



HIMACHAL PRADESH

2017

Challenges of Elementary and Secondary Education in Himachal Pradesh



Low Learning Outcomes as per NAS

Annual ASER Reports suggesting that large %age of students in Higher Classes (3rd to 8th) not able to read 2nd Grade books

Students lacking in foundational skills like early reading writing and numeracy

Large scale migration from Govt. to Pvt. Schools

Text books not reaching schools in time only few books made available

System of evaluation outdated and time consuming, no competency gap mapping available



Systemic Reforms in Education Introduced in HP (SAMARTH)



Best Practices

Innovation in School Management

Systemic Reforms in Education Introduced in HP (SAMARTH) IMPACT-1



After introducing PRERNA and PRAYAS Learning Outcome enhanced by 15 to 30 % across 1st to 8th Classes



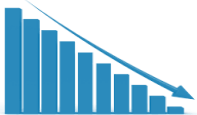
On time Textbooks delivery to 6.00 lakh students (one of the few States to achieve this feat)



The Assessment System Digitized and made available on line (Both Grade and Competencies mapped for the 1st time



HP becomes 1st State to define learning outcomes and display them class wise and subject wise in classrooms.



The Decline in enrolment from 5% in 2014-15 has come down to 1.6% in 2017-18.



91% teachers in Bijari Block Hamirpur have enrolled their children in Govt. schools. Feedback from other blocks is also positive.

Systemic Reforms in Education Introduced in HP (SAMARTH) IMPACT-2



5000 Schools Reviewed and Monitored with the help of Digitization. Online action tracker introduced



KHAS SHIKSHA –A system of rewarding best teacher introduced (170 best practices documented so far)



SMS based communication system introduced (7.00 lakh messages sent so far)



100 Page SDP simplified to a 3 page digitized doc (12500 schools already uploaded their SDPs in record 20 days)



1 stop portal both for students and teachers made functional for competitive exams like JEE and NEET

Best Practices



PRERNA

PRAYAS

KHAAS SHIKSHA

COMPETENCY CHART



Need and Process: PRERNA - Improving learning levels of students by imparting reading, writing and numeracy skills

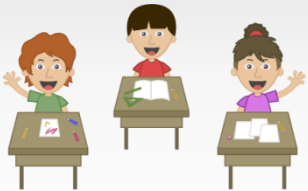


Objective of PRERNA

Improvement in learning levels through identification of gaps in learning, addressing these gaps and constant evaluation through training and innovative teaching techniques are the core of this programme.

Characteristics of PRERNA

1 Baseline



To divide kids according to competency levels

2 Grouping



Group basis competency level, not grade

3 Endline



Measure improvement / impact of programme

4 Use of games / ABL

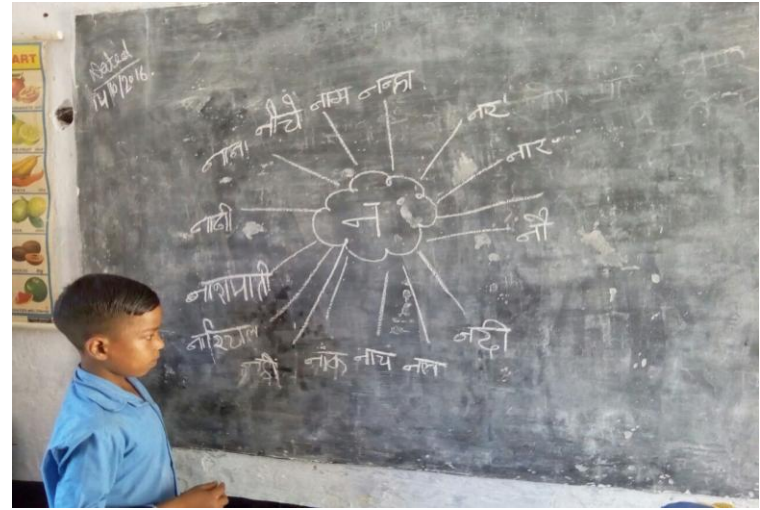


Employ interactive paedagogical techniques

School Performance Index (SPI)

The School Performance Index (SPI) categorizes schools in three levels (green, yellow or red) on the basis of cumulative baseline and endline results in basic Language and Mathematics. It provides as a basis to government's district, block and cluster level functionaries for selecting schools which need more on-site academic support.

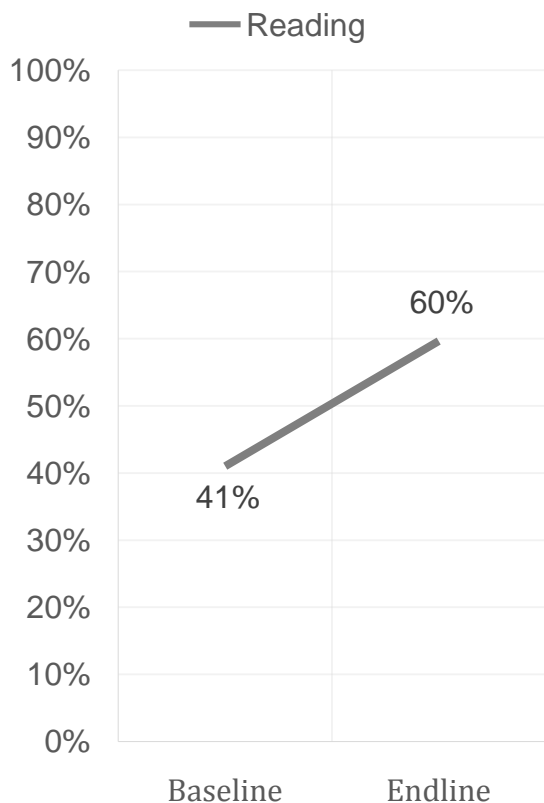
Process: PRERNA - Teaching Learning in Process [\(click here\)](#)



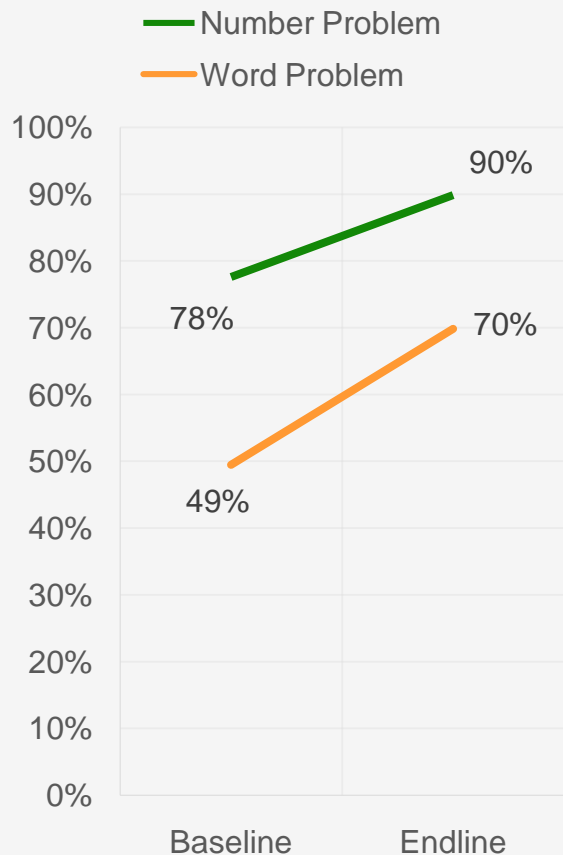
Impact: PRERNA - Learning Progress in 2016-17



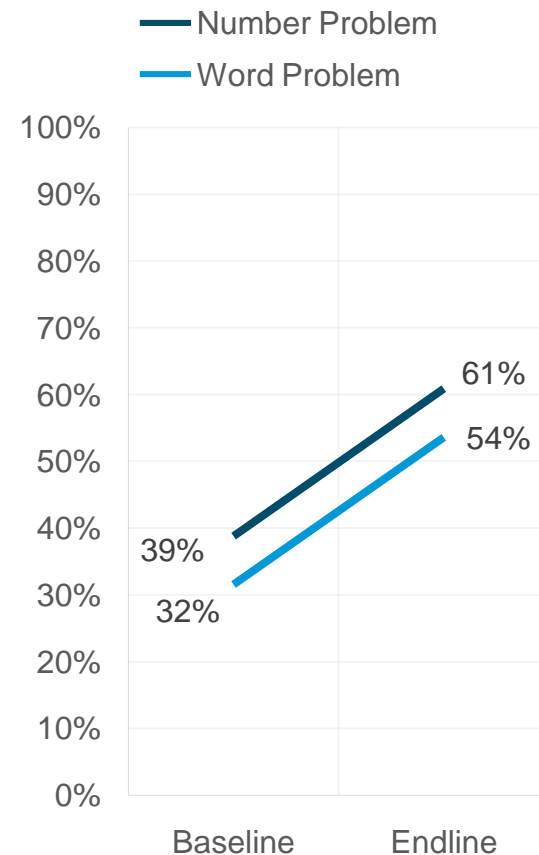
% children who can read Std. II level text



% children who can do 3 by 3 addition



% children who can do 2 by 1 division



Impact: The focus on foundational skills has led to an improvement in CCE results across classes



Class 3	2015-16		2016-17	
	% students in Grades A to C	% students in Grades D to E	% students in Grades A to C	% students in Grades D to E
Hindi	39	61	67	33
Maths	43	57	59	41

Class 5	2015-16		2016-17	
	% students in Grades A to C	% students in Grades D to E	% students in Grades A to C	% students in Grades D to E
Hindi	64	36	75	25
Maths	65	35	77	23

Impact: Percentage improvement in learning levels of the students Class- VIII



Subject	Academic year 2015-16		Academic year 2016-17	
	More than 50% (A,B,C grade)	Less than 50% (D&E grade)	More than 50% (A,B,C grade)	Less than 50% (D&E grade)
Hindi	56	44	78	22
English	36	64	42	58
Mathematics	27	73	43	57
Science	39	61	67	33
Social Studies	37	63	58	42

STATEWIDE SYSTEMIC REFORMS TO IMPROVE THE QUALITY OF EDUCATION



PRERNA

PRAYAS

KHAAS SHIKSHA

COMPETENCY CHART



Need and Process: Prayas - An initiative to improve science and mathematics at upper primary level



Objective of PRAYAS

To popularize Science and Math amongst students along with result enhancement in these subjects, by using and making models and other interactive learning material which are provided to teachers and students under the programme

Activities under PRAYAS

- Selected 40 models from 10 themes in Science, 23 models from 5 themes in Mathematics
- SRG Training
- Teachers' Training at DIET level
- Base Line Testing
- Base Line Data Verification
- Pre Fair Workshop of models
- Fairs/exhibition of 1st Phase of science and maths models
- Observation of Fairs
- Post-fair Activities
- End-line testing
- Analysis of Baseline and End line was done under Prayas



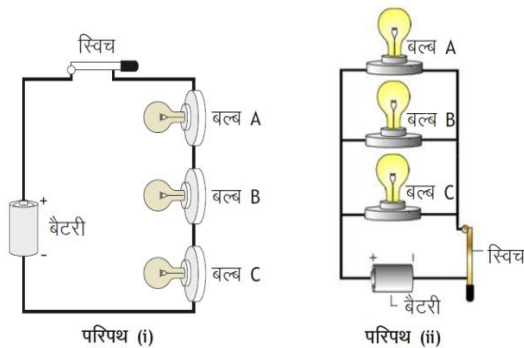
Impact: Understanding practical aspects of scientific/mathematical concepts has resulted in improved student learning outcomes



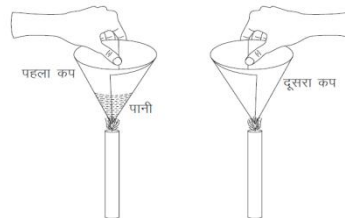
Class 8	2015-16		2016-17	
	% students in Grades A to C	% students in Grades D to E	% students in Grades A to C	% students in Grades D to E
Maths	27	73	43	57
Science	39	61	67	33

Examples illustrating how science and maths are made practical to students

Q17 नीचे दिए गए परिपथ (i) और (ii) को देखें और दिए गए प्रश्नों i), ii) और iii) के लिए एक विकल्प चुनिए।

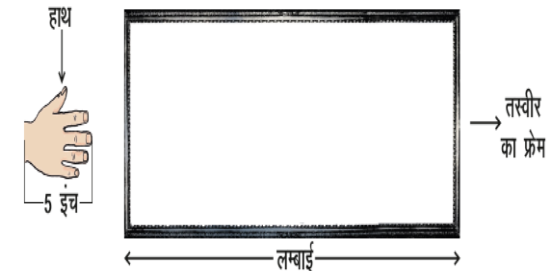


Q19 नीचे दिए गए चित्र में कागज का एक खाली कप और दूसरे में पानी से भरे हुए कागज के कपों को गर्म करते हुए दिखाया जा रहा है। उचित विकल्प पर (✓) सही का निशान लगायें।



- i) कुछ देर बाद क्या होगा? उचित विकल्प पर (✓) सही का निशान लगायें।
- दोनों एक साथ जलेंगे।
 - पहला कप दूसरे कप से पहले जलेगा।
 - दूसरा कप पहले कप से पहले जलेगा।
 - दोनों कागज के कप नहीं जलेंगे।
 - उत्तर पता नहीं।

Q8 नीचे दिए गए चित्रों में हाथ और तस्वीर का फ्रेम दिखाया गया है।



नीचे दिए गए प्रश्नों को हल करके दिए गए स्थान पर उत्तर लिखें।

STATEWIDE SYSTEMIC REFORMS TO IMPROVE THE QUALITY OF EDUCATION



PRERNA

PRAYAS

KHAAS SHIKSHA

COMPETENCY CHART



Need, process & impact: Khaas Shiksha - A unique recognition program that disseminates best practices and promotes innovation in education



Khaas Shiksha- 170+ nominations received and >70 recognized



- Simple procedure for block officials to submit nominations online
- Selection committee with representatives from the SSA and Directorate (E)
- Personalized Letter of Appreciations by the Director (E)
- Invitation to present at Review Meetings held at state.
- Best practices disseminated to stakeholders via SMS and WhatsApp, published on the Directorate (E) website

Khaas Shiksha- 170+ nominations received and >70 recognized



GSSS Paunta, Gopalpur 2 Block focuses on increasing student learning levels by ensuring TLM based teaching in classes and maintaining Student Profiles, Portfolios, School Calendar etc



GPS Dandroo, Bihari Block bought a Tata Sumo with help from SMC and started transportation facility for students at no profit no loss formula

STATEWIDE SYSTEMIC REFORMS TO IMPROVE THE QUALITY OF EDUCATION



PRERNA

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COMPETENCY CHART



Need, process & impact: The class competency/ achievement chart will increase focus on competency-based teaching



Class Competency Chart will map chapter-wise competency and the class's achievement status

Class Achievement Chart

स्कूल: _____ अध्यापक: _____ कक्षा: _____

English		
क्र.सं. (Competency/Learning Outcome)	SA 1 तक संपादित स्तर (X/ ✓/ -)	SA 2 तक संपादित स्तर (X/ ✓/ -)
1 Associates words with pictures and names familiar objects seen in the pictures		
2 Recognizes letters and their sounds from A to Z		
3 Differentiates between small and capital letters		
4 Recites poems and rhymes along with actions		
5 Responds orally to comprehension questions related to poems and stories		
6 Carries out simple instructions such as "open the door", "bring me the pen", etc.		
7 Listens to simple English words, greetings and responds in English.		
8 Talks in English (about self, personal experiences, likes and dislikes, etc.)		
9 Writes 3 letter words in English (e.g. Cat, Hat, Hen, Pen, etc.)		

- MHRD specified competencies for each class and subject in attractive, printable format
- Provides information and allows easy tracking of classroom competency level
- Immediate knowledge of class competency level allows targeted monitoring by external visitors like BRCCs and Parents
- Visibility of class competency leads to more accountability of the teacher
- To be displayed subjectwise for every class in schools

INNOVATIVE PRACTICES TO IMPROVE MANAGEMENT OF SCHOOLS



ASSESSMENT RESULT DIGITIZATION

OMR BASED REVIEW & MONITORING

TEXTBOOK DISTRIBUTION

PMIS

SMS PORTAL

DIGITIZED SCHOOL DEVELOPMENT PLAN

MID DAY MEAL

SWAYAM SIDHAM



Need and solution: The state used to collect outdated assessment data using a laborious and time-consuming process



Points of Improvement



Manual labour involved

- Data manually keyed in repetitively on excel sheets by cluster/block/district & state officials



No standardisation / non-compliance of data formats

- Data formats not consistent causing delays and quality issues in data collection



Data granularity

- Data initially captured only at class level



Time taken

- 2 years to collect student-level competency-wise data



Data quality

- 40-50% data not usable due to quality issues

Insufficient, bad quality and outdated data analysed after a lag of ~2.5 years

Actioned Resolution

USE OF OMR SHEETS



Standardised OMR-based assessment

recording sheets designed, printed and distributed to all schools and filled by teachers at the class level enabling



Automated high-quality 'data entry'

- centralised scanning of sheets in state office



Student-level competency-wise / question-wise data

- Data captured questionwise at the student-level for each subject and class

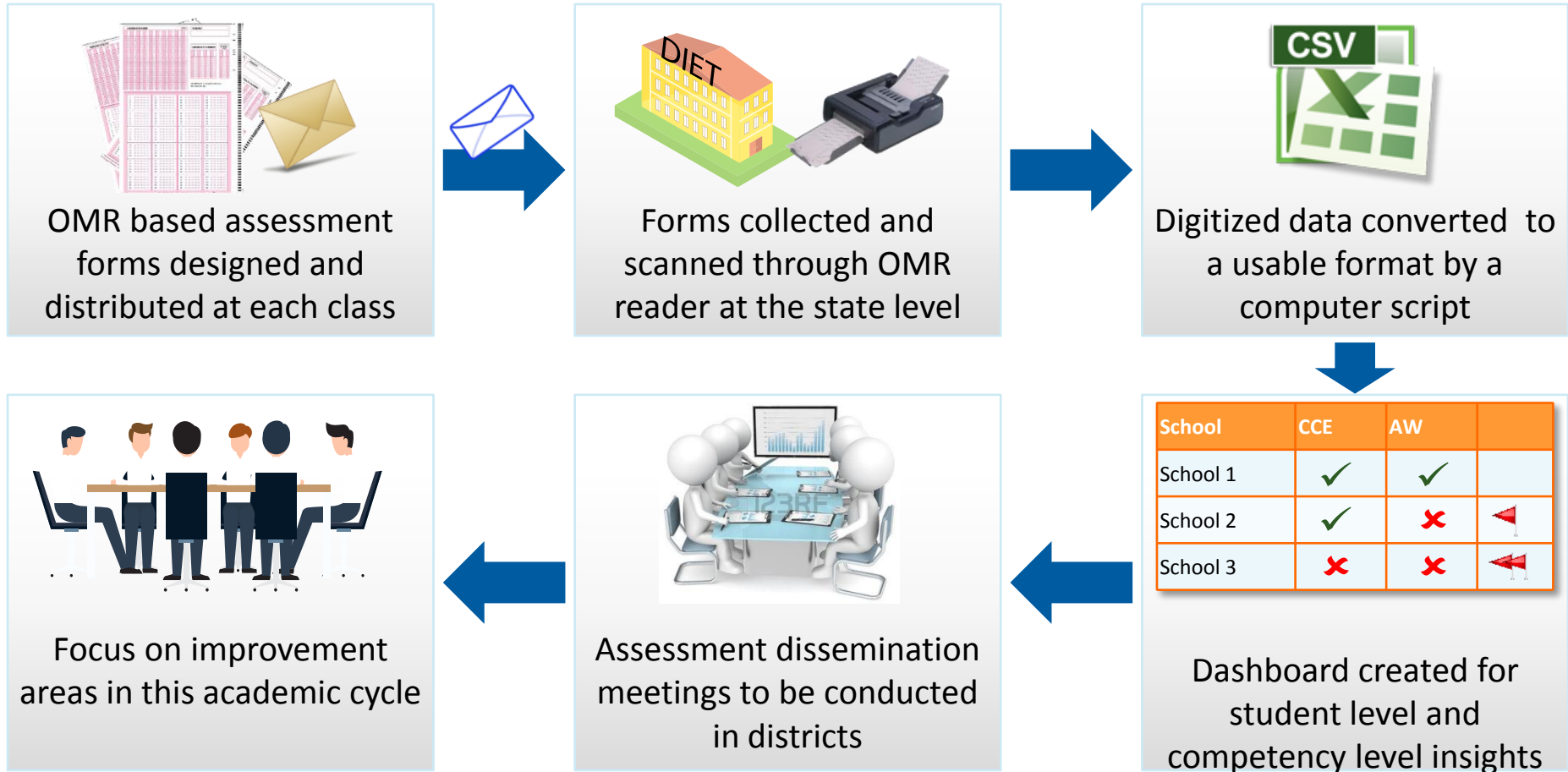


Available in a digitised and analysable format in 1-2 months

- Between 30-60 sheets scanned per minute

High-quality student-level data by question and subject analysable within 1-2 months after exam

Process: Himachal has collected competency and student level data for census assessment (SA2) by following a six step process

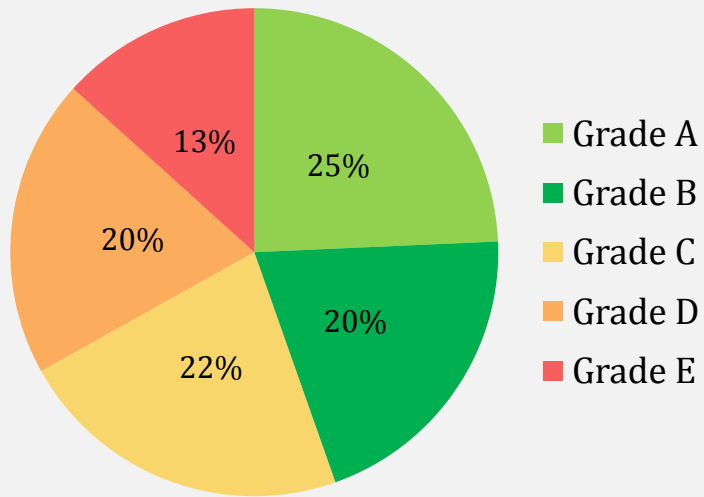


Himachal being a pioneer state in collecting student level and competency level data in record time

Impact: At the overall state level, there are 45% students in grades A&B and only ~14% in grade E across classes



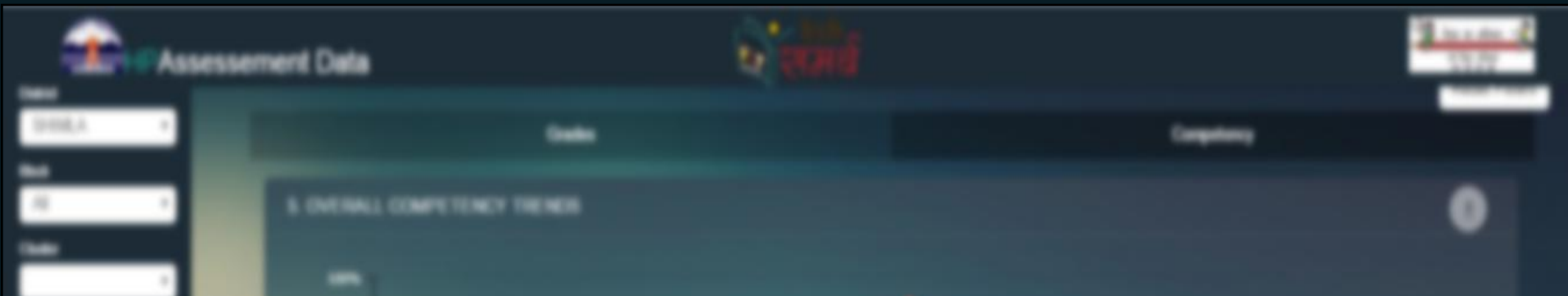
Overall Analysis



Competency Analysis



Mediocre competency attainment decreases with classes



[Website preview:](http://eduassessmentdata.net/)
[CLICK HERE](http://eduassessmentdata.net/)
<http://eduassessmentdata.net/>



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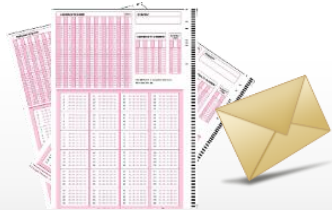
SWAYAM SIDHAM



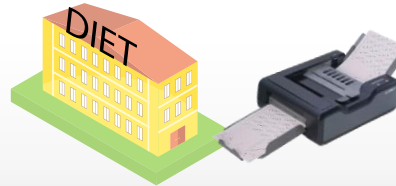
Need & Process: Himachal has adopted a 6-step process for data-backed reviews and comprehensive monitoring of schools...



Review points captured under five categories: (i) basic school infrastructure; (ii) teaching-learning process; (iii) school management; (iv) assessment results; (v) funds utilisation



OMR based Quality review forms filled during school visits



Forms collected & scanned via OMR reader at the state level



Digitized data converted to a usable form by a computer script

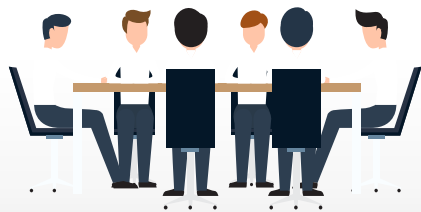


School	CCE	AW	
School 1	✓	✓	
School 2	✓	✗	🚩
School 3	✗	✗	🚩🚩

Automatic dashboards generated for every district



Monthly reviews using dashboard at the district level



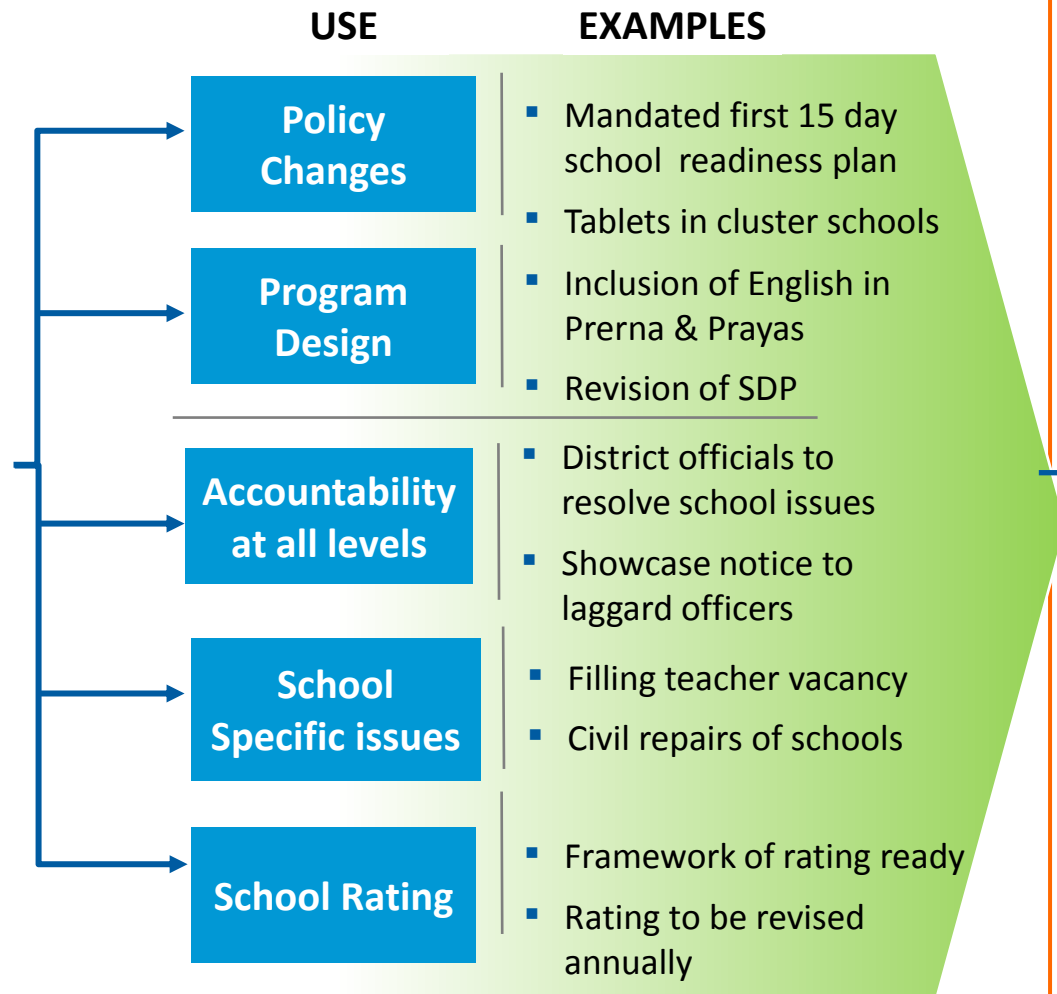
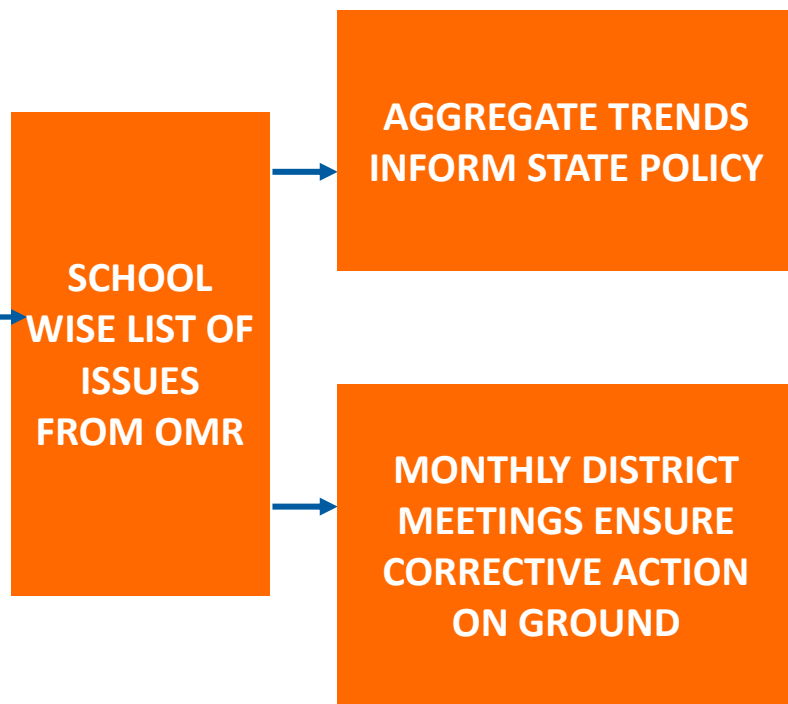
Monthly reviews (in groups of 4 districts) at state level

5,000 schools visited | 11,000 classrooms observed | 2.97 L students covered
15 state-level meetings conducted | >35 district-level meetings held | 125 blocks involved

Impact ... that ensures informed decision-making and corrective action at the state, district, block and school level



Leveraging data backed reviews for decision making



Next steps: There are four new focus areas which will further strengthen the review and monitoring initiative in the coming months



Move to mobile application from OMR based review and monitoring



Involving District collector for district level meetings



Involving Head Teachers and Cluster Head Teachers in the review of schools



Strengthening the issue resolution loop by putting more focus on surprise visits and better compliance of action tracker

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Need: Textbook delivery was a massive operational challenge beset with delays due to difficult terrain of HP



2 » Academic Cycles

4 » Printers

24 » Depots

125 » Blocks

2500 » Clusters

15000+ » Schools

55 lakh+ » Textbooks



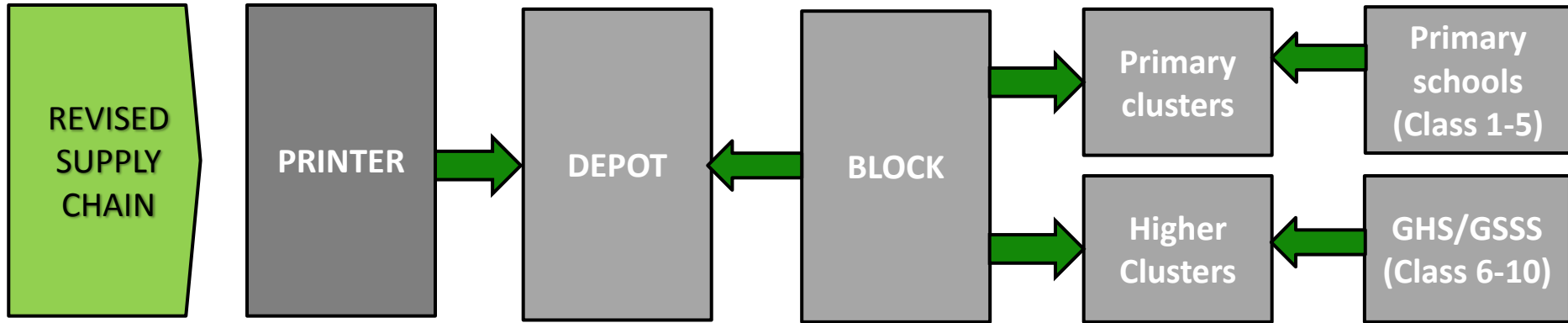
ISSUES

Difficult terrain

Snow-bound regions blocked in winters

2 separate academic cycles

Process: The supply chain was streamlined and technology leveraged at each step



Tech-based support across the supply chain



Demand collected online and indents are uploaded on the website



hptextbook@gmail.com to receive emails related to textbooks



Special textbook helpline to instantly solve textbook queries and problems



Online schedule for 125 blocks to collect books from 24 depots

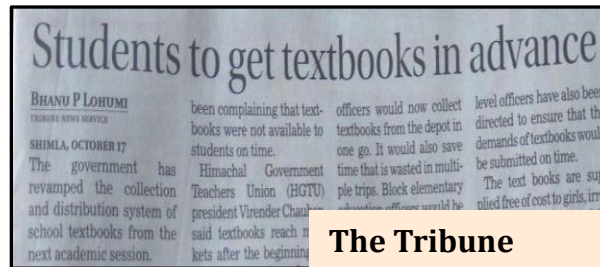


Whatsapp leveraged to send and receive real-time information

Impact: Snapshots from the successful on-time textbook distribution campaign in Himachal



Textbook Distribution Workshop



The Tribune



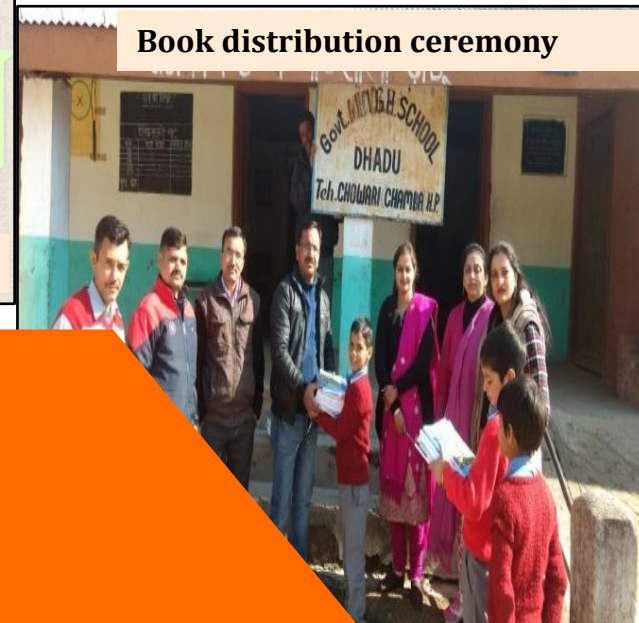
Book collection at depot



Amar Ujala



Whatsapp



Book distribution ceremony



One of the 1st states in India to deliver textbooks on/ before time to all students

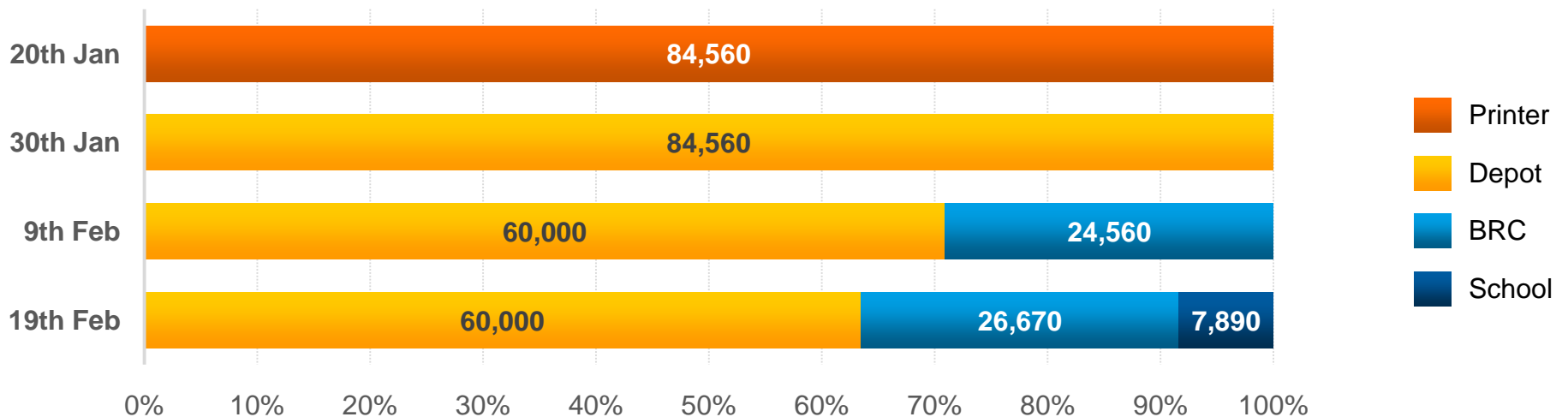
Next steps: Next year, the state plans to create a technology tool to automatically track progress of textbook delivery at all levels



Features of Technology tool

- End to end tracking of textbook from printer to school level
- Auto SMS to any stakeholder who delays the textbook delivery to next level
- Access of insight portal to entire leadership of HPBOSE, Directorates and SSA
- Provide continuous tips to refresh the training content for effective on-ground execution

Sample Tech tool



INNOVATIVE PRACTICES TO IMPROVE MANAGEMENT OF SCHOOLS



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MID DAY MEAL

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Process & Impact: The revamped, updated PMIS is enabling paperless administration through servicebook digitization and online transfers



Online Transfers

- Nodal officers assigned in every block and district
- 900+ transfer orders published online
- 10/12 districts are conducting all transfers online

EDN-SLN(E-I)-1/2015-16-23638-40 dated 09.12.2016
ELEMENTARY EDUCATION
 Deputy Director Elementary Education, Solan,
 District Solan(HP)
Office Order
(Transfer)

Office Order No: 153- 09/12/2016

From:

Deputy Director Elementary Education, Solan,
 District Solan(HP)

With the prior approval of the Govt. conveyed vide Director of Elementary Education H.P. Shimla-1 order No. EDN-H(Ele-IV) (B)3/2015-16-SLN dated 30.11.2016 the following transfer/adjustment of JBT/HT/CHT are hereby order with immediate effect:-

S.No.	Emp Cd	Emp Name	From Office Designation	To Office Designation	TTA	Join. Time
1	18613	TARA SINGH Apr 25 1965	Majara GPS (SOLAN) Head Teacher	Bhangla GPS (SOLAN) Head Teacher	No	No
2	31140	SAMITA RATHOR Aug 7 1963	Bhangla GPS (SOLAN) Head Teacher	Majara GPS (SOLAN) Head Teacher	No	No

Remarks: vice Smt. Samita Rathore, HT, vice versa on mutual basis, in condonation of short stay by relaxing two years stay condition of both and in relaxation of ban on transfers.

Remarks: Vice Sh. Tara Singh, HT vice versa on mutual basis, in condonation of short stay by relaxing two years stay condition of both and in relaxation of ban on transfers.

The date of relieving / joining may be reported to this office immediately. You are therefore, directed to implement the above transfer(s)/adjustment(s) orders. If there is requirement of teacher as per PTR norms in the school and also keeping in view the conditions already given. If the implementation of above approval is not administratively feasible, the case may be referred back immediately giving full details.

(By Order)
 Deputy Director Elementary Education, Solan,
 District Solan(HP)

eServicebook Update

- Timely follow-ups and tracking
- More than 99% teachers (JBT, HT, CHT) have up to date eServicebooks

eService Book		HIMACHAL PRADESH	
Employee Code Name	38810-> SUNITA DEVI	Current Designation	Junior Basic Teacher
Current posting At : Swales GPS	Establishment/ServiceBook At : Hamirpur, BEO		
Action - A (FORM 1) Employee Personal Information			
Father/ Mother/ Husband Name	MUKESH KUMAR	Gender	Female
Date of Birth	09 Apr 1967	Category	General
Religion	Hindu	Blood Group	B+
Marital Status	Married	Height (in cm)	152
Personal Identification Mark	A BLACK MOLE ON THE RIGHT EYE	Home State	HP
TC Home Town	HAMIRPUR		
Action - B (FORM 2) Employee Address Details			
Present Address	VPO BARSAR DISTT-HAMIRPUR	Permanent Address	VPO BARSAR DISTT-HAMIRPUR
Block	BIZHRI	Block	BIZHRI
State	HIMACHAL PRADESH	State	HIMACHAL PRADESH
Pincode		Pincode	
Phone	9726903003	Phone	
Mobile			
Action - C (FORM 3) Employee Family Details			
Member Name	Member Relation	Member Job Status	
Action - D (FORM 11) Employee Nomination Details			
Name	Relation	Share Type	Share Percent Address
Action - E (FORM 4(A)) Employee Education Details			
Education	Institution	Year	Mark (%age)
Inter-Metric	HPOSE DHARMSALA	1984	65.00
U.A., B.A.	HFU SHIMLA	1988	44.00
Teacher Training Course-Teacher Education Course	SPECIAL COURSE	1998	
Action - F (FORM 4(B)) Employee Training Details			
Training Type	Topic	Institute	Sponsored By From Date
Generated on: 22-Mar-2017 10:02:03 AM Updated By: 30821HPD010 Page 1 of 3			
Action - G (FORM 3) Employee Joining Details			
Appointment Date	01 Aug 1998	Appointment Order	EDN-HMR(Pry)E-I(Vol.Tr)/99
Joining Date	01 Aug 1998	Designation Name	Junior Basic Teacher
Mode of Recruitment	Batchwise	Class	Class-III
Employee Type	Regular	Gazetted	Non-Gazetted
Initial Basic Pay	4350	Date of Retirement	30 Apr 2023
Gpf/ Cpf Number	HP09/83400	Gpf/ Cpf Type	GPF
Action - 4 (FORM 7) Employee Service Details - Part 1			
Part 1		Part 1	
Index Card			
Sl. No/Transaction	Join Date	Designation	Join Office
1	01/08/1998	Junior Basic Teacher	0982009(SOLAN)
Area	Home District	Relieve Date	Relieve To Office

INNOVATIVE PRACTICES TO IMPROVE MANAGEMENT OF SCHOOLS



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SMS PORTAL

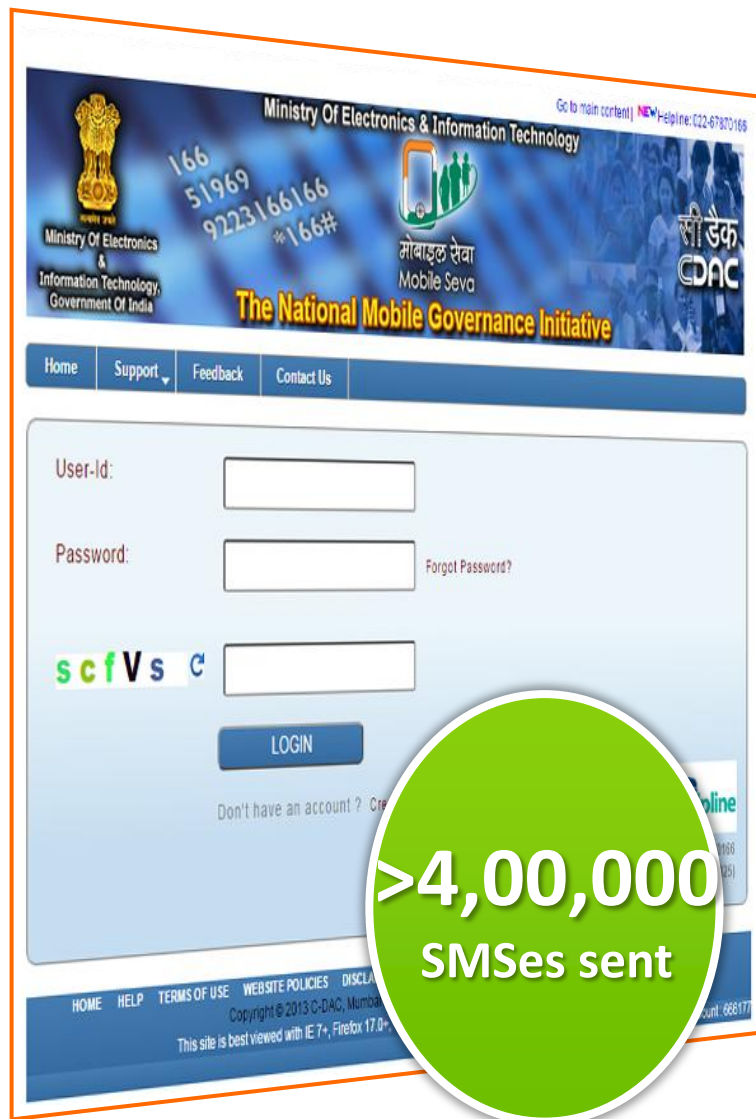
DIGITIZED SCHOOL DEVELOPMENT PLAN

MID DAY MEAL

SWAYAM SIDHAM



Need and process: A customised SMS portal has been created for instant and targeted communication across the education system



Progress so far

1

Coordinated with Department of IT to build a special portal for Department of Education

2

Phone numbers of all stakeholders till the cluster level updated in the portal

3

More than 4,20,000 messages sent by the state through the portal so far

54

Logins to be created for district and block level officials to be able to send SMSes

Intervention details: Different types of SMSes have been sent to govt. officials across levels & teachers, resulting in various benefits



Recipient	Benefits of SMS portal	Examples of messages sent
District Officers	Communication lag between state/district level removed Instant action from district officials to meet tight deadlines	<p>All Dy. Directors and DPOs to ensure textbook demand form is filled by all blocks by 6 pm today (Class 1-5 by BEEO and 6-10 by DPOs). BRCCs may assist.</p>
Block Officers	Meeting with block officials held at short notice Higher compliance in bringing necessary collateral along	<p>Reminder PMIS training tmr, 27 Aug at 11 am in DIET Dharamshala. Official who will work on PMIS to attend from each block. Bring pendrives and PMIS of BEEO.</p>
Teachers	Recognition and motivation for teachers Dissemination of classroom best practices to teachers	<p>Thank you, teachers! The ASER 2016 report has ranked Himachal first among all states in reading and mathematics. Keep up the good work and make Himachal proud.</p>

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SWAYAM SIDHAM



Need and process: Streamlined and digitized 1 year targets of School Development Plan to allow regular tracking and mentoring



School Development Plan-HP

Basic information

Please note that a copy of this entire form will be emailed to you once you submit it

1. अपने जिले, ब्लॉक, क्लस्टर और विद्यालय का नाम अनुसूचित निम्नलिखित जानकारी से चयनित करें:
Please select your district, block, cluster and school name below:

District:

2. यदि आपके विद्यालय का नाम उपर दिये गये जानकारी में नहीं है, तो सबसे करीबी स्कूल को चयनित करें तथा अपने विद्यालय का पुस्तक कोड डिये में भरें।
If you did not find the correct school name above, select the option closest to your school name and enter your school UDISE code in the box below:

3. अपना विद्यालय में कौन सी स्तरों पढ़ाई जाती हैं?
Select your school type.

केवल प्राथमिक | Primary only (Class 1-6)

केवल उच्च प्राथमिक | Upper Primary only (Class 6-8)

उच्च प्राथमिक एवं माध्यमिक या उच्च माध्यमिक | Upper Primary + Secondary/ Senior Secondary (Class 6-12)

4. Please select whether your school is:

Winter closing

Summer closing

5. फॉर्म भरने वाले की निजी जानकारी निम्नलिखित जगहों पर भरें
Please enter your details (applicable to the person who is filling this form) *

पहल नाम | First Name * अंतिम नाम | Last Name *

Digitization at school or block level

Progress so far

- 1 **Simple 3 page** form that allows self-assessment & 1 year target selection
- 2 Pre-filled and flexible targets across learning level improvement, increasing community participation, infrastructure enhancement etc.
- 3 PDF of SDP automatically emailed to all block officials & integrated with OMR based Review & Monitoring forms for targeted inspections
- 4 Automatic SMS and email reminders to school leaders as deadline for target approaches

INNOVATIVE PRACTICES TO IMPROVE MANAGEMENT OF SCHOOLS



ASSESSMENT RESULT DIGITIZATION

OMR BASED REVIEW & MONITORING

TEXTBOOK DISTRIBUTION

PMIS

SMS PORTAL

DIGITIZED SCHOOL DEVELOPMENT PLAN

MID DAY MEAL

SWAYAM SIDHAM



Coverage : Enrollment Vs Achievement

Institutions	Enrolment	Achievement
PRIMARY	3,17,448	2,95,069 (93%)
UPPER PRIMARY	2,38,800	2,21,735 (93%)
Total	5,56,248	5,16,804 (93%)

Students Praying before Mid Day Meal



Status of Kitchen-shed (As on 31-03-2017)

Year	Sanctioned	Completed	In-progress	Not started
2016-17	14,959	14,500 (96%)	195(2%)	264(2%)



Students Enjoying the Mid Day Meal



Grievance Redressal Mechanism (GRM)



Toll Free number :-

- ❑ Toll free number [1800-180-8007](tel:1800-180-8007) has been established in the Directorate on 5.6.12. The complaints/ grievance are being attended on every working day between 10.30 am to 3.00 pm.

❑ Provision of on- line registration of grievances :-

- ❑ e_samadhan <http://admis.hp.nic.in/esamadhan>, on the web portal of HP Government . Public can register their grievance online. The grievances received through e_samadhan are monitored regularly by the department as well as by the Government.
- ❑ Scheme is being regularly monitored by SMC, HT, CHT, BEEOs and Deputy Directors.

Implementation Automated Reporting Monitoring System (ARMS)



❑ The state has registered the mobile numbers of 30,000 respondent teachers from 15000+ schools MDM web portal designed and developed by NIC HP for SMS based mobile app for Automated Reporting and Management System (ARMS) of MDMS in all school working days.

❑ At present, 90% schools are reporting through this mobile app and the same are being pushed on National Portal every day.



Best practices followed in the State



- ❑ The School Management Committees (SMC) have been constituted for every school and the SMC are responsible for the over all implementation of the programme at school level, therefore teachers are least involved.
- ❑ 22441 Cook-cum-helpers have been engaged out of which 83% are female and maximum of them are mothers of the students.
- ❑ The state has enhanced the honorarium for Cook-cum- Helpers @ Rs. 200/- per month from state resources. Now the honorarium will be paid @ Rs. 1200/- per month to the CCH (900+100+200)
- ❑ Health screening / checkup of cook-cum-helper is made mandatory twice in a year.

Best practices followed in the State

- ❑ Funds are being transferred to the implementing agencies through **e-transfer**. All the CCH are being paid through **e-banking**.

- ❑ 57 cook-cum-helpers have been imparted training in the **Hotel Management Institute Kufri**, Shimla till date as master trainer.

- ❑ Funds amounting to Rs. 23.11 lakhs have been provided to 4622 schools @ Rs. 500/- per schools through e-transfer for hand washing facilities.

- ❑ The cook cum helpers cover their head with cloth (Dhatu) as it is already a tradition in the state of Himachal Pradesh.

- ❑ 89% of the schools are using LPG as a fuel.

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A Forum for Sharing Ideas and thoughts

The Portal (<http://rmsahimachal.nic.in>) designed for the purpose provides the interactive support to the teachers and the taught by providing the forum for sharing ideas classroom processes and prescribing defined learning Indicators and on line study material to prepare students for competitive examinations etc.



राष्ट्रीय माध्यमिक शिक्षा अभियान
हिमाचल प्रदेश



Root stage

- Root level or zero level questions
- Only one question paper to qualify this stage

Take-off stage

- Level -I questions
- 2 question papers each of 15 questions
- On securing 50 % marks Smart Level will be unlocked
- If failed lock this level & send to basic Level notes

Smart stage

- Level -II questions
- 2 question papers each of 15 questions
- On securing 50 % marks Intelligence stage will be unlocked & he/she will be entitled Smart
- If failed lock this level and send back to take- off stage

Intelligence stage

- Level -III questions
- 3 question papers each of 15 questions
- On securing 60 % marks Genius stage will be unlocked & he/she will be entitled Intelligent
- If failed lock this level & send back to smart stage or send to advance level notes

Genius stage

- Level -III + advance level questions
- 2 question papers each of 15 questions
- On securing 70 % marks he/she will be entitled Genius
- If failed lock this level & send to advance level notes or send to Intelligence stage