

**Annual Report
2005-06**

Haryana Prathmik Shiksha Pariyojna Parishad

Major Interventions during 2005-06

The year 2005-06 saw new milestones covered to achieve the cherished goal of universalization of primary and upper primary education with a focus on quality, gender equity, education for socially deprived groups, capacity building of teachers, review and revision of textbooks, civil works and providing infrastructural facilities in the schools.

Major initiatives can be referred to in this regard:

(i) 20 day In-Service Teacher Training

▪ Importance of In-Service Teachers Training

20 day in-service teacher training has been/ is a vital part of the programme of Quality Education for all under DPEP and SSA. These courses are important from several angles. Apart from refreshing and updating the teachers in the content part of their subjects, such courses have motivational and general awareness aspects which keep the teachers in the mainstream and duly charged.

▪ Management of Training during Vacations - Reasons

Keeping in view the basic principle that interests of the child/ the learner are supreme and that once the child is drawn to the school, he is to be retained in the school through meaningful progressive education, the teachers are engaged in in-service long duration courses during vacations only so that the participation of the teachers in the training programme does not affect the number of instructional days for the children.

a. Summer Course

The first 8 day long training course for the year 2005-06 was organized for above 67402 teachers at Primary and Upper Primary level through out the State in the month of June, 2005.

Prior to that the training of Key Resource Person and of Master Trainers at the SCERT Gurgaon and subsequently at the district head quarter was carried out in month of May, 2005. For the conduct on infield training around 1500 units were created and more than 4000 Master Trainers were engaged to impart training to the teachers at primary and upper primary levels.

Fairly comprehensive modules were developed and distributed amongst the participating teachers. The details of the modules are as under:-

S.N.	For teachers meeting classes	Title of training package
1	5	Teaching & Learning of English
2	6 to 8	पर्यावरण और हम
3	6 to 8	विज्ञान एवं प्रौद्योगिकी – कक्षा 7 NCERT
4	6 to 8	प्रशिक्षण पैकेज, संस्कृत शिक्षकों हेतु
5	6 to 8	प्रशिक्षण पैकेज, हिन्दी शिक्षकों हेतु
6	6 to 8	अध्यापक प्रशिक्षण पैकेज, Maths NCERT
7	6 to 8	Teachers Training package – Social Science NCERT Class- 7

b. Extended Teachers Training

To deal with situations specific, subject specific issues, community participation and individual problems, Extended Teachers training was organized at the cluster level through out the State for all the teachers for 5 days at weekends.

c. Winter course December 2005-January 2006

7 day in-service teacher training course for about 67000 teachers teaching classes 1st to 8th has been carried out through out the State at the cluster/block level during winter vacations.

The following training modules were developed and distributed during the winter course:-

S.N.	Class teachers	Title of the training package
1	Primary teachers	Training Package-Hindi, Maths and EVS
2	Upper Primary teachers	Hindi-7 th NCERT
3	-do-	Maths-7 th NCERT
4	-do-	Science and Technology-7 th NCERT
5	-do-	Social Science-7 th NCERT
6	-do-	Sanskrit-7 th
7.	-do-	Home Science-7 th & 8 th (Hard Spots)
8.	-do-	Physical Education-6 th to 8 th (Hard Spots)
9.	-do-	Punjabi-6 th to 8 th (Hard Spots)
10.	-do-	Drawing-6 th to 8 th (Hard Spots)

पर्यावरण और हम, a training package, for classes 6th to 8th was also made available to teachers in Home Science, Physical Education, Punjabi and Drawing during the Winter Course.

c. Number of teachers trained over the years

Year	No. of teachers	No. of teachers trained	% age
2000-01	17764	16175	91
2001-02	20195	20000	99
2002-03	58000	56956	98.2
2003-04	58000	57072	98.4
2004-05	68000	67000	98.5
2005-06	67402	67000	99.40

Training needs:- Training needs would be as wide and varied as human individuals are. Training needs studies are carried out before, after and during the training courses.

Monitoring & Evaluation: To make the training effective, elaborate monitoring mechanism is put in place before the start of the training. These include monitoring teams from the SPIU, Director Secondary Education, Director Primary Education, DPIU, SCERT, DIETs and Teacher Education Colleges.

Resource Persons/Evaluators from Teacher Education Institutions, including the ones from the Department of Education Kurukshetra University, Sohan Lal Training College, Ambala City are associated with the training programme for evaluation and enhancement of the teaching learning competencies through interactive meets and remedial measures.

Thus, the target of imparting 20 days Annual in-service training to the existing teachers has been achieved.

(ii) COMMUNITY PARTICIPATION

- Village Education Committees were constituted in all the villages under SSA. Community training was provided to over 4000 members of the VECs.

The programmes aimed at acquainting the community with their responsibilities and enhancing their involvement in the management of the village schools. Village Education Committees were strengthened and their meetings were held once in a month to review the progress of enrollment and retention.

- Parent-Teacher Associations (PTAs) and Mother-Teacher Associations (MTAs) were actively involved in school education. Civil Works had been undertaken with the help of Village Construction Committees (VCCs). Their active participation in the school affairs has been fruitful.

(iii) ALTERNATIVE SCHOOLING

The efforts were made to bring out-of-school children to the school ambit. The enrolment drives and various other programmes and awareness campaigns were organized for community sensitization on the issue. The Alternative Innovative Education (AIE) centres were also started for the children who could not be admitted to formal schools for their individual reasons. As per the latest survey report there were around 313099 out of school children in the State. To bring back the children in the mainstream of education and to add their vocational qualifications there was a target to open

about 12000 AIE centres. Establishment of 1298 vocational centers benefiting 18757 out of school Children in the age group of 6-14 yrs. Activities like cutting & Tailoring, Knitting, Crochet, Artificial Jewellery, Pickle making, Soft toys, inverter repairs, Mobile repairs, Book binding & Food Preservation are undertaken along with Academics. Enrolling 1.20 lac out of school children in AIE centre. Mid day meal scheme extended to the children of AIE centres.

(iv) EDUCATION OF GIRLS AND SC CHILDREN

With a view to promote girls education and to ensure that the girls do not drop out after primary stage due to non-availability of upper primary government schooling facility in their village, a scheme for providing transport facility in their village, a scheme for providing transport facility by way of bicycles was introduced during the year 2004-05. Any girl getting admission in class 6th in a government school in a village other than hers for want of upper primary Government schooling facility in her village, is provided with the bicycle so that she could complete her elementary education. During this year 14149 girls benefited from this programme.

Besides the above, the following other activities were carried out

Remedial coaching classes for girls/SC Children studying in class 4th and 5th in primary stage and 7th and 8th at upper primary stage. Coaching at primary stage covered all subjects while the subjects of English, Science and Maths were taken care of at upper primary level. The aim of the classes was to ensure that no girl/SC children drops out due to non clearance of Annual Examinations

Hobby/vocational classes were organized for upper primary classes girls/SC children on week ends. The areas selected were as per the local needs. These included knitting, stitching, embroidery, cooking, pickle making, durrie making, artificial flower making, first aid, fancy candles making, mehndi, music, dance etc. for girls and canning of chairs, book binding, making of soft toys, first aid, flower making,

candle making, handicrafts etc. for SC children. The introduction of these classes have created interest among the parents and general community and there has been a heavy demand for these courses. This has also taken care of the issue of introducing work education at upper primary level.

- Exposure/educational trips for girls/SC children showing good performance in various fields.
- Awarding girls/SC children on the basis of performance. Awards given in kind in shape of school bags, sports kit, cookery kits etc.

(v) INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED)

Under Sarva Shiksha Abhiyan Programme, the following activities have been carried out under this component.

1. Training to the In-Service teachers
2. Medical check up of the children
3. Provision of Aids and Appliances to them
4. Sports and cultural activities
5. Orientation to the community members.

The following activities were undertaken during 2005-06:

1. 31907 CWSN age group of 6-14 have been identified and got enrolled in schools.
2. As a second step residential teacher training programme for the selected teachers for identified Govt. Model IED Schools organized in all the 20 districts. Over 10000 teachers were covered under this programme.
3. Special Sports Tournaments/Quiz/Cultural Programmes was organized during the month of Nov, 2005 at Block and District level. The State level special sports tournaments/Quiz/Cultural competitions were held from 3rd – 5 December, 2005 at Faridabad, where around 1560 Children With Special Needs participated.
4. Medical assessments camps were organized at cluster level. After the medical assessment camps 4997 CWSN were provided aids and appliances as per the recommendations of the experts.
5. 70 resource teachers at block level have been appointed.

6. 85 resource rooms having physiotherapy articles have been set-up in Govt. Model IED schools.
7. 1800 ramps have been made.

(vi) COMPUTER EDUCATION

Since inception of the scheme under SSA upto the year 2005-06 a total number of 902 upper primary schools have been covered under the Computer Aided Learning (CAL) Scheme as per detail given below:

Sr. No.	Year	No. of School covered
1.	2002-03	119
2.	2003-04	171
3.	2004-05	171
4.	2005-06	441
	Total	902

Four computer, one printer and other allied items in each school were provided in the year 2002-03 and three computer systems, one printer and allied items in each school in the year 2003-04, 2004-05. However keeping in view the importance of computer education at the school level and with the starting of EDUSAT and soft Skill Development Programme in the state it has been decided to provide one more computer system in the schools covered during 2003-04, 2004-05, making the availability of four computer systems in each school. Further, 441 upper primary schools have also been covered during the year 2005-06 by providing four computer systems in each school. Hence 902 upper primary schools have been covered under Computer Aided Learning (CAL) Scheme upto 2005-06.

3 to 4 teachers of each school [624 teachers all over the state] i.e. 171 schools have been imparted computer training during the year 2005-06 through HARTRON.

Further, refresher/ orientation computer training was arranged for 1539 ABRCs and Teachers who have obtained computer training in the previous years.

(vii) TEACHING LEARNING MATERIAL

- Teacher Grant of Rs. 500/- was distributed to all the teachers teaching classes I to VIII.
- Awareness Programmes were organized for providing guidelines to teachers to utilize the teacher grant.

(viii) EARLY CHILDHOOD CARE & EDUCATION

Formal Education in regular schools starts at 6. But it is being felt that efforts needs to be made to bring school readiness among children through Nurseries much like the preparatory school in cities. The idea is to catch them young. Another equally significant aspect is the need to reduce the burden of sibling care and other similar activities from girls.

Prior to the integration of child in formal education, special training is required to enable him to perform simple tasks like eating, dressing, developing, inter personal skills etc. Various studies show the children of urban areas who have attended preparatory schools are more confident, comfortable, expressive and familiar with the functioning of the schools than the children who come directed to schools. It has become to necessary to start school readiness programme at pre-primary level to :-

- Create learning environment wherein children familiarize themselves with school-like environment and get varied experiences and learn to perform simple tasks;
- emphasize cooperative learning and peer group/adult-child interaction through group activities etc. for facilitating expansion of learning.
- make learning more relevant and cultural specific.
- build a greater sense for social values, personal hygiene, self esteem and confidence.

As a result, school readiness programme named Bachpanshala was introduced in five districts of the State on

Pilot basis with 20 Bachpanshalas in each district in the year 2003-04.

During the year 2004-05, the scheme was extended to 13 districts and 260 ECCE (Bachpanshalas) centers were started in the state with an enrolment of around 8100 kids.

The Bachpanshalas are further strengthened by providing furniture fixture, play-way material and teaching learning material. During the year 2005-06 against a given target to set up 30 Bachpanshalas in each districts, more than 600 Bachpanshalas have started functioning Wherein approximately 16000 kids in the age group of 3-6 have been enrolled.

1. The social services of a volunteer is taken for the bachpanshala on the recommendation of the Village Education Committee. She is preferably from the same village, 10+2 passed. She is paid a monthly honorarium of Rs. 1000/-.
2. A helper preferably 8th passed is also provided for the bachpanshala at a monthly honorarium of Rs. 300/-. She is also given the assignment on the recommendations of the Village Education Committee
3. All the children admitted in the bachpanshala were given refreshment @ Rs. 2/- per child per day.
4. The bachpanshala programme runs for four hours a day as per school calendar of the year.
5. The volunteers are imparted training to understand the needs of young children and how to make the children learn through play-way methods. The training module include child development, learning, applications, creative skills and psychological issues.
6. The proactive curriculum through various play-way methods is pursued to get the learning process started.
7. Around 2000 Anganwaries, set up under ICDS programme, have been integrated under SSA with school system and have shifted in the schools.

(ix) EDUCATIONAL RESEARCH

A comprehensive plan for school mapping through out the State was chalked out and entrusted to Kurukshetra University Kurukshetra. The study has been completed by the University and the school mapping report has been given to the Parishad. Further the following studies were got conducted during the year 2004-05.

- The role of the Village Education Committee in schools – a study by SIEMT Bhiwani
- Study on relationship between enrolment and average completion years in primary schooling – District Bhiwani – a study by SIEMT Bhiwani.
- Utilisation of Schools Improvement grant- a study by SIEMT Bhiwani
- Study on assessment of utilization of the teachers grant and its impact on elementary education - a study by SIEMT Bhiwani
- Study of drop out rate in upper primary classes in District Karnal and Rewari - a study by SIEMT Bhiwani

(x) ADDITIONAL INFRASTRUCTURE & FACILITIES

- 341 branch primary schools were upgraded to full fledged primary schools providing two teachers in each school. 564 posts were added for these schools. Similarly 190 primary school were upgraded to middle level schools and provided 2 teachers in each of them. 394 posts for these schools were added. 2245 posts of additional primary school teachers created in view of pupil teacher ratio 40:1. The posts of teachers upgraded in the previous year continued during 2005-06 also.
- Free textbooks to all girls and SC children studying class 1st to 8th were provided and about 14.49 lacs children were covered. A time bound action plan was also prepared to ensure that textbooks for free distribution are made available to the children by the commencement of new academic session.
- Besides various awareness programmes for the community and general public, a 20 minute film titled “Ek Nai Subah” was re-edited so that SSA objectives and its implementation strategies are shown through visuals as well.

- Audio Jingles carrying SSA messages were relayed through AIR Rohtak & Hisar. Hoarding/Bus Hoardings were also installed.

(xi) CIVIL WORKS

Civil Works wing of the Parishad in active partnership with village community accomplish the task regarding construction of additional classrooms, school buildings, cluster resource centres, block resource centres, toilets, drinking water facilities etc. as per details given below:

**ACHIEVEMENTS OF CIVIL WORKS UNDER SSA
UPTO 31.3.2006 w.e.f 01.4.2005 to 31.3.2006**

S.no	Components	Total Annual Work Plan for the year 2005-06 including spill over		Achievement during the year 2005-06	
		New work	In progress	Completed	In progress
1.	Block Resource Centre	4	0	5	4
2.	Cluster Resource Centre	144	173	243	130
3.	Building for school without primary (Primary)	47	142	191	40
4.	Building for school without building (Upper Primary)	0	68	91	4
5.	New School building (Primary)	329	77	93	276
6.	New School Building (Upper Primary)	35	124	178	36
7.	Additional Class Room	2995	2286	2914	2499
8.	Toilets	2354	1079	2988	902
9.	Drinking water	1946	813	2264	837
10.	Boundary Walls	221	11	132	133
11.	Electrifications	1322	0	1410	387

Approved budget for the year 2005-06 = Rs. 6412.70 lacs
 Spill over from 2004-05 = Rs. 2746.79 lacs

Total budget for the next year = Rs. 9159.49 lacs

Financial progress during the year 2005-06 = Rs. 5734.76 lacs

(xii) NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL (NPEGEL)

National Programme for Education of Girls at Elementary Level covers 25 educationally backward blocks of 10 districts in the state. Under this programme the following activities have been organized during the year 2005-06 in addition to the interventions being made under Sarva Shiksha Abhiyan:-

- i. Against the target of constructing 70 additional rooms (1 in each identified Cluster Model School). 70 rooms are in progress.
- ii. 1 school/teacher has been identified in each cluster for award on the basis of enrolment, retention and achievement level. Awards have been given to the selected schools/teachers
- iii. Hobby/vocational classes have been organized in each cluster as per the needs of the cluster. Instructors were appointed for the purpose as per the norms fixed under NPEGEL.
- iv. Heads of the Cluster Model Schools have been given training in gender sensitization and the roles to be played by them in promoting girls education under NPEGEL
- v. The teachers working in the schools have been imparted training at block level to make them aware of the programme and the responsibility to be owned by them.
- vi. Community awareness programmes have been organized at block level in each block for the benefit of community members especially women folk. Elderly women were involved in these programmes as they play important roles in decision making in the families.
- vii. Procurement of Teaching Learning Equipments has been made.
- viii. 480 Child Care Centers made functional. Establishment of these centers have helped the elder sisters in getting rid of sibling care.
- ix. One day teleconferencing on NPEGEL organized on 30.8.2005 under teacher training programme for districts /block/cluster /school level functionaries.
- x. Exhibitions are also organized on this occasion showing the crafts prepared by the girls in hobby classes. Panchayats give awards the girls performing best.

- xi. An innovative programme is being introduced from this year. During Navratras, on Ashtami and Navmi small girls not attending schools are being invited to the schools and worshiped as per convention/ tradition. This will motivate the parents to get them enrolled.
- xii. 9281 teachers trained on Gender Sensitization.

22288 girls were benefited from remedial teaching organized under NPEGEL and a total of 119258 girls were benefited from NPEGEL.

HARYANA PARTHMIC SHIKSHA PARIYOJNA PARISHAD, CHANDIGARH
BALANCE SHEET OF SARVA SHIKSHA ABHIYAN AND NPEGEL AS ON 31.03.2006

LIABILITIES	31.03.2006	31.03.2005	ASSETS	31.03.2006	31.03.2005
	(RS)	(RS)		(RS)	(RS)
GRANT IN AID (SSA)			FIXED ASSETS	4342383	2048022
-GOVT. OF INDIA	3229128000	2229128000	CASH AND BANK BALANCES		
			CASH IN HAND (SSA)	44108	50751
-GOVT. OF STATE	1150327528	739732861	CASH AT BANK (SSA)	170367247	656588214.3
			DRAFT IN TRANSIT (SSA)	4950000	4600000
GRANT IN AID (NPEGEL)			CASH AT BANK (NPEGEL)	17099786.58	12336136.56
			CASH IN HAND (NPEGEL)	17094	1819
-GOVT. OF INDIA	59865000	21710000	DRAFT IN TRANSIT (NPEGEL)	500000	500000
			CASH AT BANK (PRE-PROJECT)	0	10752600
-GOVT. OF STATE	19955001	13403334	CASH AT BANK (KGBV)	1640000	0
GRANT IN AID (KGBV)			ADVANCES		
-GOVT. OF INDIA	18218000	0	ADVANCES AGAINST EXPENDITURE (SSA)	589606946.5	290042907.1
			ADVANCES AGAINST EXPENDITURE (NPEGEL)	2432655	2746362
-GOVT. OF STATE	6072000	0	OTHER ADVANCES(SSA)	7981758.7	9699172.57
GRANT FROM GOVT. OF INDIA	18461000	18461000	OTHER ADVANCES(NPEGEL)	1525407	52720
AGAINST PRE-PROJECT ACTIVITY			DIET	0	2100000
Less AMOUNT REFUNDED TO GOI	-9965778	0	SCERT	15030196.93	15747276.93
Less EXCESS OF EXPENDITURE OVER INCOME	-8495224	-8495224	GRANT RECEIVABLE (KGBV)	16988000	0
AMOUNTS PAYABLE			EXCESS OF EXPENDITURE OVER INCOME		
EXPENSES PAYABLE	291049	125526	SSA	3587643875	1981162748
SUNDRY CREDITORS	6583736.1	3978410.92	NPEGEL	68910837.92	30271442.94
SECURITY RECEIVED	139500	147500	DIET	2100000	0
DPEP 1	0	470743.93			
DIET MOHRA	37661	37661			
SIEMT	0	360			
PRE-PROJECT ACTIVITY	562822	0			
TOTAL	4491180295	3018700173	TOTAL	4491180295	3018700173