to discuss the new U-DISE DCF and finalise the time schedule for the collection of U-DISE data as on 30-9-2017.
- MIS Incharge and Asstt. Programmer from State Project Office and all the district MIS Incharges attended the 33rd Regional National workshop organized by TSG and MHRD at Amritsar (Punjab) on 21st and 22nd December, 2017.
- MIS Incharge and Asstt. Programmer from State Project Office attended meeting on ShaalaKosh on 23rd October, 2017 at MHRD, New Delhi.

“SHAGUN” SSA Web Portal

The quarterly information is being fed in to the online SSA Web Portal namely “SHAGUN” by State Project Office as per guidelines of GOI. Best practices and success stories of the State are also being uploaded in the repository of “SHAGUN” portal.

Unified District Information System for Education

UDISE data for the year 2017-18 of all the 12 districts of the State was compiled and submitted to GOI during the month of March, 2018. Districts have been asked to share the respective UDISE reports with the schools, CRCCs, BRCCs, BPEOs and Deputy Directors. Further, the districts have been asked to undertake Social Audit by sharing & discussing the UDISE-School Report Card with the Community i.e. SMC/MTA etc.

Steps taken to improve the quality of UDISE data:

- a. Districts have been directed to cover all the schools under the DCF training in order to get accurate and authentic information on UDISE from every school.
- b. Districts have been directed to physically check and count the DCFs with the list of schools maintained in the clusters to ensure that all the schools have been covered and none is left. CRC coordinator is made accountable for this activity.
- c. At the block level, the BRC coordinator will ensure that DCF in respect of all the schools falling in his block are covered and received. He will also ensure that there is no blank entry in the DCF before passing on to the district. He is supposed to verify 20% to 25% DCFs of his block.

Sharing of DISE data:

Districts have been directed to share different UDISE reports with the concerned authorities i.e. Deputy Commissioners, Deputy Director (Primary & Upper Primary), Block Education Officers, BRCCs, CRCCs etc. School Report Cards generated through UDISE is also being sent to every school for verification & record. Districts have been asked to share the UDISE Data with other Department in the District too.

Analysis and Usage of UDISE data:

The UDISE data is analyzed at State and District Level and is used in planning. The AWP&B of SarvaShikshaAbhiyan&RashtriaMadhayamicShikshaAbhiyan is based on UDISE data. Directorate of Elementary & Higher Education also uses UDISE data for their planning of various schemes. The department of Economics & Statistics has also started using UDISE data besides NIC H.P. State Unit, Health Department, SCERT, H. P. University etc.to name a few.

12.) Planning and management

Pre-planning exercise for the year 2017-18

Rigorous pre-planning exercise with the Planning Coordinators, Teacher Training Coordinators, Section Officers and MIS in charges from each DIET was carried out at the State Level. There after the 46th EC meeting was convened on 16.01.2017 under the chairmanship of Pr.Secretary (Education) to get these plans examined, approved and recommended to the GOI. Then the plans were submitted to the GOI for final appraisal and approval. The PAB meeting for the Himachal was held on 2nd February,2017

PAB approvals for 2017-18

The HPSES received the minutes of 241stPAB meeting held on 2nd February, 2017 for approval of the AWP&Budget 2017-18 of SSA HP. These minutes were shared with all the State and District functionaries in the monthly meeting at the State Project Office. These approvals were further communicated to all concerned through e-mail as well as with detailed instructions.

Monitoring the implementation of AWP&B

Every month a review meeting with Dy. Directors of EE-cum-District Project Coordinators and District Project Officers (SSA) is organized at the State Level. The meeting is chaired either by the State Project Director (SSA) or sometimes by the Principal secretary (Education). The

purpose of the meeting is to take the feedback on programme implementation and review the progress of each SSA intervention approved under the plan. Similarly these review meetings are also organized at the District, Block and Cluster level. The issues which remain unaddressed at the Cluster, Block and District level are taken up at the next higher level of hierarchy. Some sample schools are also visited by the State Monitoring teams time to time to monitor and watch the actual implementation of SSA resources at the school level.