

ANNUAL REPORT 2017-18

SSA - KGBV



Gujarat Council of Elementary Education

Sarva Shiksha Abhiyan

Sector - 17, Gandhinagar, Gujarat

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PREFACE


Sarva Shiksha Abhiyan (SSA), since its inception in 2000-01, has been Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner. It has made considerable progress in Universalization of Elementary Education (UEE) with the Right to Education (RTE) Act, 2009, in effect since April 2010, eight years of quality Elementary Education is now a fundamental right. Effective enforcement of this right requires that the vision, strategies and norms of SSA are aligned with the mandate under the RTE. In this respect, a revised framework for SSA has been prepared and implemented in full swing across Gujarat.

As a result of the effective implementation of SSA-RTE interventions, there has been a steady increase in the number of Elementary schools in Gujarat over the years. From 36,315 elementary schools in 2004-05, the number has gone up to 45,055 in 2017-18. The total enrolment in Std 1-7/8, has increased from 66,01,031 in 2003-04, to 88,56,529 in 2017-18 in Std 1-8. The implementation of various schemes for Universalization of Elementary Education has resulted in a tremendous reduction of dropout rate in Std. 1 to 7/8 from 18.79% in 2004-05 to 5.33% in 2017-18. Similarly, the dropout rate for Std. 1 to 5 has reduced from 10.16 % in 2004-05 to 1.42% in 2017-18, which means the retention rate for the same is 98.58% now.

Over the years, Gujarat has achieved significant improvement in terms of two major indicators: Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER), for both Boys and Girls. In 2003-04, the total GER and NER were 95.5 and 75.07, respectively. In 2017-18, the total GER and NER were 101.90 and 99.15, respectively. In 2003-04, the boys' GER and NER were 96.62 and 75.33, respectively. While 2017-18, the boys' GER and NER were 102.36 and 99.28, respectively. In 2003-04, the girls' GER and NER were 94.38 and 74.8, respectively. While 2017-18, the girls' GER and NER were 101.39 and 98.99, respectively.

To achieve the goal of quality education, regular and continuous trainings are given to teachers. Efforts have been made to enhance teacher's competencies, knowledge and skill in the various subject areas and pedagogical practices. During the year 2017-18, a total of 2,072,84 teachers were trained to constitute effort of 10,36,420 man-days training of 4 days cluster training out of 8 days training. Thus, the annual target of 4,97,979 man-days was completed, achieving 48.05% of the target. Further, during the year 2017-18, a total of 14,50,988 man-days block level training of 4 days training out of 8 days training the annual target of 7,87,679 man-days (2,072,84 teachers) was completed. Thus 54.29% physical target of teachers training has been already achieved as on March 2018.

As indicated in the guidelines of RTE, an Activity Based Learning (ABL) model, called PRAGNA (Pravrutti Dwara Gnan), was started in Gujarat for Std 1 and 2 in June 2010. The programme was further introduced to Std. 3-4 in 2011-12 and to Std. 5 in 2014-15. In the Academic year 2017-18 Pragna was implemented for Std 1-2 in 23,030 schools,



Std 3 -4 in 22,029 schools and Std 5 in 1309 schools. The plan for next academic year is to implement Pragna for Std 1 and 2 and develop Grade-appropriate Learning Outcomes recommended by NCERT.


For optimum utilization of various grants received in the schools and to manage issues related to enhancing quality in education and to develop infrastructure in the schools – 2,47,753 School Management Committee (SMC) members were trained and oriented under community training programme. They were also sensitized to understand and prepare “School Development Plan”.

The objective of Kasturba Gandhi Balika Vidyalaya (KGBV) scheme is to ensure access and quality education to girls from socially disadvantaged groups by setting up residential schools at Upper Primary Level. At present, 143 KGBVs are established under SSA, of which 89 are funded by the Government of India (GoI) and 54 are funded by the Government of Gujarat (GoG). The GoG has also provided residential facilities for Std. 9th and 10th girls in 59 KGBVs to enable girl students to continue their Secondary Education in nearby Secondary Schools.

To provide schooling system to Out-of-School children, total 8,911 children were covered under Special Training Programme (STP), out of which, 7,684 children were mainstreamed in the schools. During the enrolment drive held in the month of June 2017 total 27,956 children were identified during the year 2017-18 who were in need for Residential Seasonal Hostel, and amongst them 26,912 were covered, hence 96.26% physical target was achieved. During a survey in the year 2017-18, total 14,697 children were identified who would need Tent school. Against the target of 14,697 children, 12,638 children were covered under 622 Tent STPs, with effect of which 86% of target is achieved during the year. Total 1,34,695 Children were targeted to be benefitted through Transport Facility in 2017-18 as per the budget provision and additional approval from GOI; State covered total 1,32,111 children under the transport facility.

As per survey undertaken, there are total 1,04,025 Children with Special Needs (CWSN) in the age group of 6-14 years in Gujarat. Out of this, 89,017 were enrolled in Government and Government-Aided schools. The state has prepared and printed Braille books especially for Visually Impaired (VI) students and distributed to 1,570 Visually Impaired children & teachers. The state has also made provision to provide training of pre-Braille to the regular teachers, for facilitating learning of visually impaired students. SSA Gujarat has provided magnifier lenses in the option of the large print books SSA provided to 13,288 Low Vision children. Total 18,448 Orthopedically Handicapped (OH) & Hearing Impaired (HI) children were provided aids and appliances and trainings on its utility.

The State has given substantial focus on Computer Aided Learning (CAL) programme at Elementary School level and provided Computer Lab facility to 20,502 Elementary Schools to make use of computers and learn through it. Internet connectivity is also made available in 21,803 Elementary Schools in the State.



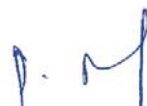
Construction of additional classrooms was undertaken under SSA during the year. Out of targeted 3,960 additional classrooms, a total of 1,632 were completed, while the work was in progress of 2,318 classrooms. Out of targeted 1,222 Girl's toilets, a total of 1,136 were completed, while the work was in progress of 86 Girl's toilets. Out of targeted 1,410 Boy's toilets, a total of 1,287 were completed, while the work was in progress of 123 Boy's toilets.

Against the total budget of **Rs.1083.59 crore** for the year 2017-18 under report, expenditure of **Rs.1010.54 crore** was incurred for various interventions under SSA-RTE, which is 93% of the total approved budget. The Statutory Audit is under process. The fund flow was smooth, which facilitated the effective implementation of scheduled activities under the revised Annual Work Plan & Budget (AWP&B).

Apart from contributing its share of funds to SSA, the State Government of Gujarat has been effectively implementing several unique interventions in the state, viz. providing Free Textbooks to children in Std 1-7, Up-gradation of Primary schools and implementing Vidya Laxmi Yojana and Vidya Deep Yojana to all students. Free textbooks for Std VIII are provided under SSA. The state Government also publishes and provides textbooks in seven different medium of language instructions, viz. Gujarati, Hindi, English, Marathi, Urdu, Sindhi and Tamil; establishment of 54 KGBVs and up-gradation of 59 KGBVs to Std. 9 and 10. Vidya Laxmi Yojana aims to achieve 100% enrolments and retention of girls in Primary Schools. Vidya Deep Yojana is implemented to provide insurance cover to children studying in the schools.

Gujarat has implemented School digitalization programme Gyankunj in 1,609 Government elementary schools of the State in AY 2017-18. The programme is inspired from Digital India vision and enhances classroom teaching and learning process with the help of technology tools, like Projector, Interactive Infrared Camera, Laptop, Speaker, Whiteboard and Wi-Fi Router Extender etc. Total 2.85 Lakh students are benefitted from this initiative. To further promote e learning, 10,000 tablets were provided to students of std.7 and std.8 at 100 schools.

The Government of Gujarat is fully committed to support SSA-RTE, with an aim to cover all out-of-school children under schooling system; 100% enrollment and retention of children in schools and to bring substantial qualitative improvement in the status of Elementary Education in the State.



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ABOUT RTE

Salient Features of the RTE Act, 2009

The RTE Act, 2009 provides for:

- The right of children to free and compulsory education till completion of Elementary Education in a neighbourhood school.
- It clarifies that compulsory education means obligation of the appropriate government to provide free Elementary Education and ensure compulsory admission, attendance and completion of Elementary Education to every child in the six to fourteen age groups. Free means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities are appropriate in providing free and compulsory education, and sharing of financial and other responsibilities between the central and state governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teachers-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher's ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher posting. It also provides for prohibition of deployment of teachers for non-education work, other than decennial census, elections to local authority, state legislatures and parliament and a disaster relief.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) Physical punishment and mental harassment; (b) screening procedures for admission of children; (c) Capitation fee; (d) Private tuition by teachers and (e) running of schools without recognition.
- It provides for development of curriculum in consonance with the values enshrined in the constitution, and which would ensure the all-round development of the child, building on child's knowledge, potentiality and talent and making the child free of fear, trauma, and anxiety through a system of child friendly and child centered learning.

Action taken in Gujarat

Education is the most crucial input for empowering people with knowledge and basic life skills. Quality of education leads to quality of life. Elementary education i.e. Primary (Standard 1 to 5) and upper primary (Standard 6 to 8) is the foundation of the pyramid in the education system. The role of education in facilitating social and economic progress is well recognized. It opens up opportunities leading to both individual and group entitlements. Improvements in education are not only expected to enhance efficiency but also augment the overall quality of life. The twelfth plan places the highest priority on education as a central instrument for achieving rapid and inclusive growth. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education.

Here are some important steps taken by the Government of Gujarat for successful implementation of RTE 2009.

Details of implementation of provisions of RTE Act, 2009 /RTE Rules, 2012

No.	Detail of Rule	Action Taken	Implementing Office/Agency
1	(1) Admission of pupils (2) Documents of age proof (3) Extended period for admission	Notified under Rule 3 (1)(2)(3) of the Gujarat RTE Rules, 2012	Primary School
2	Special Training	Out of school children between 6-14 years never enrolled children and children who dropped out before completion of elementary education are identified every year. Names of such children are entered in the school records. Context-specific strategies are planned for Special Training and appropriate materials are also developed for this training, so as to enable the actual admission of the children in the age appropriate class on completion of special training.	SSA
3	Opening of new Elementary Schools or take over a private school.	Provision has been made under Rule 5 of the Gujarat RTE Rules, 2012	District Education Committee or Municipal School Board as the case may be
4	Schools to Provide Free and Compulsory Education	Already implemented	State Government/Local Authority/School
5	Maintenance of records of children by local authority	Already implemented	Director of Primary Education
6	Admission of children belonging to weaker section and disadvantaged group in unaided schools.	Already implemented	Director of Primary Education
7	Penal Action on schools violating the norms of no capitation fee and no screening procedure for admission.	Already implemented	Director of Primary Education
8	Recognition of schools, other than a school established, owned or controlled by the state Government or Local authority.	Already implemented	Director of Primary Education
9	Withdrawal of recognition	Procedure has been notified under Rule 14 of the Gujarat RTE Rules, 2012	Director of Primary Education

No.	Detail of Rule	Action Taken	Implementing Office/Agency
10	Norms and Standards for School	Specified vide Education Department Resolution No.PRE-142010-242076-K dated: 3-6-2010	Director of Primary Education
11	Composition and functions of the School Management Committee	Composition of School Management Committee have been specified under Rule 16 of the Gujarat RTE Rules, 2012	School other than unaided school
12	Preparation of School Development Plan	As specified under Rule 17 of the Gujarat RTE Rules, 2012, School Development Plan are prepared every year by the SMC	SMC
13	Teachers Acquiring minimum qualifications	Adequate teacher education facilities are available in the State.	State Government
14	Conditions of service of Vidhyasahayaks or teachers.	Already implemented	State Government
15	Duties to be performed by teacher or Vidhyasahayaks	Specified vide Education Department Resolution No.PRE-121-2014-40796-K dated: 7-2-2014	Director of Primary Education
16	Grievance Redressal mechanism for teachers or Vidhyasahayaks	Specified vide Education Department Resolution No.PRE-1112-GOI-29-K dated: 30-4-2013	The State Government to constitute Tribunals
17	Academic Authority to lay down the curriculum and evaluation procedure	Laid down as per letter dated 14/7/2011 from GCERT, Gandhinagar	Head Teacher of the School
18	The curriculum and the evaluation procedure	as above	as above
19	Set up of Mechanisms for periodic training and regular assessment	as above	GCERT / SSA
20	Periodic external evaluation of the in-service teacher training programmes	as above	GCERT / SSA
21	Periodic assessments of the quality of education and produce a report	Already implemented	State Government to set up an independent organization or wing
22	Mechanism to regularly monitor	Already implemented	State Government to set up a mechanism to regularly monitor the quality of pre-service teacher training.
23	To introduce a common test for teacher eligibility	Common eligibility test for teacher and head teacher recruitment have been introduce vide Education Department Resolution dated 27.4.2011 and 18.1.2012	State Examination Board

No.	Detail of Rule	Action Taken	Implementing Office/Agency
24	Award of certificate for completion of elementary education	Already implemented	Director of Primary Education and GCERT
25	Performance of functions by the State Commission for Protection of Child Rights	The Gujarat State Commission for Protection of Child Rights has been constituted vide Notification dated 21-2-2013	SCPCR
26	Manner of furnishing complaints before the SCPCR	Laid Down under Rule 32 of the Gujarat RTE Rules, 2012	SCPCR
27	Constitution of the State Advisory Council	The State Advisory Council has been constituted vide Education Department Resolution No.PRE-122012-695445-K dated 21-3-2013	State Advisory Council

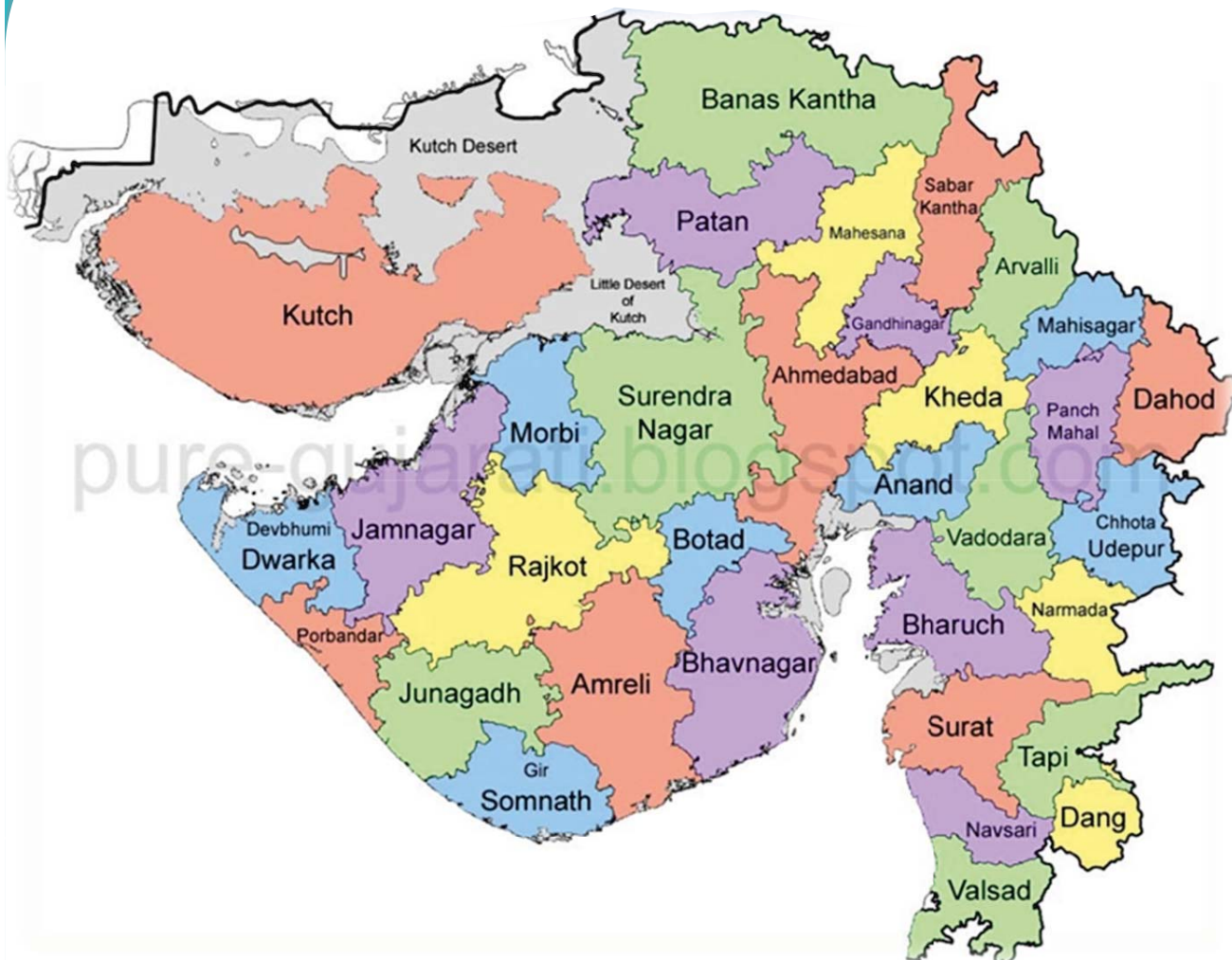


**EDUCATION IS NOT
THE LEARNING OF FACTS,
BUT THE TRAINING
OF THE MIND TO THINK**



01

GUJARAT : THE STATE PROFILE



Area and Population

Gujarat has an area of about 1.96 lacs km. The state is divided into 33 districts and 253 blocks. The population of the state, as per provisional figures provided by Census 2011, stood at 6.03 crores. Gujarat occupies 6.19 percent of total area in India.

Density

The population density of Gujarat was 308 persons per sq. km. in 2011. The highest density of 1376 persons per sq. km. was observed in the district of Surat, while the least density of 46 persons per sq. km. was found in the district of Kutch.

Sex Ratio

The sex ratio of Gujarat was 934 in 2011. The Dangs has the highest sex ratio of 1007, while the lowest sex ratio was found in Surat i.e. 788.

The sex ratio of Scheduled Caste population in the state was 925, while it was 911 in urban areas and 934 in rural areas.

The sex ratio of Scheduled Tribe population in the state was 974, while it was 926 in urban areas and 978 in rural areas.

Literacy

The literacy rate in the State (excluding children in the age-group 0-6 years) has increased from 69.14 percent in 2001 to 79.31 percent in 2011. Among males, it has increased from 79.66 percent in 2001 to 87.23 percent in 2011, whereas among females, it has increased from 57.86 percent in 2001 to 70.73 percent in 2011. Ahmedabad has the highest literacy rate of 86.65 percent, while Dahod has the lowest literacy rate of 60.60 percent.

Urbanization

As per figures of Census 2011, 42.6 percent population of Gujarat resides in urban areas. This proportion of urbanization was 37.4 percent in 2001. In Gujarat, Ahmedabad is the most urbanized district where 85.60 percent of the population resides in urban areas, while Dangs is a mostly rural area having urban population 10.81 percent only.

Scheduled Castes & Scheduled Tribes

According to the 2011 census, the population of Scheduled Castes in the state was 40,74,447, which was 6.74 percent of the total population. It consists of 21,10,331 males comprising 6.70 percent and 19,64,116 females comprising 6.78 percent. The urban SC population in the state was 17,92,874, which was 44.00 percent. The SC population in rural areas was 22,81,573, which was 55.99 percent of the total SC population.

According to the 2011 census, the population of Scheduled Tribes in the state was 89,17,174, which was 14.75 percent of the total population. It consists of 45,01,389 males comprising 14.29 percent and 44,15,785 females comprising 15.25 percent. The urban ST population in the state was 8,95,326 which was 10.04 percent. The ST population in rural areas was 80,21,848, which was 89.95 percent of total population.

Primary Education

Since Primary Education forms the base of the educational pyramid, the Government of Gujarat has always accorded the topmost priority to its development in the state. There is a primary school within a radius of 1 km from every village in Gujarat. The Pupil-Teacher Ratio is 28 as per the DISE reports for 2017-18.

Elementary Schools

There has been a steady increase in the number of elementary schools in Gujarat over the years. From 36,315 elementary schools in 2004-05, the number has gone up to 45,055 in 2017-18. This clearly indicates that Sarva Shiksha Abhiyan has succeeded in creating a demand for elementary education in the state by effective implementation of awareness campaigns.

Year	Schools				Enrolment			
	Govt.	Private Aided	Private Unaided	Total	Govt. Aided	Private Unaided	Private	Total
2004-05	32258	765	3292	36315	5966913	158823	695356	6821092
2005-06	32318	777	4161	37256	6065451	161194	928355	7155000
2006-07	33061	888	5194	39143	6083903	201410	1255657	7540970
2007-08	33236	852	5477	39565	6031806	212076	1418611	7662493
2008-09	33182	843	5081	39106	6006917	220315	1485112	7712344
2009-10	33429	913	5610	39952	5882190	253373	1683300	7818863
2010-11	33503	786	6439	40728	5904497	225706	2014842	8145045
2011-12	33499	703	6738	40940	5968507	184638	2223822	8376967
2012-13	33,619	908	7920	42,447	6192645	248625	2735163	9176433
2013-14	33,624	836	8716	43,176	6061842	264167	2903019	9229028
2014-15	33,666	845	9127	43,638	5899680	265638	2977133	9142451
2015-16	33,751	883	9384	44,018	5772756	285358	3008700	9066814
2016-17	33,739	819	9987	44,545	5611567	263679	3136927	9012173
2017-18	33,788	688	10579	45055	5456516	189469	3210544	8856529

Increase in Enrolment

With increased awareness amongst the masses about the importance of education, the elementary schools have seen a successive increase in enrolment of children, both boys, and girls. What is heartening to see is that, over the years, there has been a steady increase in the number of children completing elementary education. The total enrolment in Std 1-7/8, has increased from 66,01,031 in 2003-04, to 88,56,529 in 2016-17 in Std 1-8.

Year	Enrolment (All) Std: 1 to 5			Enrolment (All) Std: 1 to 7/8		
	Boys	Girls	Total	Boys	Girls	Total
2003-04	2753851	2390427	5144278	3577331	3023700	6601031
2004-05	2817873	2457464	5275337	3690323	3130769	6821092
2005-06	2905938	2573721	5479659	3841530	3313470	7155000
2006-07	3048072	2682210	5730282	4049751	3491219	7540970
2007-08	3095168	2711659	5806827	4110074	3552419	7662493
2008-09	3092593	2716192	5808785	4125572	3586772	7712344
2009-10	3124744	2730882	5855626	4190175	3628688	7818863
2010-11	3163491	2723977	5887468	4390931	3754114	8145045
2011-12	3138434	2719585	5858019	4507418	3869549	8376967
2012-13	3141405	2723994	5865399	4945404	4231039	9176433
2013-14	3167053	2769457	5936510	4978756	4250272	9229028
2014-15	3067736	2696946	5764682	4920420	4222031	9142451
2015-16	2985073	2646233	5631306	4859464	4207350	9066814
2016-17	2916991	2599327	5516318	4814610	4197563	9012173
2017-18	2903790	2563055	5466845	4735576	4120953	8856529

The decrease in Drop-out Rates

The implementation of various schemes for universalization of elementary education has resulted in a tremendous reduction of dropout rate in Std. I to VII/VIII from 18.79% in 2004-05 to 5.33% in 2017-18. Similarly, the dropout rate for Std I to V has reduced from 10.16% in 2004-05 to 1.42% in 2017-18, which means the retention rate for the same is 98.58% now.

Dropout Rate						
Year	Std. 1 to 5			Std. 1 to 7/8		
	Boys	Girls	All	Boys	Girls	All
2004-05	8.72	11.77	10.16	15.33	22.8	18.79
2005-06	4.53	5.79	5.13	9.97	14.02	11.82
2006-07	2.84	3.68	3.24	9.13	11.64	10.29
2007-08	2.77	3.25	2.98	8.81	11.08	9.87
2008-09	2.28	2.31	2.29	8.58	9.17	8.87
2009-10	2.18	2.23	2.2	8.33	8.97	8.66
2010-11	2.08	2.11	2.09	7.87	8.12	7.95
2011-12	2.05	2.08	2.07	7.35	7.82	7.56
2012-13	2.02	2.06	2.04	6.87	7.37	7.08
2013-14	1.97	2.02	2.00	6.53	7.28	6.91

2014-15	1.94	2.00	1.97	6.19	7.03	6.61
2015-16	1.67	1.81	1.74	5.88	6.79	6.34
2016-17	1.43	1.61	1.54	5.57	6.55	6.06
2017-18	1.31	1.53	1.42	4.56	6.21	5.33

GER & NER

Over the years, Gujarat has shown significant improvement in terms of two major indicators: Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER), for both boys and girls. In 2003-04, the total GER and NER were 95.5 and 75.07, respectively. In 2017-18, the total GER and NER were 101.90 and 99.15, respectively. In 2003-04, the boys' GER and NER were 96.62 and 75.33, respectively. While 2017-18, the boys' GER and NER were 102.36 and 99.28, respectively. In 2003-04, the girls' GER and NER were 94.38 and 74.8, respectively. While 2017-18, the girls' GER and NER were 101.39 and 98.99 respectively.

Year	GER			NER		
	Boys	Girls	All	Boys	Girls	All
2003-04	96.62	94.38	95.50	75.33	74.80	75.07
2004-05	109.68	109.39	109.54	96.06	95.23	95.65
2005-06	110.68	110.39	110.54	96.56	95.73	96.15
2006-07	111.78	111.49	111.64	97.83	96.23	97.03
2007-08	103.11	100.84	101.98	98.17	96.67	97.42
2008-09	104.00	101.72	102.86	98.58	98.58	97.82
2009-10	104.67	102.34	103.51	98.82	98.04	98.29
2010-11	105.03	103.12	104.08	99.06	98.23	98.64
2011-12	105.08	104.20	104.64	99.08	98.53	98.80
2012-13	102.06	100.87	101.47	99.53	98.96	99.24
2013-14	99.74	99.70	99.72	97.12	97.30	97.21
2014-15	104.46	103.14	103.80	99.10	98.15	98.63
2015-16	103.17	102.37	102.63	99.05	99.22	99.11
2016-17	102.83	101.96	102.42	99.34	98.92	99.14
2017-18	102.36	101.39	101.90	99.28	98.99	99.15

The government of Gujarat's Special Interventions

Apart from contributing its share of funds to SSA, the State Government of Gujarat has been vigorously implementing several unique interventions in the state, viz. providing free textbooks to children in Std 1-7, up-gradation of primary schools and implementing Vidya Laxmi Yojana and Vidya Deep Yojana to all students.

Vidya Sahayaks' Recruitment

For addressing the issue of paucity of teachers in primary schools, Government of Gujarat has been recruiting Vidya Sahayaks in phases. The figures for recruitment of teachers are as under:

Year	No of Teachers Recruited	Year	No of Teachers Recruited
1998-99	15404	2009-10	6294
1999-00	20756	2010-11	9950
2000-01	13181	2011-12	11689
2001-02	6900	2012-13	7198
2002-03	6591	2013-14	6589
2003-04	3848	2014-15	4496
2004-05	15468	2015-16	3080
2006-07	12691	2016-17	5169
2008-09	10225	2017-18	1300
Total	1,60,829		

Vidya Sahayaks are the teachers who are appointed on a fixed consolidated salary and absorbed in the regular cadre when regular vacancies of teachers arise in the districts. As per the data published by the Education Department, a total of 1,60,829 Vidya Sahayaks were in the place, out of which 39,521 were recruited during the year 2011-12 to 2017-18.

Free Text Books

The State Government provides free textbooks to children, studying in Std I-VII in the schools run by the District Education Committees, Local Body, Grant in Aid schools, and Ashram Shalas and Municipal School Boards. Under SSA, free textbooks for Std VIII are provided to all children in Govt. Schools and Grant In Aid schools of the State. It should be noted here that the Government of Gujarat publishes and provides textbooks in seven mediums of instruction viz. Gujarati, Hindi, English, Marathi, Urdu, Sindhi and Tamil.

Up-gradation of Primary Schools

It is found that one of the major reasons for children not completing elementary education is lack of schooling facilities beyond Std V in their village. To overcome this problem, at least one primary school in every village is upgraded to upper primary school.

Vidya Laxmi Yojana

The scheme called Vidya Laxmi Yojana is launched in villages where the female literacy rate is below 35%. The scheme aims to achieve 100% enrolment and retention of girls in primary schools. Under the scheme, each girl, who enrolled in Std I, is given Narmada Bonds worth Rs.2,000, which has a maturity period of eight years. The girl will be eligible to encash the maturity amount only after completing eight years of elementary education. The details of a number of girl beneficiaries and the total amount distributed by way of Narmada Bonds are as under:

Year	No. of Girl Beneficiaries	Total Amount of Narmada Bonds Distributed (Rs in lacs)
2002-03	1,10,829	1108.29
2003-04	1,54,457	1544.57
2004-05	1,30,000	1300.00
2005-06	1,51,034	1510.34

2006-07	1,16,300	1163.00
2007-08	1,47,506	1475.06
2008-09	1,28,757	1287.57
2009-10	1,11,553	1115.53
2010-11	1,04,319	1043.19
2011-12	1,44,491	1144.91
2012-13	1,05,298	2105.96
2013-14	1,15,534	2310.68
2014-15	1,16,543	2330.86
2015-16	1,09,905	2198.10
2016-17	75,708	1514.16
2017-18	94,823	1896.46

Vidya Deep Yojana

The State Government has introduced the scheme of Vidya Deep Yojana to provide insurance cover to children studying in schools. Launched in the memory of children who lost their lives in the earthquake on 26th January 2001, the scheme seeks to provide benefit to all children in primary, secondary and higher secondary schools. The State Government will pay an annual premium under which an amount of Rs.25,000 will be insured for children in primary school while an amount of Rs.50,000 will be insured for children in secondary and higher secondary schools.

The insurance company will pay the amount of insurance to the parents of students in any case of accidental death, except suicide and natural death. A certificate in this regard in a prescribed format will be issued by Head Master of the school within a week of the death of the student on the basis of which, the insured amount shall be paid by cheque within 15 days.

The year-wise details of claims paid up under Vidya Deep Yojana are as under:

Year	Claims Paid Up	Sections
2002-03	436	Primary, Secondary & Higher Secondary
2003-04	248	Primary, Secondary & Higher Secondary
2004-05	456	Primary, Secondary & Higher Secondary
2005-06	153	Primary, Secondary & Higher Secondary
2006-07	381	Primary, Secondary & Higher Secondary
2007-08	31	Primary
2008-09	382	Primary
2009-10	277	Primary
2010-11	318	Primary
2011-12	184	Primary
2012-13	263	Primary
2013-14	438	Primary
2014-15	402	Primary
2015-16	371	Primary
2016-17	303	Primary
2017-18	117	Primary

02

TEACHER TRAINING & LEARNING ENHANCEMENT PROGRAM (LEP) & PRAVRUTTI DWARA GYAN (PRAGNA)

ANNUAL REPORT - 2017-18



Teacher's Training:**In-Service Training for the year 2017-18**

The objective of in-service training is to make teaching more effective through various activities planned throughout the year so that teachers can enhance their professional skills by learning new knowledge and techniques of their field. Under SSA every year teachers are given training for scheduled days. Planning of the training is done after coordination with GCERT and officers who are associated with training. It includes methodology, subjects, duration, and level of training. In the year 2017-18, 7 days block level training and 5 days cluster level training were organized.

Block level training:

7 days block level training was divided into three phases.

- 1st phase : focused on Training for NAS (National Achievement Survey),
- 2nd phase : 3 days training for Std. 1 to 5 teachers through “Offline training mode”.
- 3rd phase : 3 days training for Std. 6 to 8 teachers with a focus on Content-based, subjects suggested by SSA and GCERT team of online training mode.

Methodology:**Offline Training**

- **The State** has organized SLIPT mode (Cascade model) of training for KRPs instead of one- time training. The method for training was participative and experiential. Teachers Training Package consists of Teacher Training Module
- **The KRP's** trained the district level resource persons (DRG). (RPS)
- **The district resource group (DRG)** trained the block level master trainers (MTs). This block level master trainers again trained the cluster level resource persons (CRG) members.
- The training session-time table planned with on-air and off-air activities. The on-air session facilitated by the KRPs through teleconferencing and off-air activities facilitated by CRG members.

Online mode Training

- Training was organized on the internet with the use of cloud mode instead of classroom method
- The content was text, audio, video, case study, animation based.
- The content kept live on the cloud up to 15 days
- Online training can be organized after such training

- If a candidate fails in the online exam, the arrangement is done for re-exam after revision of the training subject. If required, training subject video recording was made available for revision.

Training duration and level

- Training was organized before or after vacation instead of a rotation method
- If training is organized in vacation, it was ensured that teachers participate without any expectation of any allowances and leave
- Such training was organized in any educational institutions and arrangement of its payment was made in the Budget e.g. Ambedkar Open University
- These trainings were organized on Saturday - Sunday or on Holiday

Participants

- Upper primary subject teachers
- Grade achieved in the training test was linked to the teacher's increment

The topics which were focused under block level training.

- NAS
- GYANKUNJ
- PRAGNA
- Math and science Content of Std. 6 to 8.
- The approach of NCF-2005 and NCERT based curriculum and learning outcomes.

Progress Report on teachers training:

The training of Std. I to VIII teachers for 4 days at block level was completed up to March -2018.

- 2 days training under NAS of 5709 teachers per district (33 districts) 173 selected schools have been trained.
- 1-day training for GYANKUNJ of 3700 teachers was trained
- 4 days block level PRAGNA Induction training of 7000 teachers was completed.
- 19609 Math and Science teacher were selected for online teachers training for the educational and pedagogical approach. This training was guided by IIMA and SPO.
- 4 days block level Content-based training of Std. 1-2 and 3 days block level Content-based training of 3 to 5, 6 to 8 Math and science. All teachers were training on the base of NCF-2005 and NCERT based curriculum and learning outcome.
- Module writing workshops were conducted in the coordination of GCERT. Necessary guidance was provided by the State Project Office personnel.

- In Cluster Level training parallel review with Continuous Comprehensive Evaluation and Learning Outcomes. The Cluster Level training was conducted on first of Saturday of every month.
- KRP's trained district resource persons group (DRG). District resource group (DRG) trained the master trainers (MTs). This block level master trainers, in turn, trained the cluster resource person group (CRG) members.
- Teachers of all Government Primary Schools and Upper Primary Schools, Ashram Shalas, Private Aided Primary Schools and Private Unaided schools were covered under training.

During the year 2017-18, a total of **14,50,988** man-days block level training of 4 days training out of 8 days training the annual target of **7,87,679** man-days (2,072,84 teachers) was completed. Thus **54.29%** physical target of teachers training has been already achieved as on March 2018

Cluster Level Training – 2017- 18

The Cluster Level Meeting was conducted in first Saturday of August, November and January.

Accordingly, planned cluster level training included a lesson plan, assessment of teaching strategies, best practices, difficulties, experience sharing.

The training the half day covered evaluating core content of learning outcomes of a student in relevant standard and subject.

During the meeting/training, half day covered evaluating core content of learning outcomes of a student in relevant standard and subject.

In Cluster Level Meeting, the parallel review was conducted for with Continuous Comprehensive Evaluation and Learning Outcomes.

Training at Cluster Level				
Training	Target Group	Duration month conducted	Physical Target	Achievement up to (March-18)
Cluster level CRC meeting for teacher	Teachers of Std. 1 to 8	First Saturday of Month August, Nov, & Jan	2,07,284 teachers (10,36,420 man-days)	4,97,979 Man-days (48.05%)

During the year 2017-18, a total of **10,36,420** man-days training of 4 days cluster training out of 8 days training the annual target of **49,79,79** man-days (2,072,84 teachers) was completed. Thus **48.05%** physical target of teachers training has been already achieved. on March 2018

Teachers Training Progress Report -2017-18								
No	District/ Municipal Corporation	Target No of Teachers	Target man-days			Achieved man-days		
			7 days Block level Training	5 days cluster level Training	Total 12 days Training	4 days Block level Training	3 days cluster level Training	Total 7 days Training
1	AHMEDABAD	6864	48048	34320	82368	26083	16490	42573
2	AMRELI	5489	38423	27445	65868	20858	13187	34045
3	ANAND	7524	52668	37620	90288	28591	18076	46667
4	ARAVALLI	5904	41328	29520	70848	22435	14184	36619
5	BANAS KANTHA	16033	112231	80165	192396	60925	38518	99443
6	BHARUCH	5076	35532	25380	60912	19289	12195	31484
7	BHAVNAGAR	8921	62447	44605	107052	33900	21432	55332
8	BOTAD	2430	17010	12150	29160	9234	5838	15072
9	CHHOTAUDE- PUR	4925	34475	24625	59100	18715	11832	30547
10	DEVBHUMI DWARKA	2839	19873	14195	34068	10788	6820	17608
11	DAHOD	11797	82579	58985	141564	44829	28341	73170
12	GANDHINAGAR	4859	34013	24295	58308	18464	11673	30137
13	GIR SOMNATH	4378	30646	21890	52536	16636	10518	27154
14	JAMNAGAR	4460	31220	22300	53520	16948	10715	27663
15	JUNAGADH	4539	31773	22695	54468	17248	10904	28152
16	KACHCHH	8913	62391	44565	106956	33869	21413	55282
17	KHEDA	8611	60277	43055	103332	32722	20687	53409
18	MAHESANA	8044	56308	40220	96528	30567	19325	49892
19	MAHISAGAR	5735	40145	28675	68820	21793	13778	35571
20	MORBI	3505	24535	17525	42060	13319	8420	21739
21	NARMADA	3017	21119	15085	36204	11465	7248	18713
22	NAVSARI	4264	29848	21320	51168	16203	10244	26447
23	PANCH MAHALS	8158	57106	40790	97896	31000	19599	50599
24	PATAN	6361	44527	31805	76332	24172	15282	39454
25	PORBANDAR	1952	13664	9760	23424	7418	4689	12107
26	RAJKOT	5881	41167	29405	70572	22348	14129	36477
27	SABAR KANTHA	7288	51016	36440	87456	27694	17509	45203
28	SURAT	5014	35098	25070	60168	19053	12046	31099
29	SURENDRA- NAGAR	6777	47439	33885	81324	25753	16281	42034
30	TAPI	3656	25592	18280	43872	13893	8783	22676
31	THE DANGS	1937	13559	9685	23244	7361	4653	12014
32	VADODARA	5788	40516	28940	69456	21994	13905	35899
33	VALSAD	6097	42679	30485	73164	23169	14647	37816
34	AMC	3971	27797	19855	47652	15090	9539	24629
35	RMC	1010	7070	5050	12120	3838	2426	6264
36	SMC	4215	29505	21075	50580	16017	10126	26143
37	VMC	1052	7364	5260	12624	3998	2527	6525
		207284	1450988	1036420	2487408	787679	497979	1285658

System for School Visit & Classroom Observation:

The state has total 4268 Cluster Resource Centers. CRCs are the main training centre for teachers. Teachers come to CRCs every month. CRC Coordinators are the organizers of the training. Additionally, CRC Coordinator gives on-site support to teachers in their teaching-learning process.

CRC is the grass root level implementing institute under SSA. Secondly, CRC Coordinators visit the schools on regular basis and observe the classrooms and schools. She/he provides on-site guidance and support to teachers regarding academic matters and implementation of other schemes of SSA.

Academic Support & Monitoring Systems:

- The State has a monitoring system of school observation and classroom observation form. It is a web-based application, reports can be generated from the data captured. This report shared at CRC-BRC level. The report reflects teacher work in the classroom.
- CRC-BRC coordinators and Block Resource Person visited the schools and observed classrooms as part of their hand-holding and coaching the teacher.
- Teachers give feedback based on their experiences. The State has a monitoring mechanism in the coordination of GCERT. The training centre visited across the state by the state level officers and they fill up the feedback form. The feedback scrutinized and follow up and send to the district for further improvement.
- Strengthening of state-level Resource Group for quality, learning assessment in particular role of SCERTs/ DIETs
- The effectiveness of BRC/CRCs in quality improvement progress
- State Systems for monitoring for quality Initiatives, coordinator & supervision mechanisms at SPO/state level.
- System for monitoring of schools indication and mechanisms

Free Text Books

The State government provides free textbooks to children, studying in Std. I-VII in schools run by District Education Committees and Municipal School Boards. Under SSA, free textbooks for Std. VIII are provided to all children in government schools and Grant in Aided schools of the State. It should be noted here that the Government of Gujarat also provides textbooks in seven medium of instruction viz. Gujarati, Hindi, English, Marathi, Urdu, Sindhi and Tamil.

The position of BRCC & CRCC and BRPs across the state:

- BRCs/CRCs play a vital role in quality improvement in education. BRC/BRP at Block Level and CRC at Cluster Level have been appointed to achieve one of the important objectives of SSA to improve quality in education. They visit the schools on regular basis and do hand-hold with teachers in improving quality in their teaching

methods. They play a role as coordinator between schools, Block office and District office. They do follow-ups on the suggestions given by higher authority.

The position of BRCC & CRCC and BRPs sanctioned across the state are as under

No	District	BRCC	CRCC	BRPs
1	Ahmedabad	10	142	50
2	Amreli	11	119	55
3	Anand	8	164	40
4	Aravali	6	161	30
5	Banaskantha	14	278	70
6	Bharuch	9	129	45
7	Bhavnagar	10	146	50
8	Botad	4	40	20
9	Chhotaudepur	6	116	30
10	Dahod	8	174	40
11	Dev dwarka	4	83	20
12	Dang	3	42	15
13	Gandhinagar	4	95	20
14	Gir Somnath	6	83	30
15	Jamnagar	6	109	30
16	Junagadh	10	100	50
17	Kutch	10	232	50
18	Kheda	10	179	50
19	Mahisagar	6	135	30
20	Mehsana	10	146	50
21	Morbi	5	76	25
22	Narmada	5	84	25
23	Navsari	6	103	30
24	Panchmahal	7	171	35
25	Patan	9	109	45
26	Porbandar	3	48	15
27	Rajkot	11	126	55
28	Sabarkantha	8	167	40
29	Surat	9	128	45
30	Surendranagar	10	124	50
31	Tapi	7	81	35
32	Vadodara	8	122	40
33	Valsad	6	133	30
34	AMC	4	43	20
35	RMC	3	22	15
36	SMC	4	42	20
37	VMC	3	16	15
	TOTAL	263	4268	1315

PRAGNA (PRAVRUTTI DWARA GYAN)

As suggested in RTE – 2009, each child should be -

- Given Education opportunity
- Given teaching according to his/her speed of learning
- Minimum school bags and other learning material
- Given enjoyable teaching with the help of activities
- Informed what he/she is learning and what he/she has learnt
- Evaluated by CCE and diagnosis and remedy should be provided
- Provided opportunity for scholastic development besides subject learning
- Provided learning material at the school level

An Activity Based Learning (ABL) model has been implemented in Gujarat since June- 2010, as per the guidelines given in RTE -2009. In Gujarat, ABL approach implemented with the name 'Pravrutti Dwara Gnan - PRAGNA'.

Pragna Approach introduced in the state is described below:

Phase	School			Student			Teacher		
	STD 1-2	STD 3-4	STD 5	STD 1-2	STD 3-4	STD 5	STD 1-2	STD 3-4	STD 5
Phase - I (2010-11)	259			16005			510		
Phase - II (2011-12)	2311	259		143639	16123		4553	519	
Phase - III (2012-13)	1234	2311		72148	144984		2342	4726	
Phase - IV (2013-14)	3728	1234		195997	73441		6557	2444	
Phase - V (2014-15)	8410	3728	484	414850	195310	20487	13912	6750	610
Phase - VI (2015-16)	4078	8410		157369	417304		5820	14342	
Phase - VII (2016-17)	2009	4078		71251	156421		2703	5797	
Phase - VIII (2017-18)	1001	2009	825	34007	70641	30145	1290	2692	971
TOTAL	23030	22029	1309	1105266	1074224	50632	37687	37270	1581

- One Block Resource Person (BRP) - Pragna has been appointed in each block in the state for handholding and monitoring of Pragna.
- The literature was provided to the schools to implement the Pragna approach.

- Handholding under Pragna approach :
- BRPs carried out continuous hand holding
- CRCC works in Pragna class during his/her school visit
- Handholding was carried out through training and solution exchange
- BRPs, BRCs and CRCs observe Pragna classroom and submit an online entry in the online monitoring system
- **Outcomes of Pragna Approach :**
- Every child get focused on learning
- Subject teaching implemented in Gujarat has proved beneficial to the students.
- Students of Std.1 & 2 have been freed from school bags. Std.3, 4 & 5 carry only homework books and project sheets in their bags which are implemented and ensured under pragna Approach.
- Students' progress is monitored regularly under CCE. The remedies suggested under CCE have been implemented on priority basis.
- Under CCE daily progress is monitored and noted for student's guidance and teacher's information on their students' progress
- Irregular children were identified and given opportunities to go ahead
- The students of Std. 1 & 2 are freed from examinations under this approach
- The teaching is imparted through distinguished interactive material and classroom
- Interest and attitudes of children are found through Rainbow Activities. Due to this, they get an opportunity to develop their talents
- Students get an education through activity based and joyful teaching methods
- Students get the opportunity for peer/group learning through TLM in the classroom
- **Distinguished Functions of PRAGNA**
- A success story of each class/school was documented.
- Third party evaluation was done.
- Necessary motivation and guidance were given during the visits of Pragna classes by National/State Ministers, Officers and other Dignitaries.
- Opinions of Head Teachers, Teachers, BRCC, CRCC and guardians of students were taken for improving Pragna Activity and Pragna materiel reform.
- DVDs created by State core team of Pragna for the training of all BRCC, BRPs and CRCC.



Learning Ladder

Learning Materials & Pragna Classroom



Individual Learning



Peer Learning



03

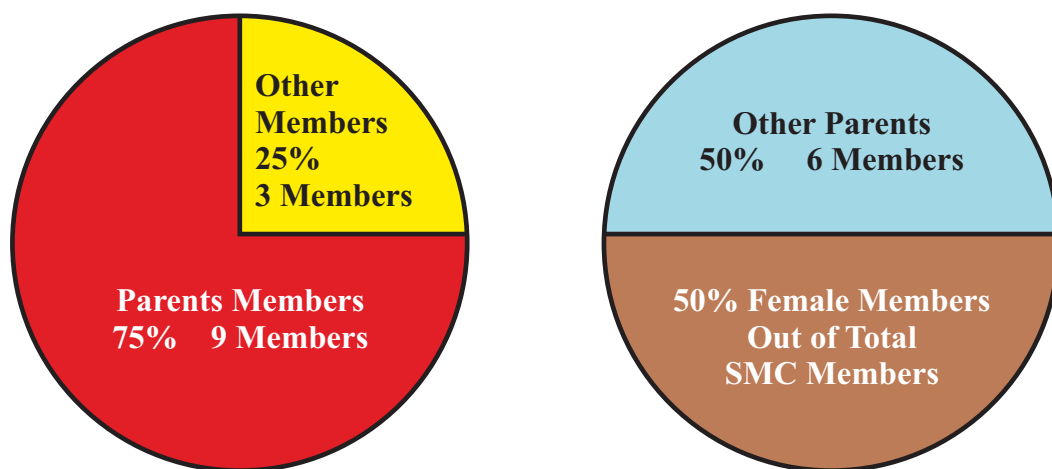
SMC TRAINING

ANNUAL REPORT - 2017-18



Section 21 of the RTE Act 2009 makes it mandatory for constitution and functions of a School Management Committee in all schools except unaided schools. The members of these SMCs are predominantly parents of children (75%) enrolled in the same school. 50 % of the committee members should be women. Section 22 provides for the preparation of a School Development Plan (SDP) by the School Management Committee. Therefore broadly SMC is expected to monitor the functioning of the school, prepare and recommend school development plan and monitor the utilization of grants received from Government, or Local authority or any other source. The SMC is required to be constituted every two years.

The composition of the School Management Committee



- **Major Roles of the School Management Committee**
- The School Management Committee shall perform the following functions namely:
 - Monitor the working of the School, Monitor the Utilization of the grants received from the appropriate Government or Local Authority or any other Sources and Perform such other functions as may be prescribed,
 - Every SMC shall prepare School Development Plan; School Development Plan is basically focused on: Information of Human Resources required for School Infrastructure, Quality of Education, Equity, Education of out of School Children, School Management, Mid-day meal etc.
- **Status of SMCs in Gujarat State**
- In this current financial year 2017-18, 3 days non-residential SMC training is sanctioned of total 197502 SMC members. This is sanctioned for 32917 government schools.
- District level training and school level training is completed.

- Training material developed for both resource persons and pictorial booklet for SMC members which is distributed to all Schools so This year they have to use the same material.

• SMC Training Progress •



Type of Training	Target for 2017-18 (As per PAB minutes 2017-18)		Achievement 2017-18 (31 st March-2018)		%
Non-Residential	Physical	Financial	Physical	Financial	
	197502	592.51	197502	268.99	45.40

- One day Teleconference training through BISAG was held on 19/09/2017.
- No of SMC Members trained in this programme is as given below.

SARVA SHIKSHA ABHIYAN											
Teleconference Present Members Information.											
No.of District	Total No. of SMC Members	BRC	CRC	Principal	SMC Members			Others	Total	No.of Members attended Teleconference	No.of % of attendance
					Female	Male	Total				
37	395520	230	4725	36194	133603	136678	270281	75464	386894	306475	77.49



Kanodar SMC District: Banashkantha

- Per Cluster one Shreshth SMC Programs
- Best SMC All Members in Expose visit

04

GIRLS' EDUCATION & KGBV

ANNUAL REPORT - 2017-18



Education of Girls:

Female education is a catch-all term for a complex set of issues and debates surrounding education (primary education, secondary education, tertiary education, and health education in particular) for girls and women. It includes areas of gender equality and access to education and its connection to the alleviation of poverty. That woman might have the chance of a healthier and happier life should be reason enough for promoting girls' education. However, there are also important benefits for society as a whole. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen.

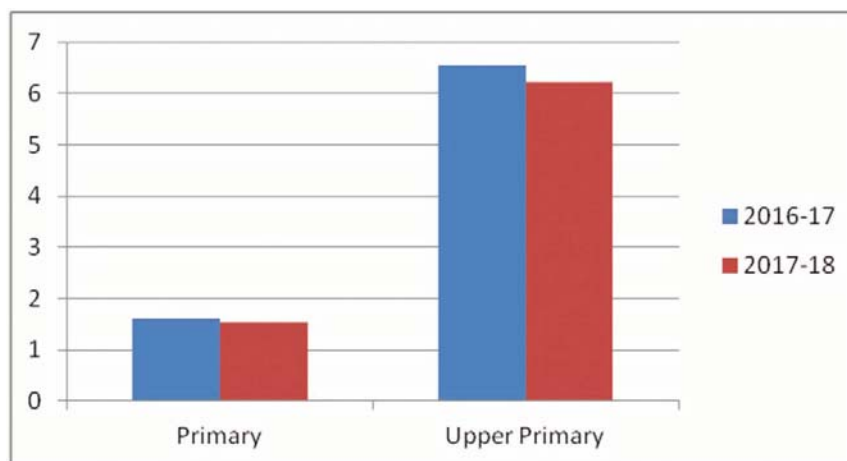
Gender Perspective in Enrolment:

In 2017-18, a total of 88,56,529 Children have been enrolled in Primary and Upper Primary sections, out of which 54,66,845 children have been enrolled in Primary sections and 33,89,684 have been enrolled in Upper Primary sections. In Primary, the percentage of enrolment of boys and girls is 53.12% and 47.12% respectively. At Upper Primary level, the percentage of boys and girls is 54.04% and 45.71% respectively. If both primary and upper primary sections are taken into consideration, the enrolment of boys and girls in terms of percentage has been 53.47% and 46.53% respectively, which indicates the prevailing positive gender parity in enrolment in the State.

Net Enrolment Rate for Girls:

Year	Primary	Upper Primary
2016 - 2017	98.67	99.33
2017-2018	98.72	99.44

(Source: DISE)



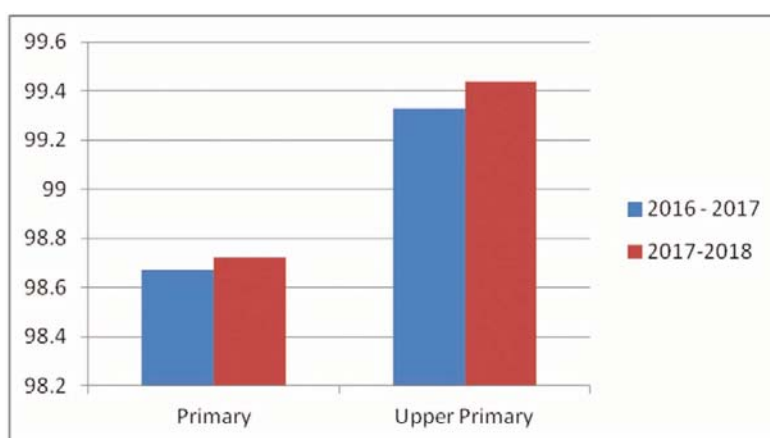
Transition Rate for Girls (2017-18)

Class	ALL	SC	ST	Muslim
V – VI	96.13%	100.36%	92.26%	118.56%

Dropout Rate for Girls:

(Source: DISE)

Year	Primary	Upper Primary
2016-17	1.61	6.55
2017-18	1.53	6.21



Activities under Girls Education:

Gender Audit:

The checklist to assess gender responsive teaching and learning environment in schools (gender audit) was prepared by SSA. The checklist consists of different indicators; the checklist was shared with all the District Girls Education Coordinators (DGCs), Block & Cluster Resource Coordinators.


The indicators in the checklist were divided into three main aspects;

- (A) School and classroom physical environment
- (B) School and classroom learning environment
- (C) Teacher-child interaction and pedagogy

The gender audit was conducted in schools across the state. Major findings are separated and for follow up work & training needs were identified for creating gender bias-free classrooms/school environment considering the findings. The further district will do gender audit independently to focus gender sensitization in all schools of the particular district.

• “Meena ni Duniya” Radio Program

Meena ni Duniya radio karyakram is implemented in 143 KGBVs and all Upper



primary schools. This program is started from September-2017. This program is broadcasted from All India Radio and BISAG (Vandegujarat channel no.6, 7, 8) 2(two) days (Tuesday and Friday) in a week after prayer assembly. The content of the episodes includes RTE, An inclusive education, Life skill education, Gender sensitization, Child rights, WASH and Child-friendly school.

The state has developed broadcasting Calendar, Brochure, Teacher guideline, Episode guideline, Teacher dairy and monitoring form. For monitoring purpose, Online Google form developed to know the awareness and success of the program. In this format, many areas are included i.e. Increase in attendance of the students, the impact of the program. After this monitoring able to know the impact and progress of the program.

- **Kasturba Gandhi Balika Vidyalaya (KGBV)**

Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August 2004 for setting up residential schools at an upper primary level for girls belonging predominantly to the Scheduled cast Scheduled tribe, other backward class and minorities in difficult areas. Initially, it runs as a separate scheme but was merged with the SSA programme with effect from 1st April 2007. With the RTE Act, 2009 coming into force with effect from 1st April, 2010, and the SSA framework of Implementation being revised to correspond to the RTE Act, the KGBV component of SSA is also being implemented in the overall context of child rights and child entitlements and in harmony with spirit and stipulations of the Act.

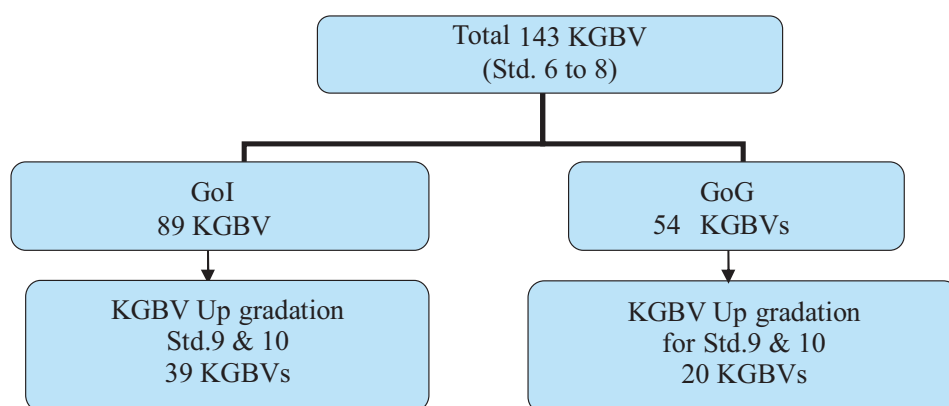
Under this Scheme, KGBVs are set up in Educationally Backward Blocks (EBBs) where the female rural literacy is below the national average (i.e. below 46.13% as per census 2001) and the gender gap in literacy is above the national average of 21.59%. The scope of the scheme was enlarged to cover the Blocks that have rural female literacy below 30% and urban area with more than the national female literacy (urban) of 53.67% as per the census 2001. This was again enlarged to cover all the educationally backward blocks with the rural female literacy of 46.13%.

KGBVs are set up in where more than 500 girls (10 to 14 years of age) are either out of school (drop out or never enrolled) or irregular attendance for more than 6 months. 75% of the targeted girls belong to a scheduled caste, scheduled tribes, minority communities and other backward class communities and 25% of girls from the families of Below Poverty Line (BPL). Age-appropriate enrolment of the girls is done in class 6 to 8 according to their age and as prescribed in the RTE Act, 2009/ MHRD Guideline. The special training course has also been prescribed for a minimum of 3 months and maximum 6 months or more than 6 months for the girls who were never been to school.

In Gujarat, at present, there is a total of 143 KGBVs established under SSA. From

which, 89 KGBVs are run with the help of the GOI support and 54 run with the help of the GOG support. Out of total 143 KGBVs, 59 KGBVs are upgraded to secondary level by the GOG. In which SSA has provided only a residential facility to enable girls for secondary education. In these KGBVs, girls reside in respective KGBVs and study in the nearby secondary school. There are three models in KGBV;

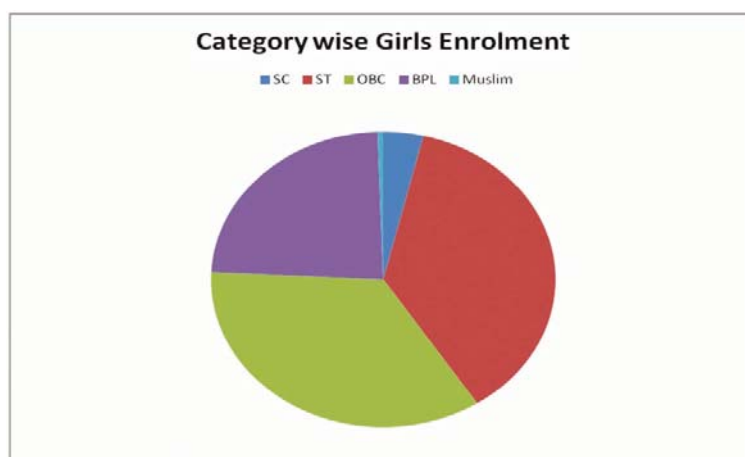
- 39 of Model-I (100 girl's residential school),
- 25 of Model-II (50 girl's residential school),
- 79 of Model-III (50 girls Only residential facility)



Status of category wise enrolment in KGBVs:

As stated above, more focus is given to reach the targetted girls from Scheduled Castes, Scheduled Tribes, OBC, minority and BPL families. Below table gives details on category wise enrolment of KGBVs.

Model	KGBV Sanctioned	KGBV Operational	No. of girls enrolled					
			SC	ST	OBC	BPL	Muslim	Total
I	39	39	143	1411	1331	901	20	3806
II	25	25	136	308	385	306	71	1206
III	25	25	174	155	696	330	20	1375
Total	89	89	453	1874	2412	1537	111	6387



Classification of girls:

Sustaining KGBV scheme

The state has taken steps to sustain the KGBV scheme and has initiated schemes namely G-KGBV to cater to the needs of girls from hard to reach an area which is 100% granted by the State Government only. 54 G-KGBV of Model - III type has been sanctioned since 2017-18. No. of 2374 Girls covered under G-KGBV.

Model	KGBV Sanctioned	KGBV Operational	No. of girls enrolled					
			SC	ST	OBC	BPL	Muslim	Total
III	54	54	188	845	804	524	13	2374

The transition of girls from KGBV to secondary education

The transition of girls from KGBV to secondary education is ensured by GOG by regular monitoring and making provision in the budget including conveyance allowance and hostel facility in 59 KGBV for Std.9&10 girls. The girls reside in KGBVs are enrolled in nearby Government schools in class IX and X while remaining girls from KGBVs are covered under Model Girls School by RMSA, other residential schools run by Social Welfare and Tribal Development Department. The recurring expenditure of the girls studying in secondary schools and residing in KGBVs is being met by the GOG. The State is providing funds for construction of a dormitory, toilets where additional space is available. The fund is given for furniture and miscellaneous.

KGBV Up-gradation for Std. 9 & Std.10:

- 59 KGBVs out of total 143 KGBV (89 GoI + 54 GoG) are upgraded to Std. 9 & 10. Total 2875 girls studying in secondary schools are getting benefits under 100% State funds. All Girls from these KGBV are studying in nearby Government High schools.
- Rest of girls from KGBVs continuing in RMSA-Model Schools and Social welfare department schools.

Below are the girls transited from primary to secondary schools in 2016-17:

Std.	IX	X
No. of Girls	1598	1277

Capacity building of the Teachers:

For running the KGBVs effectively, teachers and wardens are given training at regular intervals. Below are the details of the training imparted during the year 2017-18.

No. of days training imparted	Type of training	Training Content
	<ul style="list-style-type: none">Cluster/Block level trainingFull-time teachers and Warden Cum head teacher participated	<ul style="list-style-type: none">Subject wise content related training incorporate with In-service teacher training

No. of days training imparted	Type of training	Training Content
1 day – 4 batches	<ul style="list-style-type: none"> State level training KGBV CRC coordinator and Warden cum head teacher 	<ul style="list-style-type: none"> KGBV administrative and managerial training
3 Days at Zone level	<ul style="list-style-type: none"> Zonal level training KGBV Full time and Part time teachers 	<ul style="list-style-type: none"> Subject wise content hard spot training as per the result of “<i>Kshamata Mapan Kasoti</i>” (State level Evaluation like <i>Gunotsav</i>) by SRG members and Pedagogy co. of districts
1 Day	<ul style="list-style-type: none"> State level training of District Gender Coordinators Training by Cascade Manner 	<ul style="list-style-type: none"> Patriarchy: Origin and manifestations of patriarchy in society Patriarchy: Influences on the Lives of Women & Men History of Women’s Movements: Global & Indian Perspectives Women’s Rights, Gender Equity & Gender Equality Gender Stereotypes, Gender Bias & Gender Discrimination
1 Day – 2 batches	<ul style="list-style-type: none"> State level training of KGBV Warden cum head teacher and selected KGBV Girls 	<ul style="list-style-type: none"> Life Skill Training viz. right to personal dignity, relationships, self-confidence, caring, critical thinking, and goal setting
1 Day	<ul style="list-style-type: none"> Master Trainer Training of District Gender Coordinators Training by Cascade Manor 	<ul style="list-style-type: none"> Health, cooking and nutritional of KGBV girls by coordinating the departments of ICDS, Food and Drug Department, MS University
1 Day – 4 Batches	<ul style="list-style-type: none"> Leadership training to KGBV Warden cum head teacher through SPIPA 	<ul style="list-style-type: none"> Leadership, Personality development, administration and hostel management
1 Day	<ul style="list-style-type: none"> State level training to District Gender Coordinators and Block Resource Coordinators Training by Cascade Manor 	<ul style="list-style-type: none"> To implement Meena Ni Duniya Radio Program at Pri. school and KGBVs
1 Day	<ul style="list-style-type: none"> District/KGBV Level KGBV Girls were trained in this Subject 	<ul style="list-style-type: none"> Carrier guidance seminar for std.9&10 girls and Warden cum head teacher
1 Day	<ul style="list-style-type: none"> District/KGBV Level KGBV Girls were trained in this Subject 	<ul style="list-style-type: none"> Training of girls and teachers with a demonstration for the safety and security of KGBV girls were given through the Disaster Management Department of the district.
1 Day	<ul style="list-style-type: none"> District/KGBV Level KGBV Girls were trained in this Subject 	<ul style="list-style-type: none"> Training on Child Rights, POCSO through the District Child Protection Unit.

Educational Quality assurance

- “Extra Coaching” for Math & Science Subjects
- Weekly & Monthly test
- Distance learning by SETCOM
- Subject wise and Chapter wise E-Content developed and make it available on YouTube
- NCERT Science, Math’s kit Used
- First Semester Exam Result of KGBV: A+ Grade - 2 KGBVs, A Grade – 29 KGBVs, B Grade – 38 KGBVs, C Grade – 13 KGBVs, D Grade – 4 KGBVs and E Grade – 2 KGBVs
- “State-level assessment ‘’ –OMR based Learning Assessment Test organized by SSA and DIET. This year 8726 girl’s appeared in OMR based exam and grade obtained A+ Grade- 1803 Girls, A Grade – 3203 Girls, B Grade – 1988 Girls, C Grade – 1025 Girls and D Grade – 707 Girls.

Some of the Model-I & II KGBVs selected for the NAS – National Achievement Survey and Model-III KGBVs girls appear in NAS with their existing school



Learning Assessment of Girls in KGBVs

Keeping in mind that girls from KGBV need more attention because of their diverse background of never enrolled & dropped out, the state has conducted Learning Assessment of all KGBV Girls in two phases in this year as an innovation.

Objectives

- a) To study overall Educational Status (Class wise, Subject Wise) of Girls in KGBV
- b) To study Individual Girls Wise Education Status (Class wise, Subject Wise)
- c) To plan strategies for education progress of the girls
- d) Overall Educational Status (Class wise, Subject Wise) of Girls in KGBV

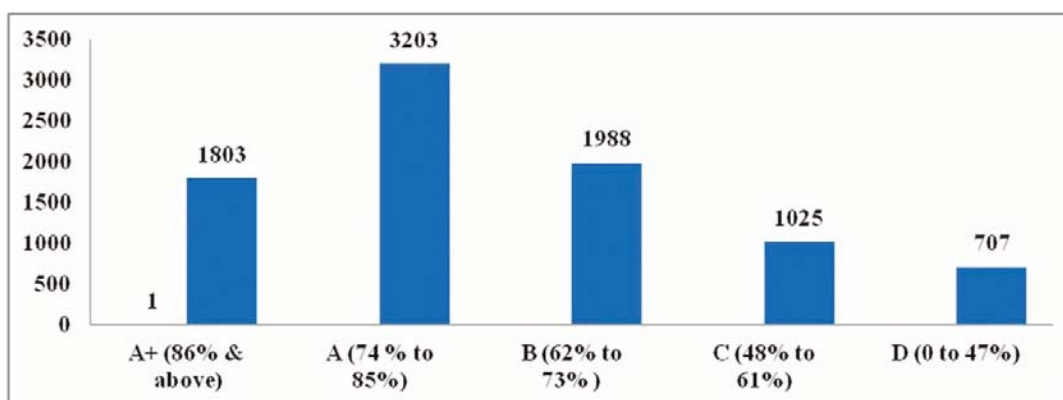
Process Undertaken

Coordination with GCERT: for developing class wise question papers and subjects were covered in one paper.

Class wise question papers were prepared in coordination with iNDEXTb. Separate class wise and each girl wise Optical Mark Recognition (OMR) sheet were also developed to mark the correct option. The learning assessment data was analyzed by iNDEXTb in coordination with the SSA.

Output (Assessment and Findings)

The class-wise and subject wise findings were assessed by iNDEXTb and the results were shared with various stakeholders at State and District level. Now strategies will be planned for the educational progress of the girls.



As per assessment is done 21% of girls have achieved Grade A+ (86% & above) and performed excellently, 37% of girls have achieved Grade A(74% to 85%), 23% of girls have achieved Grade B (62% to 73%), 12% of girls have achieved Grade C (48% to 61%) and 8% of girls have achieved Grade D(47% & below)



**KGBV-Sadarvera Dist- Valsad
Assessment Test in KGBV**

Health records maintained and general health status of the girls:

- Health check-up is done every three months. Height, weight and Basic Metabolic Index (BMI) are calculated.
- Records are displayed & updated every quarterly girl wise data is monitored and accordingly

- Nutritious food is provided, designed by Diet experts from University
- Every quarterly PHC doctors visit KGBV
- Health committee is formed look after the underweight & anaemic girls for their food & proper diet
- Maintained records regarding Girls Menstrual Cycle and give them proper knowledge for hygiene on these days.
- Electric Incinerator provision for the safe disposal of Sanitary Napkin
- The iron-folic tablet is given to all Girls twice in a week with the help of CHC/PHC



Health check-up in KGBV

Green KGBV

Green KGBVs project has been implemented in 100 KGBVs (including GOG KGBVs).

The Green School Programme has been rewarded with the highest Independent honour in Education Department at National Level as SKOCH PLATINUM AWARD on 9th September 2016 at Hyderabad. The KGBVs are under the rating system by IGBC (Indian Green Building Council) and one of the KGBV in Gandhinagar and one KGBV from Junagarh district is certified for IGBC GREEN SCHOOLS GOLD.

Gyankunj in KGBV

Gyankunj Project has been implemented in Primary schools and all KGBVs from 100% State budget. Gyankunj is a school digitalization programme to enhance classroom interactivity and teaching-learning process with the help of technology tools, like Projector, Interactive Infrared Camera, Laptop, Speaker, Whiteboard and Wi-Fi Router Extender etc.

Objectives:

- To enhance classroom interactivity through advancement in the teaching-learning process for Teachers and Students
- To reinforce teaching, learning and evaluation process with the use of technology
- To make ease of understanding for each unit of the curriculum in the classroom itself by using technology as a medium

100 tablets for each KGBVs and each girl have been provided to 30 KGBVs out of 89 KGBVs. Gyankunj Project is very helping full to girls to create their interest in a specific subject.



Gyankunj in KGBV Best Practices in KGBVs

Kitchen Garden

The aim of Kitchen garden practices is to provide chemical free and nutrient-rich organic vegetables and fruits to the students. This also provides an opportunity for students learning by doing. School management is facilitating the space, water and other requirements like seeds and necessary equipment. Under these practices, school gardens are constructed and students are taught the importance of nutrition and balanced diet. They are also familiar with the necessity of sanitation and healthy lifestyle

At Glance: Kitchen Garden in KGBVs Gujarat



KGBV, Dist.-Surat



Kitchen garden in KGBV



KGBV, Dist. - Gir Somnath



KGBV-Khambhala, Dist. Porbandar



KGBV-Kajardi, Dist. Gir Somnath

Cook Training in KGBV

One day Master trainer cook training was organized at the state level. This training was given by experts with the coordinating by departments of ICDS and Food and Drug Department, M.S. University Baroda. The intention of this training is to maintain the quality of food, cleanliness, nutritional food to prevent the health-related problems of girls like anaemia and develop an Ideal kitchen in KGBVs. After the completion of Master Trainer training, in the cascade manner all KGBV's Warden cum Head Teachers, Main Cooks and Assistant Cooks have been trained.



Cook training given by expert

Self Defense training

Self-defence training was given to all KGBV girls by Karate Academy Association Institutes. Planning was done by KGBV management Committee (KMC). On three-month basis self-defence training was given to KGBV girls i.e. Judo Karate, Kata Karate, Fight Karate & Archery. The KGBVs girls won the medals and got various certificates at the block level, State level, National level and International level also. This is a pride moment for KGBVs girls.



Self-defence training in KGBV

Vocational skill Training

Vocational skill training is an important part of education. This is career oriented and employment-based training. After getting this training girl boosted with self-confidence for their future employment. This training was given to all KGBV girls.



KGBV- Lavad, Dist- Gandhinagar and others

KGBV- Lakhtar, Dist- Surendranagar



**KGBV-Delwada,
Dist-Gir-Somnath**

KGBV-Vinchhiya, Dist- Rajkot

KGBV- Jalila, Dist- Botad

Convergence Strategy:

For achieving the set goal to improve girl education in the state, SSA has adopted convergence as a strategy for holding hands. Below are some major convergence done during 2016-17:

1. NRHM – PHC/CHC health checkup in regular interval
2. SCERT – bridge course material development
3. RMSA - Transition in secondary education.
4. Police dept.- “*Suraxa setu*” scheme & for police patrolling
5. District administration for.- Mini water scheme facilities, Use of District fund in tribal blocks
6. Forest dept.- Gardening of the KGBV & plants
7. Banks – Separate bank accounts of the girls
8. Dept. of Sports Authorities of Gujarat
9. UNICEF – Life skill Education training and Meena Radio training
10. Disaster Management department at District level – Training with a mock drill in all KGBVs

11. “Abhayam” helpline for awareness of KGBV girls
12. INDEXTb-B – Online advertisement of recruitment of KGBV teachers



KGBV- Vinchiya Dist- Rajkot



Exposure visit of Fun world KGBV- Virnagar Dist-Rajkot



R.J. (Radio Jockey) at KGBV Bagodara Dist: Ahmadabad



KGBV –Agara, Dist. - Dahod



KGBV – Mangrol Dist. - Junagadh

05

SPECIAL TRAINING PROGRAMME

ANNUAL REPORT - 2017-18



Implementation of the historical “Right of Children to Free and Compulsory Education Act, 2009” (RTE) brings with it the promise of a paradigm shift in the manner in which education is perceived and delivered. This ambitious initiative has been fulfilling the aspirations and dreams of all such children, who have remained out from the main system of school education or could not complete elementary education for various reasons. The RTE Act specifically provides for admission to all the out of school children under the umbrella of education and continues them till the completion of elementary education. According to RTE Act article 9(K), to be enrolled and getting an education is a right for migrating child and hence all the efforts should be done to get these children admitted in seasonal hostels provided to them.

Section 4 of the RTE Act 2009 makes specific provision for Special Training for age-appropriate admission for out of school children. The children above six years of age, who have either not been admitted to any school or having been admitted but have not completed elementary education and have dropped out, are to be admitted to a school in a class appropriate to his or her age for completing elementary education.

A majority out of school children belong to disadvantaged communities: scheduled castes, scheduled tribes, minorities, migrant’s children with special needs, urban deprived children, working children etc. The overall objective of age-appropriate admission for such children is to save them from the humiliation and embarrassment of sitting with younger children. The Act facilitates a child to get admitted to an age-appropriate class to be given Special Training to enable him or her to be at par with other children of her/his age.

Activities carried out by SSA

1. Identification of Children:

A systematic survey was undertaken in November-December, 2016 through project staffs to identify out of school children who required special training. The focus was given to children from urban slums, streets area, railway platforms, along railway lines, construction sites, engaged as domestic workers, bonded child labourers, engaged in cattle grazing, working for wages in dhabas, mechanic shops, rag pickers, shoe shine boys, children involved in sex trade and children who migrate to other areas in search of work. Such children usually belong to SC, ST or most deprived sections of society in tribal districts. After identification, below steps were taken to mainstream the children.

- a. Identification of migrant children who were eligible for admission in school (6-14 years)
- b. Enrolled children as an age-appropriate class at destination school
- c. Provided school education for certain period as per his age and class
- d. Tracked children up to completion of elementary education through Aadhar Enabled DISE

2. Special Training Programme

Special Training Programme (3 months):

This is a School Readiness Programme, which was run from April to June 2017 for the OoSC of age group 6 to 8 years who were never enrolled or dropped out for less than one year children. During the Special Training Programme, provisions for refreshment and exposure visit for children. Total 8,911 children were covered under this programme, out of which, 7,684 children were mainstreamed in the schools, during the enrollment drive held in the month of June 2017.

3. Special Training Programme (12 months):

This programme is meant for out of school children in the age group of 9-14 years children who were never enrolled or though enrolled dropped out for more than a year, are covered under this programme. Mid Day Meal (MDM) was being provided during the Special Training. Total 22,046 out of school children were covered under this programme.



4. Residential Special Training for children of Deprived Group

Children living in difficult areas or in difficult circumstances should also be taken care empathetically. Efforts are also needed to identify the out of school children who are living in extremely remote, inaccessible or scattered habitations so that they can be mainstreamed in the regular schools in age-appropriate classes. State planned to cover those children in Porbandar, Sabarkatha, Valsad districts and SMC. Residential Special Training Programme was managed and monitored by cluster level and district level committees. Children got lodging, boarding and teaching facility for a better stay. Total 96 children received the benefit of Residential Special Training.

5. Special Training Material:

Special Training Material was developed by the State Resource Group (SRG) Lecturers of the DIETs, Lecturers of GCERT, CRC Coordinators, Retired Teachers, Experts from the NGOs, EVs, and Resource other departments and University. The material was developed for 1st to 6th standard which was reformed in 2016-17. Learning material (Work Book) was developed in Hindi for the other state migrant children.

This Material includes Modules, Workbooks, Activity cards, Pre Test Papers and Progress Card.

6. Tent STP:

Tent STP provides support provided to the children who migrate seasonally with their parents for their livelihood. Some of the occupations are such kind in which, they need to stay at work site only. In such cases, children have to be given education at work sites where their parents stay for a certain period. For example, Brick Kilning, Sugar Cane Harvesting, Salt Pan Area etc. These children can get Special Training at the work site with light refreshment. Tent schools work like day care centre which open during 11:00 AM to 5:00 PM. For more coverage, especially in salt pan area, the support from Agaria Hit Rakshak Samiti was taken for rehabilitation and getting more children in the mainstream education.

Strategy	No of children Targeted	No of Children covered	No of Centers
Tent STP	14,697	Boys - 6,901 Girls - 5,737	622
		Total - 12,638	

During a survey in the year 2017-18, total 14,697 children were identified who would need Tent school. Against the target of 14,697 children, 12,638 children were covered under 622 Tent STP. It seems that 86% of target is achieved during the year.



7. Residential Seasonal Hostel

As mentioned above, seasonal migration usually takes place from one region to another or one state to another which is agrarian distress or forest degradation. These are some rainfed areas and after that particular period no work available in the area. In this situation, parents are convinced to keep their children in their village and migrate without their children. These children get an education in Residential Seasonal Hostel with lodging and boarding facilities for 6-8 months.

After activation of School Management Committee, the work of running Seasonal Hostels is managed by the community itself as an SMC. Capacity building training

was imported for all SMCs on the topical STP and mainstreaming of OSCs. Now migrating children with their parents are declined due to availability residential hostel at the village school.

Strategies	Approved target for 2017-18	Coverage	Achievement in%
	Physical	Physical	Physical
Seasonal Hostel (Residential)	27,956	26,912	96.26%

As per the above table, total 27,956 children were identified during the year 2017-18 who were in need of Residential Seasonal Hostel, and amongst them, 26,912 were covered hence 96.26% physical target was achieved.

In addition to mainstreaming out of school children, SSA is focusing on providing quality education to migrating children. SSA has developed bi-linguistics pictorial materials for tribal children as they are not comfortable with the Gujarati language. They need to understand the things in their own language. Hence SSA developed material in a Tribal language like Dangi and Gujarati. Coordination was done with another state for getting teaching materials in another state language.



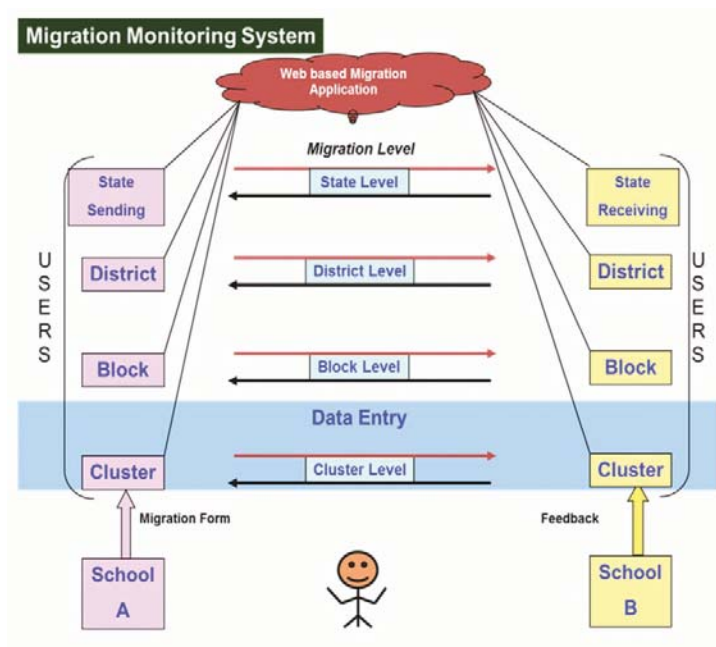
8. MIGRATION MONITORING SYSTEM :

Monitoring of Migration is conceptualized by MIS team and Alternative Schooling team of State Project Office under the guidance of State Project Director.

The whole concept is about fetching data of out of school children and tracking individual child migrating from one cluster/block/district to another cluster/block/district from grass root level i.e. village and school.

The data flow of the system is from cluster to the state passing through an intermediate node of block and district. The cluster is defined as a nodal point of data entry for the system.





Migration Monitoring System developed by Industrial Extension Bureau, popularly known as iNDEXTb is a Government of Gujarat Organization established with the objective of accelerating the industrial development in the State.

Main purposes of the system are:

- Online Migration Monitoring System developed to track & monitor migrating students from one cluster/block/district/state to another cluster/block/district /state and to get enrolled them in Schools
- Mapping of intrastate (6-14 years) migrant children.
- Mapping of interstate (6-14 years) migrant children.
- Provide education to (6-14 years) migrant children at the original.
- Provide education to (6-14 years) interstate migrant children at Destination.
- To increase retention and reduce the dropout rate

Online migration monitoring system of SSA Gujarat is the first of its kind in the country using web application for tracking of migrating children. It is to access system that one can get information very quickly through the web. It is an essential, sustainable and effective system to achieve the goals of the RTE Act. It also has a participatory approach in its process that transparency in results is supreme. The versatility of its use strengthens the overall infrastructure system of the state. Interstate and Intrastate Monitoring results can give the overview of states effective governance in the education sector. Gujarat is a receiving state when it comes to intrastate migration and that shows students are attracting to study in Gujarat. Education department encouraged other departments to have technology-based initiatives for the development of the state.

Sr. No.	Intervention for Out of School children	Target as per AWP & B 2017-18	Achievement		No. of children mainstreamed
			No. of centres	No. of children	
1	STP (3 month)	10664	549	7684	7027
2	STP (12 month)	28504	1583	22046	18017
3	Residential Hostel	109	2	41	
4	Direct Enrollment	7862		7862	
5	KGBV			2399	
	Total	47139	2134	40002	25044
4	Tent STP	14697	622	12638	
5	Seasonal Hostel	27956	912	26912	
	Total	42653	1534	39550	
6	Residential Continue	180	1	55	

9. Transport/Escort facilities

Transportation and/or Escort facility was started in the year 2012 under SSA to ensure, that children who face barriers in reaching school due to the distance from home or other natural or manmade barriers, get proper access to education through appropriate and safe transportation and/ or escort facilities. So that such barrier should not become a reason for parents to not enrol their children in school or stop children from continuing and completing their elementary education.

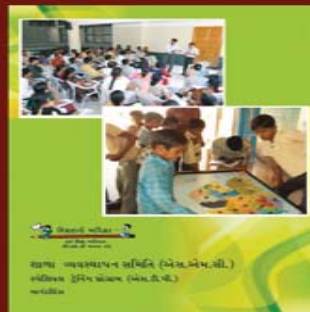
Total 1,34,695 Children were targeted in 2017-18, as per the provision and additional approval from GOI; State covered total 1,32,111 children under the transport facility. Transport facility was provided to children where the distance of primary school (P.S.) is more than 1 km from the residence of children and distance of upper primary school (U.P.S.) is more than 3 kms. The facility was provided both in rural as well as in urban areas considering the requirement and proposals from SMCs and School Heads State level guideline was prepared and circulated to SMCs in the month of April and the Transport Facility as a subject was also included in the in-service teachers training and SMCs/PRI training. The transport/escort facility is provided in all Districts and Municipal Corporations through SMCs. Training was also imparted to Headmasters for maintaining records, hiring local RTO approved transport vehicle, the concern of parents, detail of drivers, and other important details.

Transportation/Escort facility was provided with the concern of School Management Committees (SMCs) on the basis of children's need. Proposals were collected and submitted to the district office by CRC/BRC-coordinators. Proposals were approved after random cross verification and the grant was disbursed to SMCs' bank account. SMC maintained records of grant receipt and utilization on account of transport facility.

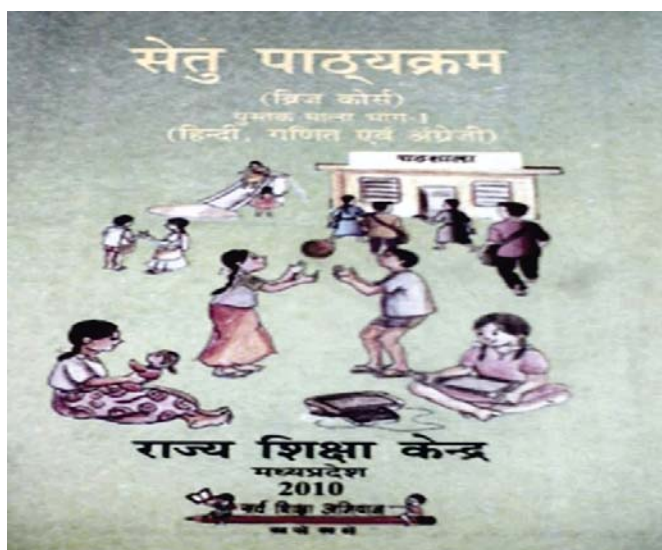
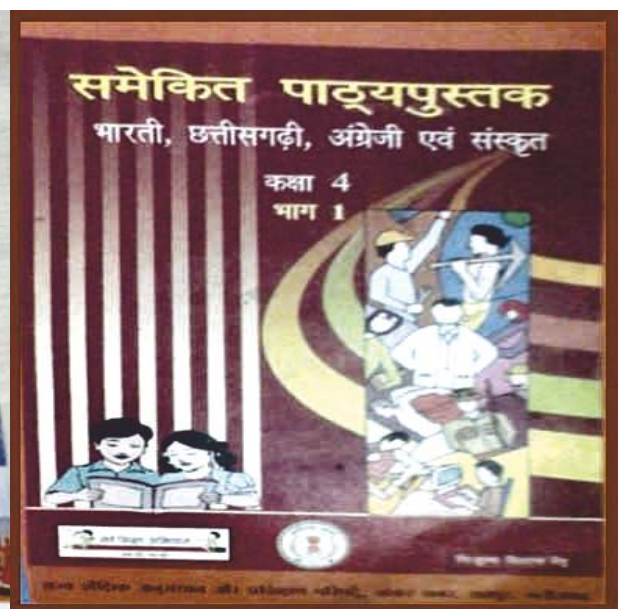
The progressof the Transport facility in the year 2017-18

Target no. of children	No. of children covered (31-3-2018)		
	Boys	Girls	Total
1,34,695	67422	64689	132111

[illegible]



Learning material
W.B
Activity book
Activity cards
Progress card



06

INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

ANNUAL REPORT - 2017-18



SSA is implementing the RTE Act-2009. The key objective of SSA is the universalisation of elementary education. Under SSA, efforts have been made to provide equal opportunities in the school activities and quality based inclusive education to children with special needs (CwSN) and soon after the age-appropriate enrollment of children in the school, parents of differently able children have been nominated as member of the School Management Committee (SMCs) in the Schools. All the members of the SMC have also been oriented.

- Identification and enrollment of CwSN:**

Survey for the identification of CwSN was done in the month of Sep-Oct, 2017, Detail of in School CwSN cover through DISE and Adhar DISE. And out of school CwSN data is collected by the Project staffs, School Management Committee members (SMCs), Anganwadi workers and others. Identified out of school children enrolled in nearby



school during the “Enrollment Drive” in the month of June total – 130/- CwSN were enrolled in nearby Schools and were provided Special training through special Training centres.

Category wise CwSN identified (In School)

Cat	No. of Identified			All schools			CWSN in Govt and Govt aided schools			No. of CWSN covered through HBE/Special schools		
	B	G	T	B	G	T	B	G	T	B	G	T
LV	7025	6263	13288	7025	6263	13288	4600	3879	8479	0	0	0
B	1566	1245	2811	1557	1232	2789	1287	1038	2325	9	13	22
HI	5136	4055	9191	5118	4028	9146	4202	3405	7607	18	27	45
SI	3984	2371	6355	3984	2371	6355	3253	1973	5226	0	0	0
OI	10021	6744	16765	10008	6726	16734	8961	6232	15193	13	18	31
MR	18981	12436	31417	18949	12390	31339	16902	11406	28308	32	46	78
MD	2838	1774	4612	2821	1749	4570	2618	1631	4249	17	25	42
CP	1641	1075	2716	1629	1057	2686	1434	942	2376	12	18	30
LD	9553	6832	16385	9528	6796	16324	8672	6279	14951	25	36	61
ASD	292	193	485	292	193	485	181	122	303	0	0	0
Total	61035	42990	104025	60911	42805	103716	52110	36907	89017	124	185	309

District wise CWSN identified

No	District	TOTAL			No	District	TOTAL		
		Boys	Girls	Total			Boys	Girls	Total
1	AHMEDABAD CORPORATION	1868	1217	3085	20	MAHISAGAR	1636	1204	2840
2	AHMEDABAD	1656	1104	2760	21	MORBI	859	617	1476
3	AMRELI	1188	882	2070	22	NARMADA	935	636	1571
4	ANAND	2672	1900	4572	23	NAVSARI	696	527	1223
5	ARAVALLI	999	665	1664	24	PANCH MAHALS	1866	1393	3259
6	BANAS KANTHA	3743	2309	6052	25	PATAN	1396	926	2322
7	BHARUCH	1023	760	1783	26	PORBANDAR	316	263	579
8	BHAVNAGAR	3444	2449	5893	27	RAJKOT	1141	814	1955
9	BOTAD	743	584	1327	28	RAJKOT CORPORATION	384	330	714
10	CHHOTAUDEPUR	1574	1298	2872	29	SABAR KANTHA	1620	1243	2863
11	DEVBHOO MI DWARKA	477	380	857	30	SURAT	1566	1082	2648
12	DOHAD	2220	1678	3898	31	SURAT CORPO.	1319	963	2282
13	GANDHINAGAR	1289	806	2095	32	SURENDRANAGAR	2055	1450	3505
14	GIR SOMNATH	1340	1007	2347	33	TAPI	614	433	1047
15	JAMNAGAR	903	641	1544	34	THE DANGS	669	550	1219
16	JUNAGADH	1017	687	1704	35	VADODARA	1963	1402	3365
17	KACHCHH	1990	1438	3428	36	VADODARA CORPORATION	278	174	452
18	KHEDA	2257	1503	3760	37	VALSAD	1379	993	2372
19	MAHESANA	1677	1103	2780	38	Grand Total	52110	36907	89017

Enrollment of the CWSN:

Every year the Education Department conducts the enrollment drive. In the year of 2017-18 special focus was given to the enrollment of CwSN in Standard 1st and 9th. During the enrollment drive total 8841 CWSN were enrolled in the 1st standard. Focusing on the enrollment of the children having a category of C.P, T.B and M.D.

Brail Books and Large Print Books:

SSA Gujarat printed to 1570 the child-friendly Brail Books and distributed to the children and teachers. State is also providing training of pre brail to the regular class teachers and resource teachers for the learning of the blind children SSA Gujarat has provided magnifier lances in the option of the large print books SSA provided to 13288 Low vision children regular books and magnify lances with led light so they could children can learn other reference material.

	Total Blind			Low Vision		
Class	Boys	Girls	Total	Boys	Girls	Total
I	163	133	296	454	420	874
II	175	128	303	606	489	1095
III	157	106	263	696	561	1257
IV	206	151	357	793	715	1508
V	217	158	375	874	749	1623
VI	196	174	370	1122	1021	2143
VII	203	176	379	1202	1166	2368
VIII	240	206	446	1278	1142	2420
Total	1557	1232	2789	7025	6263	13288

- **strengthening the resource support team:**

The resource teachers (RTs), Block resource persons (BRPs) for CWSN recruited for all the blocks across the state. 815 Resource Teachers and 478 Block Resource Persons were deployed who were trained to provide special education to CWSN and home-based education to the severely disabled children. To enhance their capacity, (3) three days multi-category training was imparted.

- **Resource Room:**

Resource Rooms, having specialized support by experts and advanced instruments, were established in all 255 blocks across the state. Total **255** Resource Rooms are well equipped with Group Hearing System (GHS), VI Kit, MR Kit and Speech Kit. A child with special needs comes to Resource Room once a week and uses the required equipment here as per guidance provided by experts. Moreover, Physiotherapy, Psychotherapy, Speech therapy and other children related therapies are provided at Resource Rooms. Travel fare and refreshment are provided to CWSN and their parents who accompanied them. In Resource Room parents training and supportive counselling was provided as major activities of Resource Room. 13591 Children were benefited from Resource Room Services and therapy support during 2017-18 as per recommendation is given in IEP. Most needy children are getting effective services from these Resource Rooms.

- **Assessment Camps:**

Assessment and Medical - Certificate camps of CWSN were organized at block level with converges of Social Deface Department, Civil hospitals / Surgeon across the state. SSA has organized Assessment camps for Orthopedically Handicapped (OH) and Hearing Impaired (HI) children in 163 blocks. Children were assessed from Assessment Camps.

- **Aids Appliances:**

Aids and appliances were provided to the OH & HI Children as per their requirements and recommendation from experts during their assessment. Total 18448 Orthopedically Handicapped (OH) & Hearing Impaired (HI) children were availed aids and appliances and training on its utility.

- **Transport/Escort allowance:**

Transport and escort allowance was provided to CWSN for attending school through School Management committees (SMCs). The allowance was deposited in the account of the beneficiary child to Total 18252 children were provided Transport allowance and escort facilities during the year 2017-18. Category wise progress is listed below

Category	Transport allowance			Escort Allowance			Total covered Children		
	B	G	T	B	G	T	B	G	T
Low Vision	650	605	1255	138	117	255	788	722	1510
Blind	606	592	1198	210	179	389	816	771	1587
Hearing Impaired	596	326	922	183	166	349	779	492	1271
Speech Impaired	772	791	1563	0	0	0	772	791	1563
Locomotor Impairment	1440	860	2300	300	213	513	1740	1073	2813
Mental Retardation	2060	1478	3538	1355	915	2270	3415	2393	5808
Multiple Disabilities	530	527	1057	335	218	553	865	745	1610
Cerebral Palsy	392	416	808	372	260	632	764	676	1440
Learning Disabilities	289	285	574	5	6	11	294	291	585
Autism	15	13	28	21	16	37	36	29	65
Total	7350	5893	13243	2919	2090	5009	10269	7983	18252

- **Corrective Surgery:**

As per the Survey and budget allocation in the year 2017-18 total 147 major and minor surgery was done through the support of Health Department, NGOs and Hospitals.

- **Celebration of World Disabled Day:**

On the occasion of the World Disabled Day on 3rd December, with the objective to generate awareness about the issues related to the education of children with special needs, a week was celebrated at block and cluster level in the state. Different competitions like poster painting, songs, poems, Braille reading & writing, and rallies/dramas were organized during the celebration. Moreover, wall painting in school on various government schemes for CWSN was done as a part of the celebration. Total-10081 CWSN participated in the celebration of such special day celebration at 255 blocks. For the celebration, the focus was given to promote

inclusive education in the school where there are more than 5 CWSN are getting an education. For increasing involvement for more awareness, parents of CWSN and School Management Committees (SMCs) were involved in the activities.

Sensitization for creating inclusive school environment:

Regular training is being organized for the purpose to develop the capacity of project staffs, regular teachers, SMC members and parents. To make the peers oriented on inclusiveness, the joint picnics, cultural activities, exposure visits, sports etc are organized at the school level. Details of the training given during the year 2017-18 are as below:

1	3-day class teachers training on inclusive education was organized across the state. Total 27001 teachers were trained on the inclusion of children with special need in the classroom
2	3 days training were imparted to 13718 teachers on Inclusion of CwSN in the School and curriculum adaptation.
3	1395 special teachers were provided training on brail and sign language and malty category for five days
4	8762 parents were trained on the subject of school activities, benefits, life skill development, education and importance of resource room

Convergence:

The key objective of the convergence is inclusion and educational rehabilitation of CwSN in the mainstreaming. Maximum efforts were delivered of done to do convergence with different government department and other non-government organization too. Below are some of major;

No	Name Agency/ Department	Activities detail
1	Health Department	Assessment and certification, free surgery and benefits of School Health Programme
2	Social Justice and Empowerment Department	Scholarship and ICPS benefits, bus passes
3	NGOs	Support in Resource Rooms activities, teachers training, awareness and SMC training
4	DIET, GCERT	Content development and Training
5	BISAG	Arranging Teleconferences
6	GKS	Prevocational training
7	NIOS	Children Development activities
8	Tribal department	Residential school in the tribal area
10	Child line	Identification of CwSN
11	UNICEF	Training and Activities for quality enhancement



Resource Room

07

MEDIA AND DOCUMENTATION

ANNUAL REPORT - 2017-18



શ્રી જ્યોતીરજિંહ ચુડાસમા
માનનીય મંત્રી, મહેસુલ વિભાગ
(આરબિટ, ગ્રામમંત્રી, શેડ),
ઉચ્ચ અને ટેકનીકલ શિક્ષણ,
વિદ્યાર્નિત અને સંસ્કૃતિ હાલતી



શ્રી નાલુનાઈ વાલાણી
મન: સમસકાળ મંત્રી,
જાણકમંત્રી (સંસ્કૃતિ હાલતી),
પ્રાથમિક અને માધ્યમિક શિક્ષણ

દેવે દીધેલી દીકરી, શાળા જવા નીકળી ગણિત ગણે એ પળવારમાં જુઓ વટ પડ્યો છે ગામમાં





શ્રી નરેન્દ્રભાઈ મોદી
માન. પ્રધાનમંત્રી





શ્રી વિજયભાઈ રૂપાણી
માન. મુખ્યમંત્રી, ગુજરાત

શાળા
પ્રવેશોત્સવ
૨૦૧૭

ગ્રામ્ય વિસ્તાર:
૦૮-૦૯-૧૦ જૂન, ૨૦૧૭

શહેરી વિસ્તાર:
૨૨-૨૩-૨૪ જૂન, ૨૦૧૭

સર્વ શિક્ષા અભિયાન
શિક્ષણ વિભાગ, ગુજરાત રાજ્ય

Universalisation of Primary Education is the major Objective of SSA. According to the Right to Education Act 2009, every Child has the right to get free and Compulsory Primary Education. State and Parents are responsible to provide appropriate Environment so that Children Can complete their Primary Education for creating mass awareness among the community. SSA Media Unit undertakes different activities. During the Year 2017-18, Rs. 1,032 lacs against Provision 1,089 lacs Was untallied under activities undertaken Which are as below.

1. Activities are undertaken by State / UT to enhance awareness among education administrators, PRI members, Teachers, SMC and other community members on child-centred elements under the RTE Act.

This year a major focus area was to conduct activities to create awareness among different stakeholders on child-centred elements under the RTE Act.

Awareness materials were displayed at side and base panel of buses. Radio jingles were created and transmitted to spread the awareness. The messages were formed and also displayed on the LED panel of buses.



2. Special activities to be planned by State /UT for the creation of awareness in urban areas

As efforts to create and spread awareness, community melas were organized at several places in urban and rural areas. **Vali Sammelan** was organized for generating awareness about free and compulsory education for 6 to 14 years aged children. Community members are more participative in School activities during the Mela, Sports Competition, Essay Writing Competition, Debate Competition, Open discussion with Community leaders and Community Members and Parents / Guardians. Welcome to Out of School Children and Children with Special Needs as well as Educational Fun Fair was also part of it.

3. **Praveshotsav** (Enrollment Drive) : Enrollment drives were conducted across the state to improve the enrollment of children in government schools. Community meetings were conducted for the same. Advertisements were given to newspaper during this time in June-17 to make community members informed about the need of education and start of admissions in schools for a new academic year.
4. **Meena ni Duniya** : The programme to promote girls education was transmitted through the radio. Posters were also printed as supplementary IEC material.
5. **Gyankunj** : This is a project to implement e-content supported classroom programme in the schools. Communication material on the launch of Gyankunj programme was developed and distributed. Audio-Visual content on the programme was also provided in a CD. Newspaper advertisements were published about Gyankunj.
6. **Gunotsav** : Hoardings were designed and placed at public places to create awareness among masses on Gunotsav. These hoardings were also placed on Buses so that the message reached up to remotest places in the state.
7. **Annual Report** : Annual report on the activities of SSA during 2016-17 was published in Hindi and English.
8. **Gujarat Pakshik** : The *Gujarat Pakshik* magazine is published from the year 2017-18 and is circulated to all the Government primary schools of the state on fortnightly basis. The objective and contents of the magazine are the holistic development of students, by information dissemination about various government initiatives and its awareness amongst the students to keep them informed about their entitlements and rights for better education.
9. **Swachh Bharat Swachh Vidyalaya (SBSV)** : A CD was created and distributed to create awareness and sensitization on functional Water and Sanitation Hygiene (WASH) facilities
10. **Annual Report** : Various activities done by SSA Gujarat in 2017-18 will be compiled in the form of Annual report for the year. The report will provide an overall picture of the initiatives, programmes and achievements of SSA in the state. The report will be published in English, Hindi and Gujarati.
11. **Posters** : To create awareness on different components such as Girls Education, SMC, CwSN, Pragna, Bala, Mid Day Meal, RTE Norms and other initiatives, Posters will be created and displayed at different places such as Panchayat office, Primary health centres, CRC, BRC, schools, bus stops and government offices.
12. **Print Material** : To spread awareness on various norms, activities, facilities and events related to SSA in the state, IEC materials will be printed and distributed.

જ્ઞાનનું એ ગીત છે, છે શિક્ષણનો મહોત્સવ
દોડો દોડો આવ્યો શાળા પ્રવેશોત્સવ

કલ્યા કેળવણી અને શાળા પ્રવેશોત્સવ ૨૦૧૭

શ્રી નરેન્દ્રભાઈ મોદી
મંત્ર. પ્રધાનમંત્રી

શાળા પ્રવેશોત્સવ ૨૦૧૭

ગુજરાત વિજ્ઞાન
૦૮-૦૯-૧૦ જુન, ૨૦૧૭
સર્વેશ મિસ્ત્રા
૦૨-૦૩-૦૪ જુન, ૨૦૧૭

શ્રી વિજયભાઈ રૂપાણી
મંત્ર. મુખ્યમંત્રી, ગુજરાત

શ્રી મુખેશ્વર કુમાર
મંત્ર. શિક્ષણ, કૌશલ, યુવાન ક્ષેત્ર
શ્રી મુખેશ્વર મુખાર્જી
મંત્ર. શિક્ષણ, કૌશલ, યુવાન ક્ષેત્ર

શ્રી મિત્તા અરુણભાઈ, શિક્ષણ વિભાગ, ગુજરાત સરકાર

ગુજરાત પ્રારંભિક શિક્ષણ પંચાયત
શ્રી મિત્તા અરુણભાઈ, શિક્ષણ વિભાગ, ગુજરાત સરકાર

રોજિંદા જીવનમાં અપનાવવા જેવી સારી આદતો

જમવા પહેલાં હાથે જમવા બાદ, હાથ યોગ્ય રીતે ધોવા.

વહેલા સુવે, વહેલા ઊઠો.

દિવસમાં બે વાર બ્રશ કરો.

દરરોજ સ્નાન કરવાનું રાખો.

હિંદુસ્તન કે ખંડી ખાતી વખતે મોંઢા પર હાથ ને રુખાત રાખવો.

વર્ગ ખંડમાં ચાલ્યાસમાં ધ્યાન રાખવો.

જમતા-જમતા TV જોવું નહિ.

કસરત રોજ કરો.

શિક્ષણનો અધિકાર
શ્રી મિત્તા અરુણભાઈ, શિક્ષણ વિભાગ, ગુજરાત સરકાર

પુસ્તકાલય
બાળકો માટે જ્ઞાનનો અખૂટ તંડાર

“નમસ્તે”
હું પુસ્તક મિત્ર છું.
હું તમને કહીશ,
પુસ્તક વાંચવાની રીત.

નિત નવીન વાંચન, મગજનો ખોરાક છે,
જેનાથી બાળકનો વિકાસ થાય છે.

‘પુસ્તકનું મૂલ્ય રત્નો કરતાં પણ વધુ છે.’
કારણ કે રત્નો તો બહારનો ભપકા બતાવે છે જ્યારે પુસ્તક અંતઃકરણને ઉજ્જવળ બનાવી દે છે.

પુસ્તક એક એવી ભેટ છે,
જે તમે વારંવાર ખોલી શકો છો.

ગુજરાત પ્રારંભિક શિક્ષણ પંચાયત
શ્રી મિત્તા અરુણભાઈ, શિક્ષણ વિભાગ, ગુજરાત સરકાર

શિક્ષણનો અધિકાર
શ્રી મિત્તા અરુણભાઈ, શિક્ષણ વિભાગ, ગુજરાત સરકાર

08

MANAGEMENT INFORMATION SYSTEM

ANNUAL REPORT - 2017-18



Since quality is a major concern and is one of the objectives of Sarva Shiksha Abhiyan, monitoring is very important. It is also important that all schools are visited and quality indicators are periodically collected, updated, verified and analyzed to achieve the objectives of SSA.

To meet the requirement of the programme objectives, the software District Information System for Education (DISE) has come in existence since 2003-04. DISE provides the basic educational data, which is used for deriving educational indicators. The information generated on specific indicators helps planners and implementers at various levels in assessment and evaluation of the programme impact and interventions.

From the year 2012-13, the DISE converted into U-DISE (Unified DISE) covering secondary schools also. The survey of **SEMIS** is now terminated and the same has been merged to U-DISE. All the school level information is now collected in UDISE for the schools from Std 1 to 12th.

The Management Information System Units at State Project Office (SPO), District Project Offices and Block level offices in all the districts have been fully operationalized with adequate infrastructure and manpower.

Activities carried out under MIS in 2017-18

- The DISE data for the year 2017-18 for the districts generated and sent to the GOI. The same was shared with the programme functionaries at State, District and Block level.
- “JAN VANCHAN” – a special event on which CRC gathers SMC members, school staffs and villagers, and shares the information of DISE of a particular school. School Report card generated from DISE is distributed to school.
- Prepared Annual Work Plan & Budget for SSA-RTE-KGBV
- Developed web-based online recruitment application
- Updated online software for the Out of School Children
- Updated online software for the data entry on CWSN Children
- Updated online website
- Provided data on various indicators
- Implementation of AADHAR Enable DISE – A Child Tracking System covering child wise database of the entire state,

- A project named as “Aadhaar Enabled DISE” launched in January 2012 for tracking children in the context of retention and assessment of learning outcome
- Aims at maintaining student’s database online to provide prompt access to child information by interlinking with enrolment and academic data.
- The system has generated 18 Digits unique Id Number for every child to track child throughout his academic career
- Child wise record developed which has information on Student Name, Parents Name, Date of Birth, Address, Incentives and benefits received from Government.
- All students covered under the system
- Each year, existing records are being updated and newly enrolled students in Std 1 are being entered under the system
- Mentioning Unique ID in all educational documents like School Leaving Certificate, Migration Card etc. has been done mandatory vide Government Resolution No. PRE-1414-4191-K dated 21/11/2013
- From the Current Year and Bank Accounts Details etc are also integrated for scholarship schemes
- Aadhar UID seeding has been completed for more than 24 lacs students
- Awareness has been generated on the importance of the child tracking system through print media by giving press note.
- The system is extended up to Class 12 to track the students from Class 1 to 12 by covering secondary and higher secondary level under the child tracking system.



“Gyankunj” Project

The initiative of “Gyankunj” project has been launched by the Hon’ble Chief Minister of Gujarat on 5th September 2017 - Teacher’s Day to accelerate the efforts of Government of Gujarat in the area of digital education inspired from the vision of Digital India. The project is implemented in 1,609 Government elementary schools, having interactive e-class developed with smart boards using technology in 3173 classrooms of class V to VIII. Total 2.85 Lakh students of Class V to VIII are taking advantage of this initiative.

Gyankunj is a school digitalization programme to enhance classroom interactivity and teaching-learning process with the help of technology tools, like Projector, Interactive

Infrared Camera, Laptop, Speaker, Whiteboard and Wi-Fi Router Extender etc. It aims to reinforce the teaching-learning and evaluation process. It includes interactive e-Class with smart board developed through technology at school level through facilities of the projector, infrared camera, laptop, speaker, smart board and Wi-Fi router. 10,000 tablets are also provided to students of std.7 and std.8 at 100 schools for learning without burden.

The processes of teaching-learning and evaluation are being executed with the use of various technology tools, e-content and open source resources from the internet on the global pattern of education.




The e-Content comprises various images, videos, animations, virtual labs, demonstration & visualization of activities, self-learning, evaluation and reference material. In addition to this, it also emphasizes reading, writing and understanding knowledge as per traditional tactics of pedagogy. The e-Content covers more than 450 units of 52 textbooks, more than 3,000 animated videos, 3,000 interactive animations, over 1,000 games on various topics, a virtual lab for science experiments and question bank of more than 50,000 questions. Moreover, this e-Content is being telecasted in video form on “Vande Gujarat” digital satellite educational channel, launched with the support of BISAG, through Direct To Home (DTH) media under Statewide Distance Learning Programme, e-Class. The episodes are also available on YouTube Channel under “Gujarat e-Class” for downloading.

The impact of Gyankunj implementation is assessed through Statistical Bureau under the directions of the General Administration Department (Planning) during 6-7 February 2018. This third-party assessment is carried out through school visit and response to a questionnaire designed to measure the impact. The results reveal that non-beneficiary students’ like to learn through Gyankunj if facility provided to them. The study report has concluded that 100% of students can understand the unit taught through Gyankunj facilities and they love to learn through audio-visuals. 100% parents have admitted that their child is excited to go to school and opined to have benefits of the method to their child.

Shaala Kosh - Extended UDISE

MHRD has launched the unified digital data system Extended U-DISE – Shaala Kosh as a common platform to deliver on the requirements of every stakeholder across states. Gujarat State has implemented the pilot project in Ahmedabad and Sabarkantha districts as one of six champion states selected by MHRD. The initiative is implemented at total 2707 government and government-aided schools for entire school education of grade I to XII through execution of activities field testing, training & capacity building and hardware



deployment by State Steering Committee and Project Management Unit (PMU). It covers 1161 schools of Ahmedabad district and 1546 schools of Sabarkantha district.

Out of 2707 schools, 617 schools are equipped with a tablet and biometric attendance devices where the computer was not available. Devices have already been deployed at schools by 24th January 2018 along with the installation of the app. The process of user creation is also completed within timeline and schools have started to upload teachers' attendance by 14th February 2018 and Schools' quarterly indicators by 15th February 2018.

e-Content Development:

The multimedia e-Content has proven its effectiveness in the context of an understanding of students towards the curriculum. The researches have concluded that audio-visuals give long-term impact to the memory of individuals.

The e-Contents (Grade V-VIII) were prepared in a digital form to achieve the targets under the vision of Digital India. These e-Contents cover digital textbooks as well as images, videos, animation, virtual lab, demonstration, activity, self-learning, assessment including reference material. The e-Content also integrates traditionally focused area of reading-writing-comprehension etc.

The size of e-Content is approximately 26 GB which covers 15,000 videos, 1 Lac images, question bank with 50,000 questions, 1,000 animated videos and 1,000 activities.

e-Class - Statewide Digital Learning Programme :

The e-Contents were successfully converted into videos for Mathematics, Science, English and Gujarati and broadcasted on DTH (Direct to Home) medium of Vande Gujarat Educational channels through BISAG studio under e-Class project as per pre-defined broadcasting schedule. A Statewide Digital Learning Programme; e-Class has reached to a vast number of viewers across 32,000 schools where Government provided Ku-band dish and set-top box and millions of households across State and Country.

e-Class achieved an incredible response from viewers. The students feel connected with class and curriculum of school at school as well as at home beyond school hours. To make the video contents more accessible, the videos are uploaded on YouTube channel Gujarat e-Class. The YouTube channel has achieved overwhelming response with a viewership of 19.61 lac viewers per video and total 15,922 subscribers of the channel.

09

PLANNING AND MANAGEMENT

ANNUAL REPORT - 2017-18



Planning & Management Unit:**Preparation of Annual Work Plan & Budget for 2017-18**

The Annual Work Plans & Budget for 2017-18 was prepared through a participatory process involving the structures from village community level, onwards. The plans took into account the findings of micro-planning exercises and various studies conducted at district and block levels. EMIS data for 2017-18 was also used for developing strategies.

Major Initiatives in P & M

The SSA Annual Work Plan and Budget for 2017-18 was built around the following major initiatives for universalization of elementary education in Gujarat.

- SSA Gujarat changed Quality Monitoring Tools for primary schools. The new monitoring system will give good outputs soon. It may be a model for other states also.
- To elicit the support and involvement of the community, awareness campaigns were made more vigorous in all the districts. Mobilization strategies were sharpened on the basis of past experience. Retention and Quality Improvement were the focus areas of this year's annual plan.
- Content-based teachers training, which was not covered by DIET or GCERT as their regular training, was another focus area with renewed emphasis on pedagogical improvement.
- To strengthen the teachers training programs, capacity building of DIETs, BRCs and CRCs was emphasized.
- Having repaired buildings, the thrust of civil works program was on the construction of buildings and classrooms with Buildings as Learning Aids (BALA) approach.



Research & Evaluation Unit:

Preparation of Annual Work Plan & Budget for 2017-18

The Annual Work Plans & Budget for 2017-18 was prepared through a participatory process involving the structures from village community level, onwards. The plans took into account the findings of micro-planning exercises and various studies conducted at district and block levels. EMIS data for 2017-18 was also used for developing strategies.

Role of Research Studies under SSA :

Research has played an important role in the implementation of SSA. Under SSA, studies have been conducted at both the national level and State level for a variety of purposes, such as to provide feedback on the effectiveness of the different inputs, to highlight the problem areas in implementation and to suggest changes in interventions to make the programme more effective.

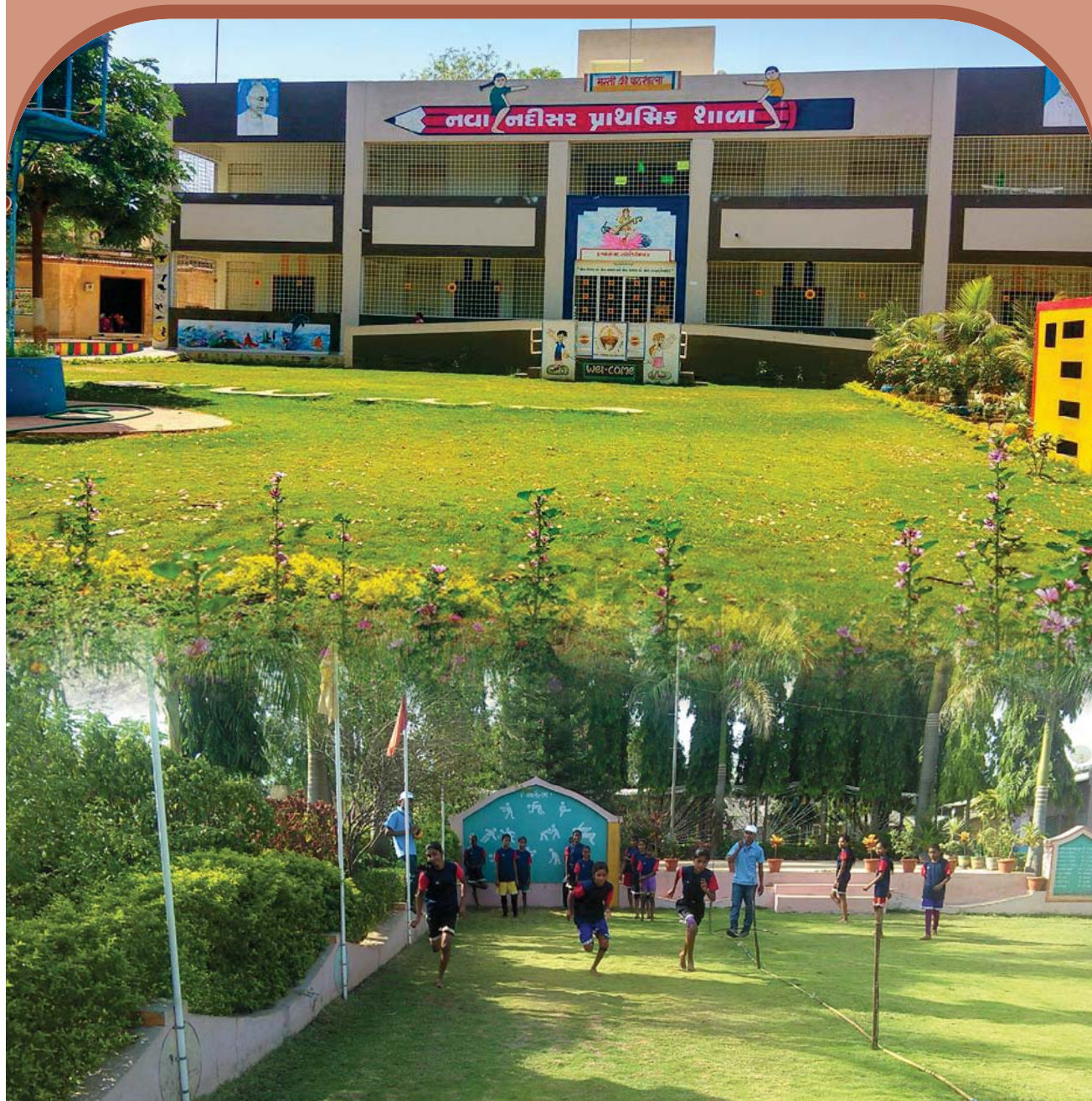
Following studies have been conducted at the state level in the year 2017-18:

- 1. National Achievement Survey (NAS)**
- 2. 5% sample checking of U-DISE of Gujarat for the year 2015-16.**
- 3. 5% sample checking of U-DISE of Gujarat for the year 2016-17.**
- 4. State Level Achievement Survey for Class. III**
- 5. G- SLAS for Classes III, V, VIII (IRT BASED)**

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SCHOOL INFRASTRUCTURE DEVELOPMENT

ANNUAL REPORT - 2017-18



❖ **Introduction:**

The school infrastructure component is important under SSA. Provision of school infrastructure helps to provide access to children and also helps their retention in accordance with the vision of the RTE Act, both of which are important objectives of SSA. Provision of infrastructure for Resource centers at sub-district level helps in creating academic support which Acts as a catalyst towards quality improvement. The school building has to ensure easy access to all children and teachers and it has to be built with a sensitive understanding of their different requirements.

The schedule to the RTE Act lays down the norms and standards for the school building. A school building has to be an all-weather building comprising at least one classroom for every teacher and office cum store cum head teacher room, barrier-free access, separate toilets for boys and girls, safe and adequate drinking water facility for all children, arrangements for securing the school building boundary wall, a kitchen for cooking MDM, a playground, equipment for sports and games, a library and TLM.

❖ **Activities undertaken :**

The types of school-related different activities undertaken under SSA are as under.

- Additional classroom
- Boy's Toilet blocks
- Girl's Toilet blocks
- Major Repairing


❖ **Designs:**

The architectural designs of different activities are to be carried out through in-house architect & architectural assistant recruited by State Project office. The design also incorporates earthquake and cyclone-resistant components.

The design of classrooms developed is child-centric & sensitive to the pedagogical & village context in which school should function. The design also provides access to the physically challenged children. Construction of Toilet blocks also provides a facility for differently abled children. Incorporation of child-friendly internal and external elements will be mandatory in all the new construction and repair works.

❖ **Implementing agency:**

The construction of a large number of civil works is undertaken through the School Management Committee (SMC) and works require special skill through contractors like multi-level, classrooms and KGBV. The committee directly employs local



laborers, purchase materials & oversees the construction work. This way construction through the community generates a sense of ownership to a large extent. The aim is to involve the community in the all-round development of primary education in the village. A sufficient number of technically qualified staff is required to be put in place at the block, district and state level for assisting the SMC with technical drawing and estimates and for quality supervision.

❖ **Training to SMC:**

The implementation of the construction programme is achieved imparting training to members of the school management committee. The training is imparted before the commencement of the work & also when the work reached the middle stage of construction.

❖ **Supervision, Monitoring & Quality Assurance:**

- The state has recruited engineers on contractual basis & is posted at block level for monitoring and supervision work. The engineers provide technical guidance to the School Management Committee.
- District Project Engineer posted at the district level is looking after the work of the entire district. He is conducting a weekly meeting of all the engineers of the blocks working in the district to review & monitoring the progress.
- For monitoring & review, the progress of the entire state, monthly meeting of all the District Project Engineers is conducted at the state level. The issues related with the civil works are settled in the monthly meeting.
- District Project Engineers also visit sites frequently to check the quality of work executed.
- Architectural Assistant posted at the district level for Whole school development plan.
- Technical Resource Person posted at the block level is looking after construction activity carried out at school. For every 40 to 50 site one TRP is posted.
- The state has created monitoring cell constituted with Assistant Engineer who visit the sites frequently & offer their suggestions to improve the quality of work.

❖ **External Evaluation of Civil works (3rd Party) :**

- Technical audit & quality assurance of civil works hiring services of professional consultant has been adopted. The consultants supervise the construction work during the work under progress frequently to achieve the stipulated standard of quality in the project. The discrepancy/error if any is pointed out by 3rd party consultant with his suggestions & remedial measures to rectify the defects.

- The consultants also carry out independent testing (field & laboratory) of construction materials & report to SMC & engineers.
- On completion of the work the consultant issue completion certificate.

❖ **Infrastructure work in 2017-18**

The detailed status of various infrastructure activities for the year 2017-18 under SSA is as under:

Name of activity	Total	Completed		In Progress	
	Planned	No of works	Percentage	No of works	Percentage
Additional classroom	3960	1632	41.21	2318	58.53
Boys Toilet Blocks	1410	1287	91.28	123	8.72
Girls Toilet Blocks	1222	1136	92.96	86	7.04
Major Repairing	130	130	100.00	0	0.00

➤ **Additional classrooms :**

Construction of additional classrooms was undertaken under SSA during the year. Out of targeted **3960** additional classrooms, a total of **1632** was already completed, while the work was in progress of **2318** classrooms.

The district wise details are as under:

No	District	Additional classrooms		
		Targeted	In Progress	Completed
1	Ahmedabad	182	149	33
2	Ahmedabad_MC	55	39	16
3	Amreli	126	47	79
4	Anand	117	63	54
5	Aravalli	70	16	54
6	Banaskantha	178	113	65
7	Bharuch	125	93	32
8	Bhavnagar	127	106	21
9	Botad	48	10	38
10	Chhota Udepur	108	77	31
11	Dahod	161	146	15
12	Dang	35	23	12
13	Devbhoomi Dwarka	78	58	20
14	Gandhinagar	113	109	4
15	Gir Somnath	108	63	45
16	Jamnagar	99	25	74
17	Junagadh	144	39	105

18	Kheda	141	41	100
19	Kutch	176	136	40
20	Mehsana	129	46	83
21	Mahisagar	87	79	8
22	Morbi	56	0	56
23	Narmada	87	12	75
24	Navsari	98	60	38
25	Panchmahal	172	160	12
26	Patan	173	69	104
27	Porbandar	33	25	8
28	Rajkot	147	35	112
29	Rajkot_MC	21	21	0
30	Sabarkantha	133	78	55
31	Surat	150	72	78
32	Surat_MC	10	0	0
33	Surendranagar	147	110	37
34	Tapi	90	73	17
35	Vadodara	115	49	66
36	Vadodara_MC	1	1	0
37	Valsad	120	75	45
	Total	3960	2318	1632

➤ **Toilet Blocks :**

Construction of girl's toilet was undertaken under SSA during the year. Out of targeted **1222** girl's toilet, a total of **1136** was already completed, while the work was in progress of **86** girl's toilet.

Construction of boy's toilet was undertaken under SSA during the year. Out of targeted **1410** boy's toilet, a total of **1287** was already completed, while the work was in progress of **123** boy's toilet.

No	District	Girls Toilet Block			Boys Toilet Block		
		Targeted	In Progress	Completed	Targeted	In Progress	Completed
1	Ahmedabad	53	0	53	63	0	63
2	Ahmedabad_MC	0	0	0	0	0	0
3	Amreli	35	0	35	40	0	40
4	Anand	48	0	48	56	0	56
5	Aravalli	9	0	9	9	0	9
6	Banaskantha	39	24	15	48	27	21

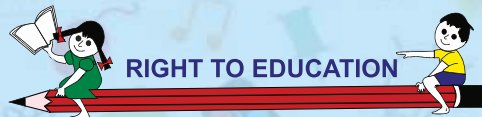
7	Bharuch	41	0	41	46	0	46
8	Bhavnagar	56	6	50	69	5	64
9	Botad	31	0	31	35	0	35
10	Chhota Udepur	41	2	39	64	5	59
11	Dahod	62	8	54	126	17	109
12	Dang	11	5	6	11	5	6
13	Devbhoomi Dwarka	29	8	21	29	10	19
14	Gandhinagar	43	0	43	50	0	50
15	Gir Somnath	58	0	58	65	0	65
16	Jamnagar	43	4	39	25	5	20
17	Junagadh	40	0	40	37	0	37
18	Kheda	62	0	62	61	0	61
19	Kutch	63	0	63	66	0	66
20	Mehsana	35	0	35	35	19	16
21	Mahisagar	25	2	23	25	0	25
22	Morbi	18	0	18	18	0	18
23	Narmada	25	0	25	17	0	17
24	Navsari	35	8	27	35	8	27
25	Panchmahal	50	4	46	55	4	51
26	Patan	48	0	48	63	0	63
27	Porbandar	4	0	4	4	0	4
28	Rajkot	21	11	10	21	14	7
29	Rajkot_MC	0	0	0	0	0	0
30	Sabarkantha	25	0	25	25	0	25
31	Surat	48	0	48	61	0	61
32	Surat_MC	0	0	0	0	0	0
33	Surendranagar	29	4	25	29	4	25
34	Tapi	18	0	18	18	0	18
35	Vadodara	48	0	48	70	0	70
36	Vadodara_MC	6	0	6	7	0	7
37	Valsad	23	0	23	27	0	27
	Total	1222	86	1136	1410	123	1287

➤ **Major Repairing :**

Under SSA Major Repairing of school buildings was undertaken during the year. Out of the targeted 130 Major Repairing, all are completed.

No	District	Major Repairing		
		Targeted	In Progress	Completed
1	Ahmedabad	4	0	4
2	Ahmedabad_MC	3	0	3
3	Amreli	5	0	5
4	Anand	3	0	3
5	Aravalli	5	0	5
6	Banaskantha	3	0	3
7	Bharuch	4	0	4
8	Bhavnagar	4	0	4
9	Botad	3	0	3
10	Chhota Udepur	3	0	3
11	Dahod	6	0	6
12	Dang	3	0	3
13	Devbhoomi Dwarka	3	0	3
14	Gandhinagar	2	0	2
15	Gir Somnath	3	0	3
16	Jamnagar	2	0	2
17	Junagadh	3	0	3
18	Kheda	8	0	8
19	Kutch	4	0	4
20	Mehsana	4	0	4
21	Mahisagar	3	0	3
22	Morbi	3	0	3
23	Narmada	3	0	3
24	Navsari	3	0	3
25	Panchmahal	3	0	3
26	Patan	4	0	4
27	Porbandar	3	0	3
28	Rajkot	3	0	3
29	Rajkot_MC	2	0	2
30	Sabarkantha	6	0	6
31	Surat	6	0	6
32	Surendranagar	3	0	3
33	Tapi	5	0	5
34	Vadodara	3	0	3
35	Valsad	5	0	5
	Total	130	0	130

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