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Elementary Education in Himachal Pradesh

General Information about the State

Number of Districts	:	12
Number of Blocks	:	124
Number of Clusters	:	2102
Number of Villages/Wards	:	20,188
Total population	:	68,56,509
Literacy Rate	:	83.78%
Child Population	(a)	6-10 years : 5,61,587
	(b)	11-14 years : 3,56,938

Educational Indicators

<i>Enrolment I-V</i>			<i>Enrolment VI – VIII</i>			<i>Enrolment I – VIII</i>		
<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
313994	285077	599071	195663	174361	370024	509657	459438	969095

Source: DISE 2013-14

	<i>GER</i>			<i>NER</i>			<i>Dropout rate</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Primary	106.78	106.56	106.67	99.60	99.59	99.59	0.51	0.39	0.45
Upper Primary	103.52	103.83	103.67	99.84	99.80	99.82	0.52	0.49	0.51

	<i>Retention rate I-V</i>			<i>Retention rate I – VIII</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Primary	99.54	99.25	99.40	97.39	95.01	96.27

Source: DISE Data 2013-14

	Completion rate (%)			Transition rate (Class V to VI) (%)		
	Boys	Girls	Total	Boys	Girls	Total
Primary	100	100	100	97.82	98.02	97.92
Upper Primary	100	98.83	99.75	99.74	99.57	99.66

Source: DISE Data 2013-14

Out of School Children

6-11 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1155	1088	2243	273	1424	609	1428	424	2852

Source: HHS 2013

1. Quality Issues and Challenges

Teacher Issues

- i. Unqualified Teachers:** More than 16 per cent teachers do not have the required minimum qualification of Higher Secondary/Senior Secondary.

Qualification of teachers

Qualification	Middle	Secondary	Higher or Senior Secondary	Graduation	Post Graduation
% of Teachers	7.7	8.6	35.6	21.6	26.6

(The minimum qualification required for primary teacher is Class XII Certificate as per RTE norms.)

ii. Untrained Teachers

Number of untrained teachers as on March 2013	Target for training of untrained teachers in 2013-14
127	127

iii. Employment Status of Teachers

Status	Regular full time	Against leave vacancy	Temporary	Para teacher	Other
% of Teachers	85.1	0.5	1.9	6.5	6

The State has 85.1 per cent regular teachers, 6.5 per cent para teachers. RTE requirement is qualified trained teachers in all the schools.

iv. Teachers in Position (as on March end 2013)

	Sanctioned Post	In Position	Vacancies
Primary School Teachers	25630	25186	444
Primary School Head teachers	2102	2102	0
Upper Primary School Teachers	21497	20521	976
Upper Primary School Head Teachers	2161	2011	151
Total	51390	49820	1571

Teachers in Position (as on March end 2014)

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v. Pupil Teacher Ratio (PTR) in Government Schools

Schools with adverse PTR

Year	Primary					Upper Primary				
	Total Schools	Total Primary Schools with adverse PTR	% of Schools with adverse PTR	Surplus Teachers	Schools with Surplus Teachers	Totals schools	Total No. of UP Schools with adverse PTR	% of Schools with adverse PTR	Surplus Teachers	Schools with surplus teachers
2013-14	10650	594	5.58			4512	36	0.80		
2012-13	10619	1351	12.72	2573	1955	4492	423	9.42	4163	1708

District wise PTR in the State

District	Primary	Upper Primary
Bilaspur	13	16
Chamba	16	20
Hamirpur	13	18
Kangra	13	20
Kinnuar	10	11

Kullu	15	21
Lahul and Spiti	5	5
Mandi	14	18
Shimla	12	14
Sirmaur	17	22
Solan	17	20
Una	19	21
State	14	18

- The State has very comfortable PTR 14 in primary and 18 upper primary for government schools. Still there are 12 per cent schools at primary level and 9 per cent at upper primary level with adverse PTR.
- There are only 34 per cent schools where the subject teachers are available as per RTE.
- As per DISE 2012-13 there are more than 6500 surplus teachers in the state and this number could be more because of the decline in enrolment both at Primary and Upper Primary level. This requires redeployment of existing teachers.
- In order to balance the PTR in every school, the state should do the rationalisation and remove the excess teachers from the over-served schools and put them in the deprived ones. All this could be done by the school level analysis using the latest DISE data.
- The number of single teacher schools has increased as of last year, there are 26000 (4.23 per cent) children enrolled in single teacher school, state needs to redeploy teachers urgently.

Single teacher schools and schools with PTR >40

Category	Number of schools in respect of PTR								
	Single teachers schools	>40	>50	>60	>70	>80	>90	>100	State PTR
Primary	1252	81	27	15	5	1	0	0	1431
Upper Primary	113	17	6	3	1	0	0	0	1341
Overall	1365								
Which district have higher PTR		0	0	0	0	0	0	0	

vii. Attendance of Teacher

The teacher attendance is 87.3 in the state.

viii. Teacher Support

Information about Block Resource Centres

Total No. of Blocks	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited	% Effectiveness of BRCs
77 CD Block 124 ED Blocks	77 CD Block	124	429	429	100%

Information about Cluster Resource Centres

Total No. of Blocks	CRCs sanctioned	CRCs functional	CRPs sanctioned	CRPs recruited	% Effectiveness of BRCs
77 CD Block 124 ED Blocks	2102	2102	615	615	100%

ix. Teacher Eligibility Test (TET) for primary schools

Exams	Month and Year	No. of candidates appeared in exam	No. of candidates passed in exam
TET 1	August, 2012	3793	1760

Source: AWP&B 2014-15

2. Learning Achievement

Performance Class III (Language)

- Class III children in Himachal Pradesh were able to answer 65 per cent of language items correctly (National Average is 64 per cent).
- Average score of State for Class III is 256 (National Average 257 on 0 to 500 scale)
- Average score of rural children is 256 and Average score of urban children is 257 respectively (256 and 260 National Average respectively)
- The score of children on word recognition is 89 and score on reading comprehension is

58 (National average for word recognition is 86 and for reading comprehension is 59 on 0 to 100 scale)

(Source: National Achievement Survey)

Performance Class V (Language)

- The average score of Himachal Pradesh on reading comprehension is 241 on 0 to 500 scale (National average is 247)

(Source: National Achievement Survey)

Performance Class III (Mathematics)

- Class III children in Himachal Pradesh were able to answer 69 per cent items of Mathematics correctly (National Average is 66 per cent).

- Average score of State for Class III is 258 (National Average 252 on 0 to 500 scale)
 - Average score of rural children is 259 and Average score of urban children is 243 respectively (252 and 253 National Average, respectively)
 - The score of children abilities to perform Addition is 75 (National average is 69), Subtraction is 70 (National average is 65), Multiplication is 68 (National average is 63), Division is 59 (National average is 57) and Place Value is 69 (National average is 59).
(Source: National Achievement Survey)
- Performance Class V (Mathematics)*
- The average score of Himachal Pradesh on Mathematics is 243 on 0 to 500 scale (National average is 251)
(Source: National Achievement Survey)

3. Enrolment, Retention and Other Issues

Indicators	Status	
	2012-13	2013-14
Primary schools (Govt.+Aided)	10619	10651
Upper Primary schools (Govt.+Aided)	4493	4512
Total Primary Enrolment (In Lakh)	6.10	5.99
Total Upper Primary Enrolment (In Lakh)	3.75	3.70
Total Elementary Enrolment (In Lakh)	9.85	9.69
GER Primary	105	107
NER Primary	87	99
GER Upper Primary	98	104
NER Upper Primary	75	99
Teachers of Govt. Schools	45712	44128
Out of School Children	3562	5210

- Enrolment at primary level in Government schools has declined by 6.7 per cent and about 6.3 per cent at upper primary level in one year.
- **Gender Parity Index** at primary level is 0.91 and upper primary level is 0.89. This indicates lesser transition of girls from primary to upper primary level. GPI at upper primary level is observed to be lowest in districts of Una (0.83) and Solan (0.84).

i. Enrolment trend in Government and Aided Schools

Year	Primary			Upper Primary		
	Enrolment	Decrease	%	Enrolment	Decrease	%
2009-10	441580	-25023	-5.36	327321	-9734	-2.89
2010-11	423217	-18363	-4.16	312010	-15311	-4.68
2011-12	410606	-12611	-2.98	289835	-22175	-7.11
2012-13	387357	-23249	-5.66	270343	-19492	-6.73
Total	3691431	-157211	-40.59	2574238	-83666	-30.95

ii. Schools by size

Academic Year	Total Schools			Schools with enrolment <50			%
	Rural	Urban	Total	Rural	Urban	Total	
2009-10	14677	375	15052	9278	115	9393	62.40
2010-11	14729	393	15122	9640	131	9771	64.61
2011-12	14575	424	14999	9942	168	10110	67.40
2012-13	14701	409	15110	10502	172	10674	70.64

iii. Schools with less than 15 children

Academic Year	Total Schools			Schools with enrolment <50			%
	Rural	Urban	Total	Rural	Urban	Total	
2009-10	14677	375	15052	1570	8	1578	10.48
2010-11	14729	393	15122	1778	6	1784	11.80
2011-12	14575	424	14999	1831	18	1849	12.33
2012-13	14701	409	15110	2155	15	2170	14.36

iv. Flow rates of primary level (2012-13)

Grades	Promotion rate			Repetition rate			Dropout rate		
	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall
Grade I	97.92	98.83	98.35	0.31	0.28	0.29	1.77	0.90	1.36
Grade II	98.86	99.45	99.14	0.28	0.24	0.26	0.85	0.31	0.59
Grade III	99.10	99.13	99.11	0.22	0.22	0.22	0.68	0.65	0.67
Grade IV	99.61	99.37	99.49	0.29	0.25	0.27	0.10	0.38	0.24
Grade V	105.37	106.64	105.97	0.26	0.19	0.23	0.00	0.00	0.00

Grade VI	98.86	99.04	98.95	0.29	0.38	0.33	0.86	0.58	0.73
Grade VII	99.67	99.74	99.70	0.22	0.30	0.26	0.11	0.00	0.04

v. Attendance of Students

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Primary	96.2	96.4	96.30
Upper Primary	95.1	93.6	94.40

II. Quality Enhancement Initiatives by the State

i. Continuous and Comprehensive Evaluation (CCE) Implementation

Initiatives for the implementation of CCE were taken in 2002 where CCE was launched up to Class III. In 2006-07 it was piloted in 13 blocks of the State. In 2007-08, this was up scaled in 25 blocks and in 2008-09 it was implemented in all the government primary schools up to Class V. Class V board exams were abolished. In 2009-10 Class VIII board exams were also abolished.

ii. Early Literacy and Mathematics Programme (Class I and II)

Baseline data shows that:

- 50 per cent students enter Class II without actually acquiring class level competencies. They can only recognise alphabets and numbers.
- 20 to 20 per cent students enter Class II without actually learning anything in Class I in languages.
- 40 per cent students enter Class-II with appropriate learning experiences in mathematics. They were very clear on number concept.

- 30 per cent students have no understanding numbers.
- There are about 30 to 70 per cent students who enter next higher level without acquiring adequate skills and consequently not able to keep pace with the learning and fall apart. They are unable to recognise, read, write or comprehend. They have wide learning gaps.

Early Literacy and Mathematics programme has been initiated with the objective of:

- Improving learning levels by 5 per cent to 10 per cent in all standards/grades.
- Improving basic language and mathematics skills of primary level children specially Class I and Class II.
- Enhancing teachers' skills and abilities in teaching of languages and mathematics in early primary grades.

To achieve the above stated objectives, the state has developed Material for Early Literacy and Numeracy.

- Work books have been prepared as per curricular objectives and

were piloted in 200 schools. These workbooks will be used in Class I and Class II with slight modification as per feedback received from teachers.

- Learning resources for joyful learning have been listed in consultation with NCERT. These resources of children would give platform/opportunity for creative reading writing and oral communication.
- Teachers' manuals have been developed to make teachers understand the process of early reading, writing and numeracy.
- State has proposed to implement early reading programme in Classes I and II.

iii. Support for Art Integrated Activities

As suggested in NCF-2005 and RTE Act 2009, the holistic development of

children is the aim of education. Apart from Language, Mathematics and Environmental Science, Art subjects (Rainbow subjects – drawing, singing, dancing, puppetry, card making, clay modelling and physical exercise) are also taught in Himachal Pradesh. For these activities materials such as papers, sketch pens, crayon colors, pencils, gum, match box, colourful clay and gypsum colours are required. Schools provide these materials to children.

iv. State Learning Achievement Survey (SLAS)

State has been conducting learning achievement surveys covering every school and every child in the state. In future the state will draw a sample of schools for SLAS. That will save time, money and efforts.

Sources

1. DISE, 2013-14
2. *National Achievement Survey Class III*, NCERT, 2014
3. *National Achievement Survey Class V*, NCERT, 2012
4. *Annual Works Plan and Budget, 2014-15*, SSA, H.P