

Education for Empowerment

Gujarat Council of Elementary Education

Sarva Shiksha Abhiyan

Sector - 17, Gandhinagar, Gujarat

Tall Free No.: 1800-283-7965 | www.ssagujarat.org



PREFACE

Sarva Shiksha Abhiyan (SSA), since its inception in 2000-01, has been the main vehicle for providing elementary education to all children in the 6-14 years age group. It has made considerable progress in Universalization of Elementary Education (UEE). With the Right to Education (RTE) Act, 2009, having come in effect from April, 2010, it is now a fundamental right of children to demand eight years of quality elementary education. Effective enforcement of this right requires that the vision, strategies and norms of SSA are aligned with mandate under the RTE and in this respect a revised framework for SSA has been prepared and implemented in full swing across Gujarat.

As a result of effective implementation of SSA-RTE interventions, there has been a steady increase in the numbers of elementary schools in Gujarat over the years. From 36,315 Elementary Schools in the year 2004-05, the number has now increased up to 44,545 in the year 2016-17, with the enrolment of 90,12,173 students in the schools. The drop-out rates in the schools up to Std. 8 has significantly decreased from 18.79% in 2004-05 to 6.06% in 2016-17, which lead to a high retention rate of 93.94% for students in Std. 8. Similarly, the drop-out rates in the schools up to Std. 5 has also decreased from 10.16% in 2004-05 to 1.54% in 2016-17, which lead to high retention rate of 98.46% presently.

Over the years, Gujarat has achieved significant improvement in terms of two major indicators: Gross Enrolment Ration (GER) and Net Enrolment Ratio (NER), for both Boys and Girls. The total GER and NER which were 95.50 and 75.07 in 2003-04, improved to 102.42 and 99.14 respectively in 2016-17. Similarly, the Boys' GER and NER, which were 96.62 and 75.33, in 2003-04, improved to 102.83 and 99.34, respectively in 2016-17. And the Girls' GER and NER which were 94.38 and 74.80 in 2003-04 improved to 101.96 and 98.92 respectively in 2016-17.

To achieve the goal of quality education, regular and continuous on job training is given to teachers. Efforts have been made to enhance teacher's competencies, knowledge and skill in various subject area and pedagogical practices. During the year 2016-17, a total of 2,10,313 teachers of Std. 1 to 8 were trained in Gujarat with an effort of 20,77,524 man days training out of annual target of 25,23,756 man-days, achieving 82.31% target.

To enhance the quality of education by improving teacher's performance, Advancement of Educational Performance through Teachers' Support (ADEPTS) has been initiated in Gujarat since 2007-08 in 456 schools with 2,853 teachers, in 224 blocks in Gujarat, which has been scaled up to 27,152 schools now.

As indicated in the guidelines of RTE, an Activity Based Learning (ABL) model has been implemented in Gujarat since June, 2010. The ABL approach has been implemented under the name "PRAvrutti dwara GNAn - PRAGNA". This approach has been implemented in 22,029 schools, covering 71,585 teachers and 20,95,329 students.

For right and proper utilization of various grants received in the schools and to manage issues related to improvement of quality in education and to develop infrastructure in the schools - 1,97,760 School Management Committee (SMC) members were trained and oriented under community training programme. They were also sensitized to 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, 132 KGBVs are established under SSA, of which 89 are funded by Government of India (GoI) and 43 are funded by 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 near by Secondary Schools.

To provide schooling system to out-of-school children, 24,763 children were covered under the Special Training Programme (STP), while 467 children from deprived groups were covered under Residential Training Centers. Out of targeted 22,807 out-of-school children who migrated with their parents at various work places – 15,167 children were covered in 756 Tent schools opened at various work sites, while 31,561 children who did not migrated with their parents were provided seasonal Residential Hostel facilities in their native villages. Almost 1,38,610 children from remote & hilly areas, urban areas where there are traffic problems and non-availability of schooling facility in the neighbourhood areas, were provided with transport facility to reach out to nearby schools.

As per a survey undertaken, there are total 1,06,713 Children With Special Needs (CWSN) in the age group of 6-14 years in Gujarat. Out of this, 92,633 were enrolled in schools. The state has prepared and printed Braille books especially for Visually Impaired (VI) children and distributed to 2,872 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 also enlarged the size of normal books in the form of large printed books and distributed it to 12,243 children with partial vision, so that such children can learn other reference books. Total 1,902 Orthopedically Handicapped (OH) children were provided with aids and appliances along with their utility training.

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 16,771 Elementary Schools in the State.

Under infrastructure development activities - 3,007 additional class rooms, 1,295 toilet blocks for boys, 1,595 toilet blocks of girls and 152 major repair works in various schools have been completed during the year.

Against the total budget of Rs.2,55,996 lakhs for the year under report, expenditure of Rs.1,15,932 lakhs was incurred for various interventions under SSA-RTE, which is 45.29% of the total approved budget. The fund flow was smooth, which facilitated effective implementation of scheduled activities under the Annual Work Plan & Budget (AWP&B).

Apart from contributing its share of funds to SSA-RTE, the Government of Gujarat has been implementing several unique interventions in the state, viz. providing free textbooks to children in Std. 1 to 7, free textbooks in Std. 8 are provided to children in Government and GIA Schools in the State 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; up-gradation of Primary Schools; establishment of 43 KGBVs and up-gradation of 59 KGBVs to Std. 9 and 10. Vidya Laxmi Yojana is rolled out which aims to achieve 100% enrolments and retention of girls in Primary Schools. Vidya Deep Yojana is rolled out to provide insurance cover to children studying in the 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.

(Sandeep Kumar, IAS)

State Project Director, SSA & Commissioner of Primary Education, Gandhinagar, Gujarat

INDEX



Preface Action Taken Report



Gujarat : The State Profile

Page No.

Page No.

Page No.

Page No.

Page No.

10

33

51

65

72



Page No. 17

Teacher Training & Lep, Adepts & Pragna



SMC Training



Page No. 38

Girl Education & KGBV



Special Training Programme



Page No. 58

Inclusive Education for Children with Special Needs



Media and Documentation



Page No. 68

Management Information System



Planning and Management



Page No. 75

School Infrastructure Development



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.
- 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.
- 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 childs 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	Notified under Rule 3 (1)(2)(3) of	Primary School
	(2) Documents of age proof	the Gujarat RTE Rules, 2012	
	(3) Extended period for admission		
2	Special Training	Out of school children between 6-	SSA
		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.	
3	Opening of new	Provision has been made under	District Education
	Elementary Schools or take over a private school.	Rule 5 of the Gujarat RTE Rules, 2012	Committee or Municipal School Board as the case
	over a private serioor.	2012	may be
4	Schools to Provide Free	Already implemented	State Government/Local
	and Compulsory Education		Authority/
			School
5	Maintenance of records of	Already implemented	Director of Primary
	children by local authority	• •	Education
6	Admission of children	Already implemented	Director of Primary
	belonging to weaker section and disadvantaged		Education
	group in unaided schools.		
7	Penal Action on schools	Already implemented	Director of Primary
	violating the norms of no		Education
	capitation fee and no screening procedure for		
	admission.		
8	Recognition of schools,	Already implemented	Director of Primary
	other than a school	· ·	Education
	established, owned or		
	controlled by the state Government or Local		
	authority.		
9	Withdrawal of recognition	Procedure has been notified under	Director of Primary
		Rule 14 of the Gujarat RTE Rules,	Education
		2012	



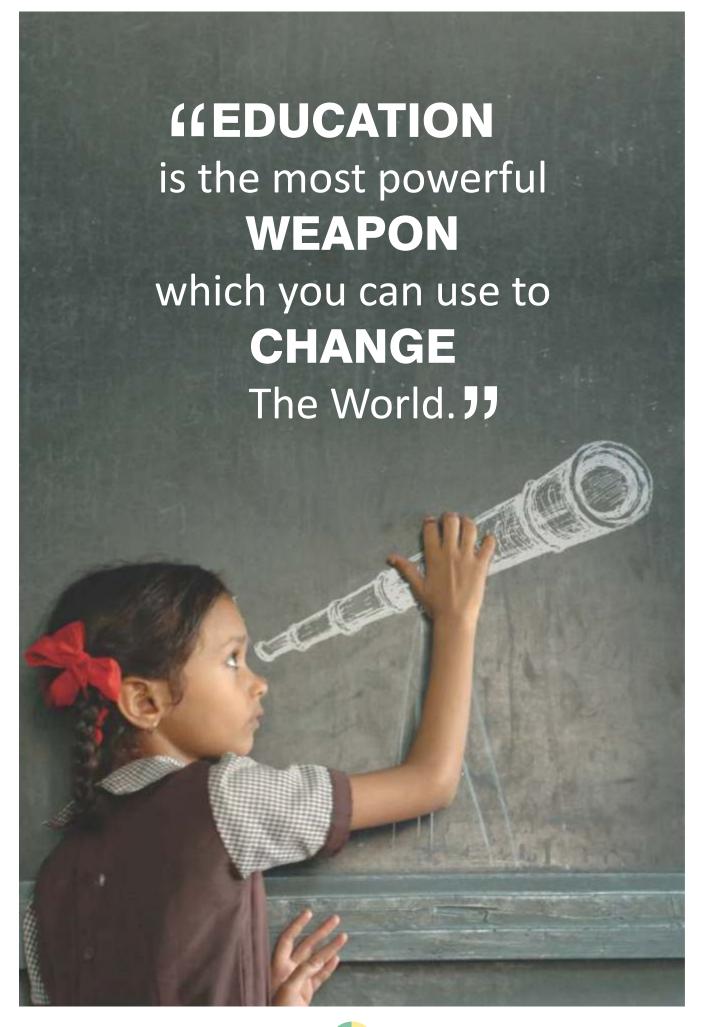
No.	Detail of Rule	Action Taken	Implementing Office/Agency
10	Norms and Standards for School	Specified vide Education Department Resolution No.PRE- 142010-242076-K dated: 3-6-2010	Director of Primary Education
11	Composition and functions of the School Management Committee	Composition of School Management 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	Already implemented	Director of Primary
	completion of elementary		Education and GCERT
	education		
25	Performance of functions	The Gujarat State Commission for	SCPCR
	by the State Commission	Protection of Child Rights has been	
	for Protection of Child	constituted vide Notification dated	
	Rights	21-2-2013	
26	Manner of furnishing	Laid Down under Rule 32 of the	SCPCR
	<u> </u>	Gujarat RTE Rules, 2012	
	SCPCR		
27	Constitution of the State	The State Advisory Council has	State Advisory Council
	Advisory Council	been constituted vide Education	
		Department Resolution No.PRE-	
		122012-695445-K dated 21-3-2013	









O1 | GUJARAT : THE STATE PROFILE

ANNUAL REPORT - 2016-17





01

Gujarat: The State Profile

Area and Population

Gujarat has an area of about 1.96 lacs kms. 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 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 for Scheduled Caste population in the state was 925, while it was 911 in urban areas and 934 in rural areas.

The sex ratio for 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 population resides in urban areas, while Dangs is most rural area having urban population 10.81 percent only.

Scheduled Castes & Scheduled Tribes

According to 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 total SC population.



According to 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 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 29 as per the DISE reports for 2016-17.

Elementary Schools

There has been a steady increase in the number of elementary schools in Gujarat over the years. From 36315 elementary schools in 2004-05, the number has gone up to 44545 in 2016-17. This clearly indicates that Sarva Shiksha Abhiyan has succeeded in creating demand for elementary education in the state by effective implementation of awareness campaigns.

	Schools				Enro	lment		
Year	Govt.	Private Aided	Private Unaided	Total	Govt.	Private Aided	Private Unaided	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

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 number of children completing elementary education. The total enrolment in Std 1-7/8, has increased from 66,01,031, in 2003-04, to 90,12,173 in 2016-17 in Std 1-8.



Vear	Year Enrolment (All) Std: 1 to 5			Enrolment (All) Std: 1 to 7/8		
1 Cai	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

Decrease in Drop-out Rates

The implementation of various schemes for universalization of elementary education has resulted in tremendous reduction of dropout rate in Std. I to VII/VIII from 18.79% in 2004-05 to 6.06% in 2016-17. Similarly, the dropout rate for Std I to V, has reduced from 10.16 % in 2004-05 to 1.54 % in 2016-17, which means the retention rate for the same is 98.46% now.

	Dropout Rate					
Year		Std. 1 to 5			Std. 1 to 7/8	
1 Cai	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

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 2016-17, the total GER and NER were 102.42 and 99.14, respectively. In 2003-04, the boys GER and NER were 96.62 and 75.33, respectively. While in 2016-17 the boys GER and NER were 102.83 and 99.34, respectively. In 2003-04, the girls GER and NER were 94.38 and 74.8, respectively. While in 2016-17 the girls GER and NER were 101.96 and 98.92, respectively.

Year		GER			NER	
i eai	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

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 text books 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 of recruitment of teachers are as under:



Year	No of Teachers Recruited	Year	No of Teachers Recruited
1998-99	15404	2008-09	10225
1999-00	20756	2009-10	6294
2000-01	13181	2010-11	10000
2001-02	6900	2011-12	11625
2002-03	6591	2013-14	11846
2003-04	3448	2014-15	1068
2004-05	15468	2015-16	0
2006-07	12691	2016-17	0

Vidya Sahayaks are the teachers who are appointed on a fixed consolidated salary, and absorbed in regular cadre, when regular vacancies of teachers are arised in the districts. As per the data published by the Education Department, a total of 1,45,497 Vidya Sahayaks were in the place, out of which 23,471 were recruited during year 2011-12 to 2013-14.

Free Text Books

The State Government provides free text books 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 text books 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 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 number of girl beneficiaries and total amount distributed by way of Narmada Bonds are as under:

	20 20		
\	0	-	
		-	

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	1,15,500	2310.68
2013-14	1,06,955	2131.91
2014-15	1,15,534	2310.68

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 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.

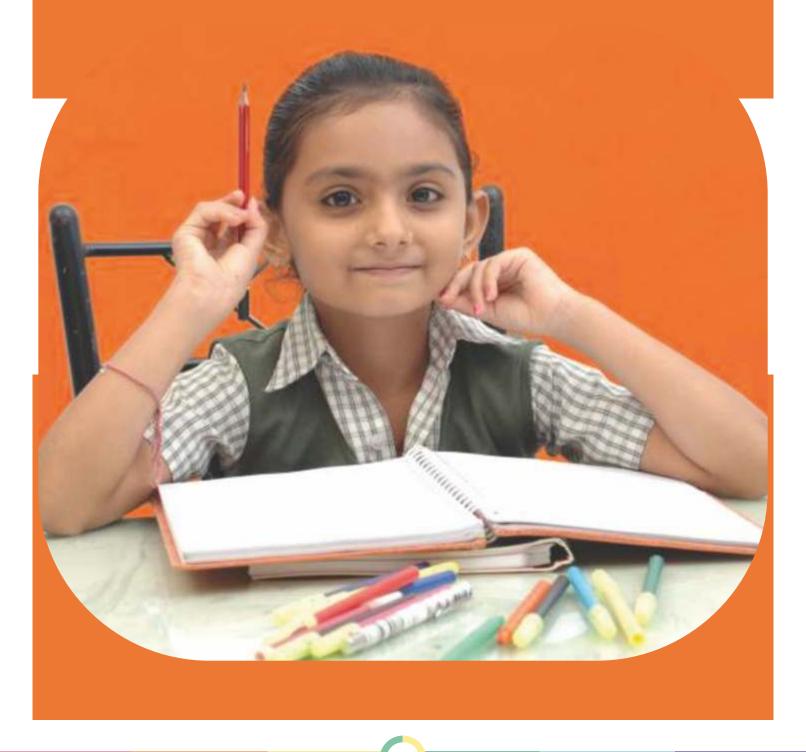
Insurance company will pay the amount of insurance to the parents of students in any case of accidental death, except suicide and natural death. A certificate in this regard in a prescribed format will be issued by Head Master of the school within a week of the death of the student on the basis of which,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

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	526	Primary
2013-14	361	Primary
2014-15	38	Primary



1 TEACHERS TRAINING & LEP, ADEPTS & PRAGNA

ANNUAL REPORT - 2016-17





02 Teachers Training & LEP, ADEPTS & PRAGNA

In Service Teacher Training Year 2016-17

It is obvious that the development of any society depends much on education. Education empowers people, providing them with strong analytical and problem solving skills. These skills are used to overcome challenges that a given society faces. Quality education outcomes are dependent upon quality teachers who are the main actors in the teaching and learning process. Quality education is one the major objectives of SSA which is achieved by giving regular and continues on job training to teachers on teaching learning process which is very important to develop skills and attitude on innovation in teaching medhodology.

Main objectives of in service teacher training are:

- 1. To up grade teacher knowledge in the subject they teach
- 2. To strengthen competencies in classroom teaching learning skills
- 3. To orient towards the use of innovative child-centric teaching learning strategies aiming at enabling students to learn how to learn and to construct knowledge on the basis of their own observations, experiences, analysis and reflection which has been largely motivational training
- 4. To generate awareness about the latest developments and thinking in the field of education and the need for deeper engagement with knowledge.

SSA training includes some basic information about self-evaluation booklet of last three years, its standard, subjects according to educational qualifications of teachers, topics, methods, choices to chose activities according to topics, as well as giving priority to subjects selected by all teachers of state and training of subject matter, which is organized through GCERT by SSA. The training module is prepared at the state level by Key Resource Person (KRPs).

The KRP trains the district level resource groups (DRG). The District Resource Group (DRG) trains the block level Master Trainers (MTs). These block level Master Trainers again trains the cluster Level Resource Groups (CRG) members.

For selecting subjects for teachers' training in 2016-17, the result of Gunotsav, State Level Achievement Survey (SLAS) and the hard points from that survey were identified and incorporate in teachers training.

Below subjects were covered under the block level trainings executed during the year 2016-17.

Part-1: 2 days training on Professional skill training for teachers (1-8 Std) held during 25th July – 10th August 2016

- Training for remedial teaching (Reading-Writing-Counting) under "PADHE BHARAT BADHE BHARAT" programme
- Teaching Planning, Inclusion in Education, SCE, Diagnosis Education Skills,



• Training for Effective Communication, Child Centric Pedagogy, Positive Attitude, Creativity, and Class room Transaction.

Part-2: 3-4 days content based training for (1-5 Std) teachers held during August – October 2016

- NCF-2005 and new text-books
- Creative educational approach teaching experience from classroom to community and the method to relate one subject to other.
- Activity based teaching methods (PRAGNA/ABL): Background, type of activities, planning of activities, innovations in activities in the context of subject
- Co-education approach method: meaning, background, importance of planning in subject teaching.
- Extra Curriculum: Music, Physical Education and Importance of experience based teaching and co-relation with subjects
- Classroom subject teaching: Use of Computer and Information Technology
- Teacher-Self-respect: Education-teaching, Relation with students, My abilities as a teacher, understanding on gradual development and improvement in skills.
- Continuous and comprehensive evaluation: Meaning, Application and Understanding.
- Learning out comes: Meaning, Understanding, Evaluation
- Project Work
- Innovation
- Novel approach
- Time management

Content based training for 6-8 Std

• Language Teaching:

Knowledge of language education (Gujarati, Hindi, English)

Method/techniques of teaching language (Gujarati, Hindi, English)

Maths Teaching:

Knowledge of maths education

Methods/techniques of teaching maths.

• Environmental Teaching:

Knowledge of environment education

Methods and techniques of teaching environment

- ICT-Computer Based Training
- School Management
- Child Rights



Part-3: 3-4 days Subject Specific Content training for teachers (Std. 6 to 8) held during August – October 2016

• Language Teacher:

- Knowledge of language education (Gujarati, Hindi, Sanskrit, English)
- Methods and techniques of teaching language (Gujarati, Hindi, English)

• Mathematics - Science Teacher:

- Knowledge of mathematics education
- Methods of teaching mathematics
- Knowledge of Science education
- Methods of teaching Science

Social Science Teacher:

- Knowledge of Social Science education
- Methods of Teaching Social Science

Above subject were scrutinized from the subject selection formats filled by schools teachers. As per the plan 2016-17, 8 days Block and 4 days Cluster Level training was conducted. The training modules were developed by SSA with the help of SRG members. Intensive monitoring was done during the training to ensure quality of training. Thus total 2,10,313 teachers were trained on 8 day Block level Training on above mentioned topics and 1257122 man days achieved up to March 2017.

Cluster Level Training – 2016-17

The half day cluster level trainings were conducted on first Saturday of every month. It was aimed to evaluate core content of learning outcomes of student in relevant standard wise subject and review continuous comprehensive evaluation for Learning Outcomes. Below major areas were covered under cluster level trainings.

- Assessment of previous month work
- Plan for next month
- Develop TLM
- Demonstration of lessons
- Discussion on Language preservation
- Session by Disaster Management Department on School Safety
- Swachta and Samajik Samarasta (Cleanliness and Social Integrity)



Training at Cluster Level								
Activity	Target Group	Duration / month conducted	Physical Target	Achievement up to (March-17)				
Cluster level CRC meeting for teacher	Teachers of Std. 1 to 8	First Saturday of the Month	2,10,313 teachers (84,1,252 man-days)	820402 man days (97.52%)				

From the above table, it is observed that in Block Level Training 74.22% man days were achieved and in Cluster Level Training 97.52% Man Days have been achieved.

Below are some major progress achieved under teachers' training unit during the year 2016-17:

- It was massive work to organize training across the state at a time and achieve specific desired out come as planned.
- Module writing workshop was conducted in coordination of GCERT. Necessary guidance was provided by the State Project Office personnel. These modules were focusing mainly to enrich the teachers in effective class room transaction. The modules were prepared at district and state level by GCERT and SSA, so that the district could be addressed as well the state common core content could be incorporated. Ist and IInd phase 5 days block level training modules were developed with the help of GCERT.
- Teachers of all Government Primary Schools and Upper Primary Schools, Ashram Shalas, Private Aided Primary Schools, Private Unaided schools and KGBVs were covered under trainings.
- SPD, ASPD and coordinators of SPO office, Readers and Research Associates of GCERT, SRG members, ADEI, DIET lecturers visited training centre in various districts and gave positive feedback for the teachers training planning, process and management.
- Below are the total achievement of 12 days teachers' training conducted during the year 2016-17

	12 days Teachers Training Progress Report -2016-17								
No	District/	No of	8 days Blo		4 days cluster level		12 days Block level		
	Municipal	Teachers	Trair	ning	Training		Training		
	Corporation	Target	Target	Achieved	Target	Achieved	Target	Achieved	
				Mandays		Mandays		Mandays	
1	AHMEDABAD	7013	56104	42504	28052	27360	84156	69865	
2	AMRELI	5614	44912	34031	22456	21904	67368	55935	
3	ANAND	7702	61616	46159	30808	30047	92424	76206	
4	ARAVALLI	5981	47848	35842	23924	23331	71772	59172	
5	BANAS	16005	128040	93793	64020	62429	192060	156222	
3	KANTHA	10003	120040	93193	04020	02429	192000	130222	
6	BHARUCH	5164	41312	30769	20656	20142	61968	50911	
7	BHAVNAGAR	9095	72760	54873	36380	35483	109140	90356	



8	BOTAD	2447	19576	14748	9788	9545	29364	24293
9	CHHOTAUDEP UR	5025	40200	28598	20100	19595	60300	48193
10	DEV.DWARKA	2863	22904	16976	11452	11167	34356	28143
11	DOHAD	11879	95032	68887	47516	46326	142548	115213
12	GANDHINAGA R	5063	40504	30909	20252	19753	60756	50662
13	GIR SOMNATH	4485	35880	27386	17940	17499	53820	44885
14	JAMNAGAR	4526	36208	27300	18104	17658	54312	44958
15	JUNAGADH	4588	36704	28417	18352	17901	55056	46319
16	KACHCHH	9000	72000	54030	36000	35107	108000	89137
17	KHEDA	8588	68704	50949	34352	33497	103056	84446
18	MAHESANA	8132	65056	48895	32528	31725	97584	80620
19	MAHISAGAR	5856	46848	34229	23424	22838	70272	57067
20	MORBI	3677	29416	22379	14708	14344	44124	36724
21	NARMADA	3069	24552	18110	12276	11971	36828	30081
22	NAVSARI	4362	34896	26479	17448	17018	52344	43497
23	PANCH MAHALS	8114	64912	47584	32456	31648	97368	79232
24	PATAN	6344	50752	38181	25376	24747	76128	62928
25	PORBANDAR	2041	16328	12581	8164	7963	24492	20544
26	RAJKOT	5957	47656	36452	23828	23240	71484	59693
27	SABAR KANTHA	7247	57976	43573	28988	28272	86964	71845
28	SURAT	5313	42504	31768	21252	20726	63756	52493
29	SURENDRANA GAR	6799	54392	41349	27196	26524	81588	67873
30	TAPI	3695	29560	21778	14780	14412	44340	36190
31	THE DANGS	1970	15760	11361	7880	7682	23640	19043
32	VADODARA	5921	47368	35125	23684	23094	71052	58219
33	VALSAD	6172	49376	37099	24688	24076	74064	61175
34	AMC	4096	32768	24817	16384	15981	49152	40798
35	RMC	1022	8176	6169	4088	3987	12264	10157
36	SMC	4395	35160	26478	17580	17143	52740	43620
37	VMC	1093	8744	6544	4372	4264	13116	10808
		210313	1682504	1257122	841252	820402	2523756	2077524

During the year 2016-17 a total of 20,77,524 man-days training out of the annual target of 25,23,756 man-days(2,10,313 teachers) was completed. Thus 82.31% physical target of teachers training was achieved up to March-2017.

Other Training:

• Training of RPs (BRC/BRPs/CRCs) in 2016-17:

This year, Government of Gujarat took the decision to relocate all the existing CRC/BRC coordinators to their old post as teachers. Newly recruited CRC/BRC coordinators are already on roll now. It is planned to train them on below topics in next year to strengthen their capacity to undertake supportive monitoring at field level. All the BRC and CRC will be trained on below subjects:



- Learning Outcomes-indicators
- Academic leadership, managerial skills and mentoring skills
- Maintain data record and data analysis skills
- Learning Enhancement Program (LEP)
- Activity based learning-PRAGNA and ADEPTS-PININDICS
- Monitoring formats and Evaluation
- RTE, NCF and regards to new curriculum, syllabus and textbooks and CCE
- Various components of SSA
- Academic Leadership
- Understanding of the Role of Education
- Understanding of school functions and responsibilities
- Knowledge of policy and law
- Data analytical skills
- Management skills to plan, coordinate and implement; generate and collate feedback
- Mentoring skills
- Skills to establish network with stakeholders
- Skills to identify trainings needs through data analysis and interactions with teachers
- Awareness of local issues of education
- Understanding of group dynamics

Free Text Books

The State government provides free textbooks to children, studying in Std I-VIII in schools run by District Education Committees and Municipal School Boards. Under SSA, free text books for Std VIII are provided to all children in government 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 medium of instruction viz. Gujarati, Hindi, English, Marathi, Urdu, Sindhi and Tamil.

Academic Support & Monitoring Systems: Position of BRCC & CRCC and BRPs across the state:

BRCs/CRCs play a vital role in quality improvement in education. BRCs /BRPs at Block Level and CRC at Cluster Level are appointed to achieve one of the important objectives of SSA to improve quality in education. They visit the schools on regular bases and do hand holding with teachers in improving quality in their teaching methods. They play role as coordinator between Schools, Block office and District office. They do follow ups on the suggestions given by higher authority. Position of BRCC & CRCC and BRPs sanctioned across the state are as under:



No	District	BRC	CRC	BRP
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	Dew.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	5	81	25
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	261	4268	1305



ADEPTS:

Advancement of Educational Performance through Teacher Support (ADEPTS) was initiated in Gujarat during 2007-08. Main objective of ADEPTS is to enhance the quality of education by improving teachers' performance. ADEPTS was initiated in 456 schools with 2853 teachers in the 224 blocks in the state and then scaled up to 27,152 schools.

ADEPTS Functions Through:

- National Core Team the National Council of Educational Research and Training (NCERT) and the Ministry of Human Resource Development (MHRD)
- MHRD Supervision and Technical Support Group support
- National Coordinator and UNICEF support at different levels
- Resource Persons involved at different stages such as NCERT, Technical Support Group-Educational Consultants India Limited(Ed.cil)., State Project Director and other SSA personnels, UNICEF technical personnels, NGOs, International Non-Government Organizations (INGOs) members, independent professionals/consultants and ADEPTS' team members
- State Core Teams SSA and the Gujarat Council of Educational Research and Training (GCERT)
- State Field Teams to undertake Peer Assessment

In order to ensure improvement in the teachers' performance, the performance of the teacher support system, such as the Cluster Resource Centers (CRCs), Block Resource Centers (BRCs), and District Institutes of Education and Training (DIETs), were also enhanced.

How were teachers' performances assessed?

Cognitive dimension i.e. whether the teacher:

- Understands the children
- Creates conducive learning environment/ relates with children/ manages/ organizes classroom to optimize the learning
- Understands curriculum and content
- Generates effective teaching-learning materials experience
- Uses TLM effectively
- Ensures learning for ALL and creates a classroom for ALL
- Communicates effectively
- Collaborates with children
- Plans for enabling learning
- Undertakes assessment and evaluation and uses outcomes to improve learning

Institutional or Organizational Dimension i.e. whether the teacher:

• Displays professional commitment and accountability



- Develops himself/herself professionally
- Works with colleagues as a team, optimizes resources
- Undertakes reflective practice
- Participates in the management and implementation of programs

Physical Dimension i.e. whether the teacher helps to provide a clean and conducive environment for learning

Social Dimension i.e. whether the teacher:

- Values children, their cultural context, and relates with them in a non-discriminatory manner
- Promotes co-curricular activities, development of values and enables overall development of children
- Relates and works with colleagues and the community

Teachers are required to assess themselves according to the performance standard they had or had not achieved in a dimension at a given point of the time. After completion of evaluation, the CRC Coordinator would go to the school and evaluate the teachers' performance and guide the teachers, if it is required.

An average of 61.16% teachers in the state managed to perform well across these dimensions. Most teachers across the districts performed best in the physical dimension, an average of 64.43% of the teachers in the state performed well in this dimension. This is probably because there are fewer standards to be achieved in this dimension. There is scope for teachers across the state to improve their performance in the cognitive dimension while the performance of the teachers across the dimensions has improved considerably over the years. It is also observed that the teachers' performance is dip towards the beginning of the financial year, then improved throughout the year and again dip towards the beginning of the next financial year.

To enhance teachers performance in districts

Districts across the state took their own steps to increase teachers' performances by:

- Organizing training which focuses on increasing standard of performance in different dimensions. The teachers were exposed to more activities related to the individual performance standards.
- Creating district-specific modules which were jointly prepared by DIET and SSA. The modules were given to individual teachers as reference material.
- Strengthening of ADEPTS through the efforts of the District Pedagogy Coordinators.

Activities

Since ADEPTS was conceptualized as a core program for quality enhancement, all the good practices by schools, DIETS, BRC coordinators and CRC coordinators were adapted for ADEPTS. Activities under DIET's Model School program and the Quality Package were



adapted for ADEPTS in accordance with the performance standards which teachers are expected to obtain.

Akshay Patra, which literally translates into an abundant, inexhaustible bowl of food, is an initiative that teaches children the importance of giving. A pot of vessel is placed in a school. Children voluntarily fill the pot with food grains which they bring from their home. The grains are then fed to birds. Many children, who bring food for birds, gradually start loving birds too and become pro-vegetarianism.

Aaj nu Gulab is an activity which promotes health and personal hygiene amongst the children. During the Morning Assembly, the neatest girl and boy of each class (from standard I to VIII) are identified by the teachers from the standard-wise columns of students. The children are acknowledged by their peers. The activity motivates children to keep themselves neat, clean and healthy.

Aaj no Deepak is an activity which aims at helping children gain recognition in school. The children's birthdays are celebrated during the Morning Assembly. On the occasion of the birthday, student is allowed to wear colourful dress instead of the school uniform. His/her parents are also formally invited to join in the school assembly. Sometimes, parents distribute chocolate or donate to the school. Celebration of birthday is not a common practice in rural areas. Aaj no Deepak programme brings the school and the community closer.

Khoya Paya store literally is an open box kept in the principal's office, teachers' room or even in school verandah. If a child finds something such as a wristwatch, pen, money, purse, etc in a school, he/she deposits it in this 'lost-and-found' box, where the loser of the item may find it. This activity helps children to develop, the value of truth. A child realizes, "If this item is not mine, even I have found it, I cannot own/keep/use it."

Besides these activities, students were also encouraged to participate in newspapers reading, quizzes, and questions-answers and storytelling sessions to enhance their learning, especially during the Morning Assembly in schools.

Activities under the Quality Package which were adopted for ADEPTS are:

Dictation and creative writing to help children to improve their language reading and writing skills.

Reading Corner in classrooms for children to read story books during their spare time.

Reading aloud to help children to improve their communication skills and boost their confidence.

Student portfolio is a collection of the child's activities. The teacher maintains a separate portfolio for each child. Since the portfolios are designed in accordance with the teachers' tastes, the designs may differ from school to school.

Student profile, which includes a child's demographic information, photograph, attendance, hobbies, strengths and weaknesses and progress report.

Display board, was been provided to each class so that the children's activities may be displayed on it. Thus, they will motivate to learn more.



The road ahead...

By developing software where data were will be entered by the CRC coordinators and reports will be generated at different levels, the process of implementation of ADEPTS will be become easier. Also, this will help to finalize and implement performance standards of CRC and BRC coordinators, who support the teachers and evaluate their performances. This will also helps in further strengthening of the ADEPTS programme.









Towards Quality Improvement

PRAGNA

As suggested in RTE-2009 each child should be

- Given personal teaching
- Given teaching according to his speed of learning
- Free from school bags and other learning material
- Given enjoyable teaching with the help of activities
- Informed what he is learning and what he has learnt
- Evaluated by CCE, diagnosis and remedy should be provided
- Provided opportunity for internal development besides subject teaching
- Provided learning material at 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 as under:

Dhasa	School		Student		Teacher			Unit				
Phase	STD 1-2	STD 3-4	STD 5	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			316		
Phase - II (2011-12)	2311	259		143639	16123		4553	519		2724	319	
Phase - III (2012-13)	1234	2311		72148	144984		2342	4726		1440	2785	
Phase - IV (2013-14)	3728	1234		195997	73441		6557	2444		4350	1459	
Phase - V (2014-15)	8410	3728	484	414850	195310	20487	13912	6750	610	9352	4410	610
Phase - VI (2015-16)	4078	8410	0	157369	417304		5820	14342		4473	9520	
Phase - VII (2016-17)	2009	4078	0	71251	156421		2703	5797		2165	4435	
TOTAL	22029	20020	484	1071259	1003583	20487	36397	34578	610	24820	22928	610
GRAND TOTAL		22029	029 2095329			71585				48358		

- One BRP-Pragna appointed in each block in the state for handholding and monitoring of Pragna approach.
- The literature was provided as shown in the sheet to the schools to implement the Pragna approach.
- Hand holding under Pragna approach:
 - BRPs carried out continuous hand holding



- CRCCs works in Pragna class during his school visit
- Handholding was carried out through training and solution exchange
- On Air demo lessons for Handholding.

Output of Pragna Approach:

- Every child gets individual learning
- Subject teaching implemented in Gujarat which proved beneficial to the students.
- Students of Std. I & II have been freed from school bags. Std. III, IV & V carry only homework books & 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 bases.
- Under CCE, daily progress is monitored and noted for students' guidance and teacher's information on their students' progress.
- Retorted children are identified and given opportunities to go ahead.
- The students from Std. I to V are freed from examinations under this approach.
- The teaching is imparted through distinguished interactive material and classrooms.
- Interest and attitudes of children are found through Rainbow Activities. Due to this, they get an opportunity to develop their talents.
- The students get education through activity based and joyous teaching methods.
- The students get opportunity for personal learning through TLM in the classroom.

Distinguished Functions of PRAGNA:

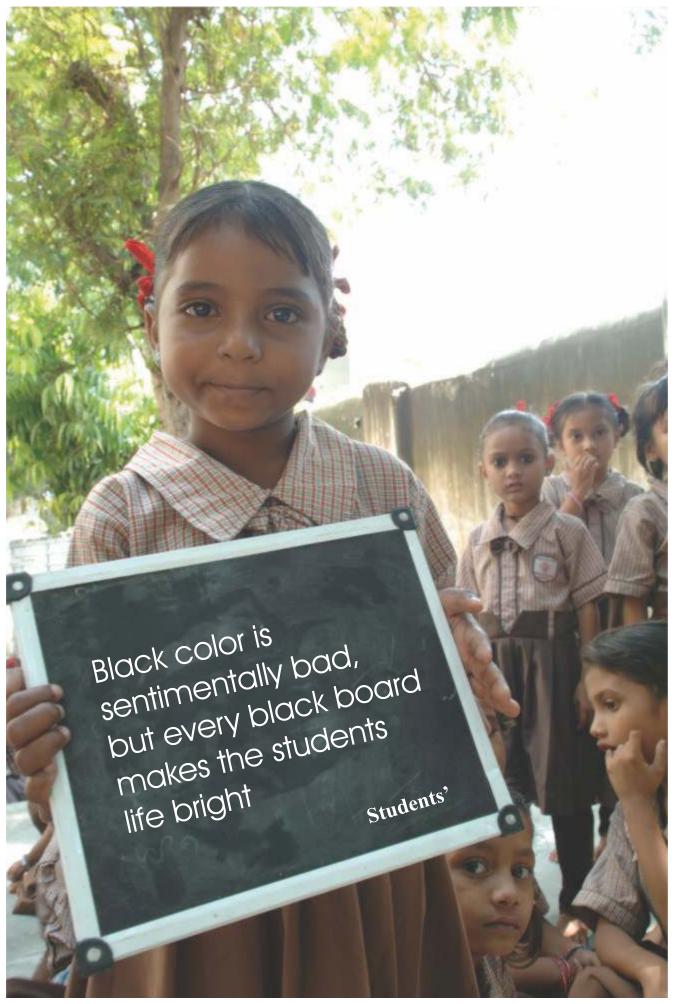
- A success story of each class/school was documented
- Third party research was carried out
- Necessary motivation and guidance was given during the visits of Pragna classes by National/State Ministers, Officers and other Designatories
- Opinions of Head Teachers, Teachers, BRCCs, CRCCs and guardians of students were taken for improving Pragna Activity
- A follow up work and comparative study of monthly progress report was imparted in one day training in regular basis.













03 smc training

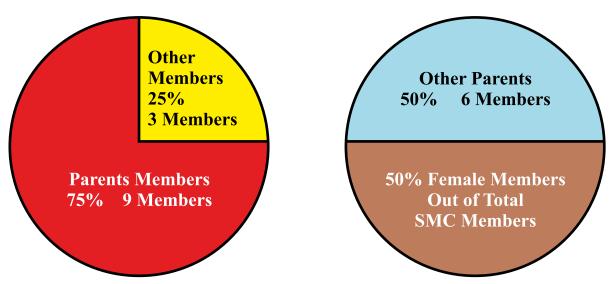
ANNUAL REPORT - 2016-17



03

Section 21 of the RTE Act 2009 makes it mandatory for constitution and function of a School Management Committee (SMC) 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 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 in every two years.

Composition of School Management Committee



Major Roles of School Management Committee

- Monitor school functioning, utilization of grants received from the appropriate Government, Local Authority or any other sources
- Every SMC shall prepare School Development Plan; School Development Plan which focuses on school management including Information related to Human Resources required, School Infrastructure development, Quality of Education, Equity, Education of out of School Children, Mid-Day Meal etc.

• Status of SMCs in Gujarat State

No.	District	Govt. Schools	No. of SMCs constituted
1	Ahmedabad	842	842
2	Amreli	784	784
3	Anand	1053	1053
4	Aravalli	1248	1248
5	Banas Kantha	2368	2368
6	Bharuch	931	931
7	Bhavnagar	1027	1027



8	Botad	255	255
9	Chhotaudepur	1265	1265
10	Devbhoomi Dwarka	650	650
11	Dohad	1660	1660
12	Gandhinagar	627	627
13	Gir Somnath	560	560
14	Jamnagar	752	752
15	Junagadh	763	763
16	Kachchh	1731	1731
17	Kheda	1385	1385
18	Mahesana	1004	1004
19	Mahisagar	1230	1230
20	Morbi	599	599
21	Narmada	693	693
22	Navsari	736	736
23	Panch Mahals	1416	1416
24	Patan	820	820
25	Porbandar	330	330
26	Rajkot	900	900
27	Sabar Kantha	1223	1223
28	Surat	982	982
29	Surendranagar	904	904
30	Tapi	803	803
31	The Dangs	378	378
32	Vadodara	1069	1069
33	Valsad	1005	1005
34	Rajkot Corporation	83	83
35	Surat Corporation	323	323
36	Vadodara Corporation	107	107
37	Ahmedabad Corporation	454	454
	Grand Total	32960	32960

Details of Community Training -2016-17

SSA planned SMC trainings in a cascade model to train all the SMC members for their roles and responsibilities in the context of RTE- SSA. Training package includes modules and teleconference. Chairmen and Educationist of the School Management Committee were directly trained at block and in school level trainings, they worked as trainer and trained rest of the members of their SMC.

Content of the training includes:

RTE-Act, 100% Enrolment ande Retention of Girls, Importance of Education, School Atmosphere, Quality Education, Inclusive Education, School Infrastructure Development, Special Training Program, DISE, School Development Plan, Grants Utilisation.



3 day School level Non residential training for SMC's members)

No.	District	No. of	Total No. of Existing	Total Members
		Schools	SMCs	trained
1	Ahmedabad	842	842	5052
2	Amreli	784	784	4704
3	Anand	1053	1053	6318
4	Aravalli	1248	1248	7488
5	Banas Kantha	2368	2368	14208
6	Bharuch	931	931	5586
7	Bhavnagar	1027	1027	6162
8	Botad	255	255	1530
9	Chhotaudepur	1265	1265	7590
10	Devbhoomi Dwarka	650	650	3900
11	Dohad	1660	1660	9960
12	Gandhinagar	627	627	3762
13	Gir Somnath	560	560	3360
14	Jamnagar	752	752	4512
15	Junagadh	763	763	4578
16	Kachchh	1731	1731	10386
17	Kheda	1385	1385	8310
18	Mahesana	1004	1004	6024
19	Mahisagar	1230	1230	7380
20	Morbi	599	599	3594
21	Narmada	693	693	4158
22	Navsari	736	736	4416
23	Panch Mahals	1416	1416	8496
24	Patan	820	820	4920
25	Porbandar	330	330	1980
26	Rajkot	900	900	5400
27	Sabar Kantha	1223	1223	7338
28	Surat	982	982	5892
29	Surendranagar	904	904	5424
30	Tapi	803	803	4818
31	The Dangs	378	378	2268
32	Vadodara	1069	1069	6414
33	Valsad	1005	1005	6030
34	Rajkot Corporation	83	83	498
35	Surat Corporation	323	323	1938
36	Vadodara Corporation	107	107	642
37	Ahmedabad			
	Corporation	454	454	2724
	Total	32960	32960	197760

Report of Teleconferences-2016-17:

State level Teleconference was organized on 17th March-2017 with an idea of SMC role play with the real members of SMC, presented all the agenda in the meeting. (The



Chandavada SMC members from the Dahod). Total 3,03,408 SMC Members attended teleconference as per the data reported by the districts.



SMC Members training

SMC Teleconference







O4 GIRLS' EDUCATION & KGBV

ANNUAL REPORT - 2016-17





Education of Girls:

Girls' 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. Women might have the chance of a healthier and happier life that should be a 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 are needed to be a better parent, worker and citizen.

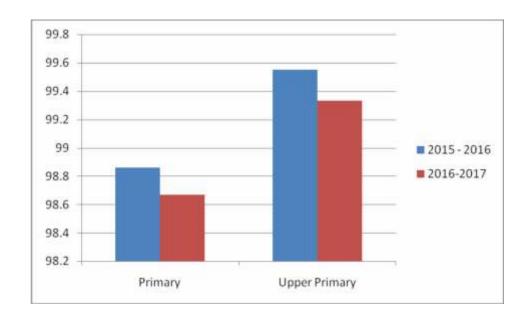
Gender Perspective in Enrolment:

In 2016-17, a total of 90,59,312 children were enrolled, out of which 55,38,880 children were enrolled in Primary sections and 35,20,432 were enrolled in Upper Primary sections, In Primary, the percentage of enrolment of boys and girls was 52.87 % and 47.12% respectively. At Upper Primary level, the percentage of boys and girls was 54.28% and 45.71% respectively. If both primary and upper primary sections were taken into consideration, the enrolment of boys and girls in terms of percentage was 53.42% and 46.57% respectively, which indicates the prevailing positive gender parity in enrolment in the State.

Net Enrolment Rate for Girls:

Year	Primary	Upper Primary
2015 - 2016	98.86	99.55
2016-2017	98.67	99.33

(Source: DISE)





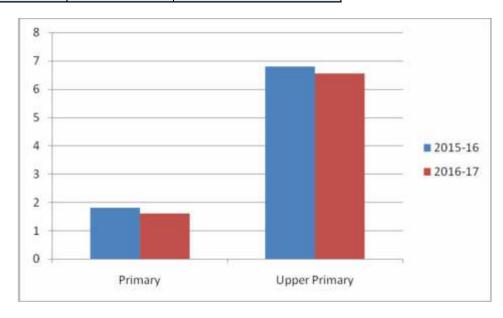
Transition Rate for Girls (2016-17)

Class	ALL	SC	ST	Muslim
V - VI	97.70	97.08	94.13	98.57

Dropout Rate for Girls:

(Source: DISE)

Year	Primary	Upper Primary
2015-16	1.81	6.79
2016-17	1.61	6.55



Activities under Girls Education:

Gender Audit:

Gender audit was carried out to assess gender responsive teaching and learning environment in schools across the state. A detail check-list was prepared by SSA and 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

Major findings were separated for follow up work and training needs were identified for creating gender bias free classrooms/school environment. Further district will do gender audit independently to focus gender sensitization in all schools of the particular district.

• "Meena ni Duniya" Radio Prograame

Meena ni Duniya radio Program was implemented in 109 KGBVs and 223 Upper primary schools of Educationally Backward Blocks (EBBS) of Dist. Banaskantha-Deodar, Dist. Rajkot-Jasdan and Dist. Surat-Umarpada with the support from UNICEF. This programme



is started on pilot basis from July-2016. This programme was broadcasted from All India Radio on 3(three) days (Monday, Wednesday and Friday) in a week after assembly. The subjects of the episode includes gender equality, Inclusion, RTE, Child Friendly Schools, WASH & Child Rights.

• Kasturba Gandhi Balika Vidyalaya (KGBV)

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to Scheduled caste Scheduled tribe, other backward class and minorities in difficult areas. Initially it was run 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 frame work 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.

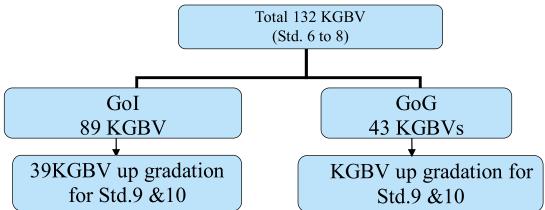
Under this Scheme KGBVs were set up in EBBs where the female rural literacy rate is below the national average (i.e. below 46.13% as per census 2001) and gender gap in literacy is above the national average of 21.59%. The scope of the scheme was enlarged to cover the Blocks that have rural female literacy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

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

In Gujarat, till 2016-17, there are total 132 KGBV established under SSA. From which, 89 KGBV are funded by GoI support and 43 KGBV are funded by GoG support. Out of total 132 KGBV, 59 KGBV are upgraded to secondary class by the GoG, in which SSA provided only 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 of KGBV;

- Model 1; with 100 girls and residential school facility (39 KGBV)
- Model 2; with 50 girls and residential school facility (25 KGBV)
- Model 3; with 50 girls and only residential facility (68 KGBV)



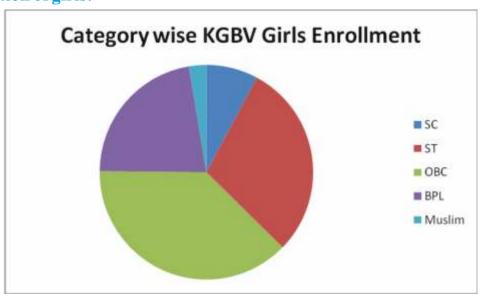


Status of category wise enrolment in KGBVs:

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

	KGBV	KGBV		N	lo. of girl	s enrolled	l	
Model	Sanctioned	Operational	SC	ST	OBC	BPL	Musl im	Total
I	39	39	151	1460	1334	926	27	3898
II	25	25	180	342	390	218	112	1242
III	25	25	182	136	755	313	33	1419
Total	89	89	513	1938	2479	1457	172	6559

Classification of girls:



Sustaining KGBV scheme

State took steps to sustain KGBV scheme and initiated schemes namely G-KGBV to cater to the needs of girls from hard to reach are as which is 100% granted by the State Government. 43 G-KGBV of Model - III type were sanctioned since 2016-17. Total 1924 Girls were covered under G-KGBV.

Transition of girls from KGBV to secondary education

Transition of girls from KGBV primary to secondary education was ensured by GOG by regular monitoring and making provision in budget including conveyance allowance and



hostel facility in 47 KGBV. during 2016-17 year additional 12 KGBV were upgraded for hostel facility to Std.9 & 10. Now the state has total 59 upgraded KGBV. The girls reside in KGBV are enrolled in nearby Government schools in class IX and X while remaining girls from KGBVs are covered under Model Girls School by RMSA and other residential schools run by Social Welfare & Tribal Development Department. The recurring expenditure of the girls studying in secondary schools and residing in KGBV is being met by the GOG. The State is providing funds for construction of dormitory, toilets where additional space is available. Fund were also allotted for furniture and miscellaneous.

Model	KGBV	KGBV	No. of girls enrolled					
Model	Sanctioned	Operational	SC	ST	OBC	BPL	Muslim	Total
III	43	43	165	667	632	443	17	1924

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

- 59 KGBVs out of total 132 KGBV (89 GoI + 43 GoG) were upgraded to Std. 9 & 10. Total 2519 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 are 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	1476	1043

Capacity building of the Teachers:

For running the KGBVs effectively, teachers and wardens were trained on regular intervals. Below are the details of the trainings imparted during the year 2016-17.

	Days/Level of	No. of trainee
Training Content	Training	110. of traffice
Subject wise content related training	7 Days at block level	301 - Full time teachers
incorporate with In- service teacher	5 Days at Cluster level	and warden cum head
training		teacher attended
		178 - KGBV CRC
KGBV administrative and managerial	1 day in 4 batches at	coordinator and warden
training	State Level	cum head teacher
		attended
Subject wise content hard spot training	3 Days at Zone level	245 - KGBV teachers
as per result of "Kshamata Mapan		attended
Kasoti" (State level Evaluation like		
Gunotsav) by SRG members and		
district Pedagogy coordinators		
Gender Sensitization training by GRC	1 Days in 2 Batches	132 warden cum head
- Gender Resource Center covered		teacher attended
below points in this training.		
Gender Sensitization through		
Education		
Women Rights and laws		
Awareness about women centric		
policies and schemes		



Orientation and Refresher workshop on	3 days residential	199 - KGBV warden
KGBV at State level. Below points	workshop at State level	cum head teacher
covered in it.		attended
Gender Sensitization		
Child Rights		
CFSS		
Importance of Nutrition for		
adolescent girls		
Special Training		
Girls Enrolment in school		
Disaster Management Training		
Maintenance of all type registers in		
KGBV		
Role of KMC in KGBV		
Cleanliness in KGBV		
Use of TLM during class room		
Administrative & Managerial		
matters of KGBV		
Mandatory standards and job chart		
of KGBV Staffs		
Career guidance seminar was	1 Doy training at	Each KGBV warden cum
organized by district level for std.9&10	1 Day training at District Level	head teacher &
girls and warden cum head teacher	District Level	accountant attended
With the help of Hotel Management		88 head cook and 132
University Main head cook & assistant	1 day training	assistant cook attended
cook training will be organized soon		

Educational Quality assurance

- "Extra Coaching" for Mathematics & Science Subjects
- Weekly & Monthly test
- Distance Education by BISAG Setcom
- Specific Subject wise and Chapter wise E-Content developed and made available on You tube
- Computer lab Used computer for specific Units of different subjects
- Used Science, math's kit procured from NCERT
- Assessment from State was organized "Xamta mapan kasoti" OMR based Learning Assessment at District SSA office and DIET level

Learning Assessment of Girls in KGBV

Keeping in mind that girls from KGBV need more attention because of their diverse background of never enrolled & dropped out, the state conducted Learning Assessment of all KGBV Girls in two phases in 2016-17 year as an innovation.



Objectives

- a) To study overall learning Status (Class wise, Subject Wise) of Girls studying in KGBV
- b) To study Individual (Girls Wise) Education Status (Classes & Subject for all)
- c) To plan strategies for education progress of the girls

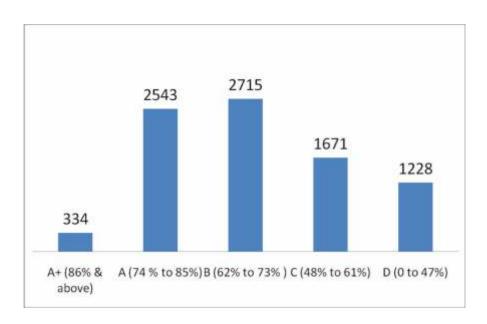
Process Undertaken

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

Coordination with iNDEXTb: Class wise question papers were prepared with the help of iNDEXTb. class wise Optical Mark Recognition (OMR) sheet were developed to reach girl to mark the correct option. The learning assessment data was analyzed with the help of iNDEXTb.

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 the strategies will be planned for improving learning level of the girls.



As per assessment, 4% girls achieved Grade A+(86% & above) and performed excellent, 30% girls achieved Grade A(74% to 85%), 32% girls achieved Grade B (62% to 73%), 19% girls achieved Grade C (48% to 61%) and 19% girls achieved Grade D(47% & bellow)

Health Records maintained and general health status of the girls

- Health check-up were organized every three months. Height, weight and Basic Metabolic Index (BMI) were calculated
- Records were displayed & updated quarterly and girl wise data was monitored
- Nutritious food being provided to girls which is planned by Diet experts from University
- Every quarterly PHC doctors visit KGBV



- Health committee was formed to look after the underweight & anemic girls of their food & proper diet
- Maintained records regarding Girls Menstrual Cycle and give them proper knowledge of hygiene practices on these days.
- Provision was made for Bio Incinerator to dispose used sanitary napkins.

Green KGBV

Green KGBVs project was implemented in 100 KGBVs (including GOG KGBVs).

The Green School Programme was rewarded with the highest Independent honor at National Level with 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 district was certified for IGBC GREEN SCHOOLS GOLD.

Convergence Strategy:

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

- 1. NRHM For regular heath checkup in regular interval by PHC/CHC
- 2. SCERT For bridge course material development
- 3. RMSA For transition in secondary education.
- 4. Police dept. For "Suraxa setu" scheme & police patrolling
- 5. District administration For Mini water scheme facilities & use of district fund in tribal blocks
- 6. Forest department-For gardening and plantation in KGBV
- 7. Banks For opening separate bank accounts of the girls
- 8. Department of Sports Authorities of Gujarat For participating in games-sports compelling
- 9. UNICEF Life Skill Education training and Meena Radio Training
- 10. Disaster Management Department at District level Training with mock drill in all KGBVs
- 11. "Abhayam" help line to aware KGBV girls
- 12. INDEXTb-B Online advertisement of recruitment of KGBV teachers

































05 | SPECIAL TRAINING PROGRAMME

ANNUAL REPORT - 2016-17



Special Training Programme

Implementation of the historical "Right of Children to Free and Compulsory Education Act, 2009" (RTE) bring 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 till the completion of elementary education. According to RTE Act article 9(K), to be enrolled and getting 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 (OoSC). 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 disadvantage 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, 2015 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 age)
- b. Enrolled children is 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 (3 months):

This is a School Readiness Programme, which was run from April to June, 2016 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 were made



for refreshment and exposure visit for children. Total 8,911 children were covered under this programme, out of which, 7,362 children were mainstreamed in the schools, during the enrollment drive held in the month of June, 2016.

3. Special Training Programme (12 months):

This programme is meant for OoSC 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 24,763 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 OoSC who are living in extreme 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 Ahmedabad, Amreli, Banaskantha, Gandhinagar, Girsomnath, Morbi, Porbandar, Sabarkatha, Valsad districts and VMC. Residential Special Training Programme was managed and monitored by cluster level and district level committees. Children got lodging, boarding and teaching facility for better stay. Total 467 children received 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. Material was developed for 1*to 6*standard which was reformed in 2014-15. Learning material (Work Book) was developed in Hindi for the other state migrant children. These Material includes Modules, Workbooks, Activity cards, Pre Test Papers and Progress Card.



6. Tent STP:

Tent STP provides support 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 certain period. Eg. 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 center which open during 11:00 AM to 5:00 PM

Strategy	No of children Targeted	No of Children covered	No of Centers
Tent		Boys - 8,168	
STP	22,807	Girls - <u>6,999</u>	756
511		Total -15,167	

During survey in the year 2016-17, total 22,807 children were identified who would need tent school. Against the target of 22,807 children, 15,167 children were covered under 756 tent STP. It seems that, 66% 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 rain fed areas and after that particular period no work is available in the area. In these situation parents are convinced to keep their children in their village and migrate without their children. These children get 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 community itself as an SMC. Capacity building training was imparted to all SMCs on the topical STP and mainstreaming of OoSCs. Now migrating children with their parents are declined due to availability of residential hostel at village school.

Stratogies	Approved target for 2016-17	Coverage	Achievement in%
Strategies	Physical	Physical	Physical
Seasonal Hostel (Residential)	34,917	31,561	90.39%



As per above table, total 34,917 children were identified during the year 2016-17 who were in need for Residential Seasonal Hostel, and amongst them 31,561 were covered hence 90.39% physical target was achieved.

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

8. 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 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 enroll their children in school or stop children from continuing and completing their elementary education.

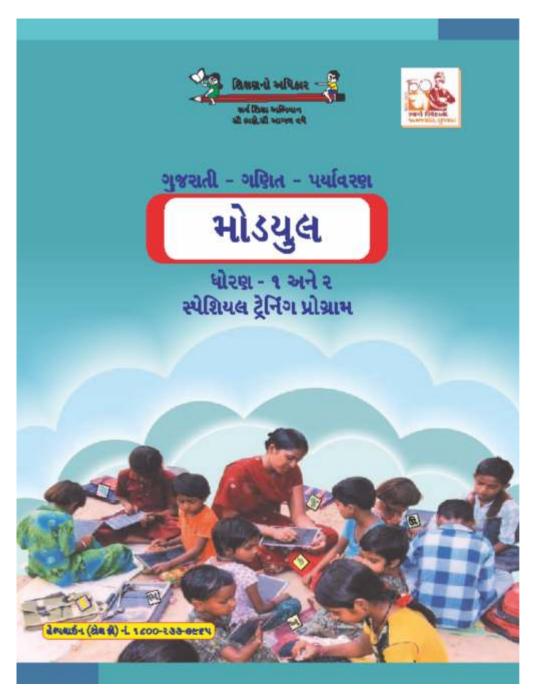
Total 1,41,854 children were targeted in 2016-17, as per the provision and additional approval from GOI; State covered total 1,38,610 children under the transport facility. Transport facility was provided to children where distance of primary school (P.S.) is more than 1 km from the residence of children 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/PRIs 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, 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 grant was disbursed to SMCs' bank account. SMCs maintained records of grant receipt and utilization on account of transport facility.

Progress of the Transport facility in the year 2016-17

Target no. of children	No. of children covered (31-3-2017)					
	Boys	Girls	Total			
1,41,854	71,801	66,809	1,38,610			











Chhattisgarh

Chhattisgarh



Madhya Pradesh

Orissa



INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

ANNUAL REPORT - 2016-17





06

Inclusive Education for Children with Special Needs

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 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, 2016 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 – 3,764/- CwSN were enrolled in nearby Schools and were provided Special training through special Training centers.

Category wise CWSN identified (In School)

Cat	No	. of Ident	ified	All schools			CWSN in Govt and Govt aided schools			No. of CWSN covered through HBE/Special schools		
	В	G	T	В	G	T	В	G	T	В	G	T
LV	9145	7398	16543	9145	7398	16543	6730	5513	12243	0	0	0
В	2051	1547	3598	2051	1547	3598	1597	1275	2872	0	0	0
HI	5641	4245	9886	5641	4245	9886	4707	3651	8358	0	0	0
SI	4706	2635	7341	4706	2635	7341	4030	2288	6318	0	0	0
OI	18886	11843	30729	18886	11843	30729	17960	11391	29351	0	0	0
MR	12669	7298	19967	11769	7298	19067	10118	6608	16726	900	0	900
MD	352	191	543	352	191	543	228	139	367	0	0	0
CP	6150	4419	10569	6150	4419	10569	6046	4354	10400	0	0	0
LD	1987	1477	3464	1987	1240	3227	1187	805	1992	0	237	237
ASD	2492	1581	4073	2492	1581	4073	2444	1562	4006	0	0	0
Total	64079	42634	106713	63179	42397	105576	55047	37586	92633	900	237	1137



District wise CWSN identified

No	District	TOTAL		No	District	TOT		AL .	
		Boys	Girls	Total			Boys	Girls	Total
1	AHMEDABAD	2227	1379	3606	20	MORBI	740	526	1266
2	AMRELI	1157	808	1965	21	NARMADA	982	690	1672
3	ANAND	2466	1662	4128	22	NAVSARI	1091	762	1853
4	ARAVALLI	970	619	1589	23	PANCH MAHALS	2108	1549	3657
5	BANAS KANTHA	3256	1974	5230	24	PATAN	1413	885	2298
6	BHARUCH	1384	1062	2446	25	PORBANDAR	418	334	752
7	BHAVNAGAR	2074	1431	3505	26	RAJKOT	1219	800	2019
8	BOTAD	584	473	1057	27	SABAR KANTHA	1356	943	2299
9	CHHOTAUDEPUR	1191	944	2135	28	SURAT	1693	1134	2827
10	DEVBHOOMI	524	413	937	29	SURENDRANAGAR	2170	1505	3675
	DWARKA								
11	DOHAD	2028	1448	3476	30	TAPI	614	391	1005
12	GANDHINAGAR	1312	837	2149	31	THE DANGS	754	659	1413
13	GIR SOMNATH	1243	891	2134	32	VADODARA	2085	1354	3439
14	JAMNAGAR	899	656	1555	33	VALSAD	1256	914	2170
15	JUNAGADH	1279	802	2081	34	XAMC	2566	1678	4244
16	КАСНСНН	2042	1310	3352	35	XRMC	505	351	856
17	KHEDA	2080	1384	3464	36	XSMC	3253	2410	5663
18	MAHESANA	1669	1057	2726	37	XVMC	854	431	1285
19	MAHISAGAR	1585	1120	2705	38	Total Grand	55047	37586	92633

Enrollment of the CWSN:

Every year Education Department conducts the enrollment drive. In the year of 2016-17 special focus was given to the enrollment of CWSN in Standard 1st and 9th During the enrollment drive total 3342 CWSN were enrolled in the 1st standard. Focusing on the enrollment of the children having category of C.P,T.B and M.D.

Braille Books and Large print Books:

SSA Gujarat printed 3,314 child friendly Braille Books and distributed to the children and teachers. State is also providing training of pre Braille to the regular class teachers and resource teachers for the learning of the blind children SSA Gujarat has provided magnifier lens in the option of the large print books. SSA provided to 12243 Low vision children regular books and magnify lens with led light so they could learn other reference material.

		Total Blind		Low Vision		
Class	Boys	Girls	Total	Boys	Girls	Total
I	179	114	293	421	323	744
II	147	96	243	517	375	892
III	188	149	337	611	493	1104
IV	182	144	326	721	598	1319
V	223	200	423	989	787	1776
VI	195	168	363	1062	976	2038
VII	230	202	432	1153	1001	2154
VIII	253	202	455	1256	960	2216
Total	1597	1275	2872	6730	5513	12243



• 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 disable 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 equipments 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 counseling is provided as major activities of Resource Room. 8650 Children were benefited from Resource Room Services and therapy support during 2016-17 as per recommendation 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 **255** blocks. Total **1902** 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 1902 Orthopedically Handicapped (OH) children availed aids and appliances and training on its utility.

• Transport/Escort allowance:

Transport and escort allowance was provided to CWSN for attending school through SMCs. The allowance was deposited in the account of the beneficiary child to Total 17342 children were provided Transport allowance and escort facilities during the year 2016-17. Category wise progress is listed below



Category	Transport allowance			Esco	Escort Allowance			Total covered Children			
	В	G	T	В	G	T	В	G	T		
LV	209	159	368	300	229	529	509	388	897		
В	30	11	41	1567	1264	2831	1597	1275	2872		
HI	98	85	183	40	30	70	138	115	253		
SI	10	7	17	0	0	0	10	7	17		
OI	4075	2595	6670	260	185	445	4335	2780	7115		
MR	1065	985	2050	362	300	662	1427	1285	2712		
LD	60	35	95	0	0	0	60	35	95		
CP	490	395	885	1027	954	1981	1517	1349	2866		
MD	160	65	225	130	90	220	290	155	445		
ASD	45	25	70	0	0	0	45	25	70		
	6242	4362	10604	3686	3052	6738	9928	7414	17342		

• Corrective Surgery:

As per the Survey and budget allocation in the year 2016-17 total 65 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 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-12,750 CWSN participated in the celebration of such special day celebration at 255 blocks. For the celebration, focus was given to promote inclusive education in the school where there are more than 5 CWSN getting 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 trainings are being organized for the purpose of developing capacity of project staffs, regular teachers, SMC members and parents. To make the peers oriented on



inclusiveness, joint picnics, cultural activities, exposure visits, sports etc are organized at school level. Details of the trainings conducted during the year 2016-17 are as below:

- 1 day class teachers training on inclusive education was organized across the state. Total 215824 teachers were trained on inclusion of CWSN in the classroom
- 5 days training were imparted to 1,293 teachers on Inclusion of CWSN in the School and curriculum adaptation.
- 3 4826 special teachers were provided training on braille and sign language and malty category for five days
- 4 1,97,760 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 done to do convergence with different government department and other non government organization too. Below are some of major activilies understakes:

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 tribal area			
10	Child line	Identification of CwSN			
11	UNICEF	Training and Activities for quality enhancement			

Wrold Disabled Day

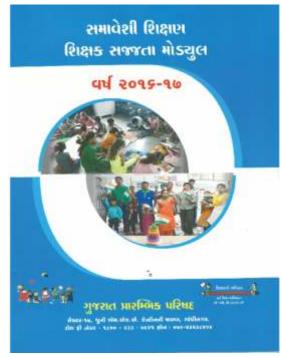


Resource Room



Resource Room







7 MEDIA AND DOCUMENTATION

ANNUAL REPORT - 2016-17



Media & Documentation

Universalisation of primary education is the major objective of SSA. According to Right to Education Act 2009, every child has 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 community, SSA Media Unit undertakes different activities. During the year 2016-2017, Rs 9.02 lacs against provision of Rs 9.17 lacs was untallied under activities undertaken which are as below:

- 1. From the begining of the academic year 2016, Enrolment Drive and Kanya Kelavani Rath Yatra was organised across the state. Child who is eligible to enrol in standard 1, is to be enrolled in the school with great function celebration in the school where government elected members and government officers took part to motivate community. For reaching more people and aware them regarding enrolment and importance of girls' education, media unit actively imparted mass awareness activities like displaying hoardings on public places, bus back panel flexes, broadcasting gingles and quiky on radio, LED display board, TV and advertisement in popular news papers etc. These activities proved very helpfulness in giving enhancement to the programs' performance.
- 2. During Dt- 25/9/2016 to Dt-2/10/16, Cleanliness and Social Integration Week was
 - celebrated in the state. For creating awareness in the community, mass communication activities were carried out by the Media Unit. The Booklet "Cleanliness and Social Integration" were published and dessiminated. Posters were printed for wide distribution.
- 3. This year state level Republic Day -15th August was celebrated in Morbi and Anand districts. SSA kept a stall to dissiminate information regarding schemes implemented by SSA Gandhinagar.
- "Gyanshakti Booklets" were also 4. published. The booklet has information regarding all the schemes related to education department and printed in Gujarati as well as in English.
- 5. A state level Vibrant Summit and Chintan Shibir were organized in





- Gandhinagar. All the CRC, BRC, Education Inspectors, TPOs were invited. A documentary was prepared and broadcasted during the events.
- 6. During 2016-17 year 2 Parents' Seminars, per primary school, were organised across the state.
- 7. During 2016-17 year, it was Dr. Baba Saheb Ambedkar's 125^a birth anniversary year; hence the day was celebrated as constitution day in all the primary school with the objective to create awareness on contribution done by Dr. Baba Saheb Ambedkar in India's Development. The day was celebrated by organising competitions like eassy writting, speech and quiz on Dr. Baba Saheb Ambedkar.
- 8. A documentary on activities carried out by all the units of SSA, Gandhinagar was prepaid and circulated to all the primary schools.
- 9. Annual Report 2015-2016 was published in English as well as in Hindi. The report was submitted to MHRD Delhi.
- 10. Regular advertisements are being published regarding different activities carried out by the education department for wide publicity.









8 MANAGEMENT INFORMATION SYSTEM

ANNUAL REPORT - 2016-17





80

Management Information System

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 in to 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 U-DISE 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 operationalised with adequate infrastructure and manpower.

Activities carried out under MIS in 2016-17

- The DISE data for the year 2016-17 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.
 - 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 under elementary schooling system 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 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

Computer Aided Learning Programme

The state government has given substantial focus to computer aided learning programme at elementary level. The state government has provided computer laboratory to elementary schools to make children use computers and learn through computers.

The main objective of the CAL (Computer Aided Learning) is

- To make the Students and Teachers familiar with Computer
- To teach the subjects through computers
- To use the educational software for hard spots
- To enable the government school students especially rural area students to be at par with the urban and advance school students

Till the year 2016-17, below major goals achieved under the CAL

- Total 20,502 schools have been provided with Computer Lab facility
- Syllabus based computerized educational content provided to each school
- The programme is thoroughly monitored by State and District MIS teams
- Internet Connectivity made available to 16,771 Upper Primary Schools



e-Content Development:

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

The e-Contents (Grade V-VIII) were prepared in digital form to achieve the targets under 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 traditional focused area of reading-writing-comprehension etc.

The size of e-Content is approximately 25 GB which covers more than 450 lesions of 52 textbooks, 3000+ animated videos, 3000+ interactive animations, 1000+ games (for different topics), 50,000+ questions and virtual lab for science. The e-Content was launched by Hon'ble Chief Minister on 04/02/2017 during Chintan Shibir.

e-Class - State wide 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 State wide Digital Learning Programme; e-Class launched in November 2016 and reached to vast number of viewers across 32,000 schools where Government provided KUBand dish and set-top box and millions of house-holds across State and Country.

e-Class achieved 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 viewership of average 4000 to 5000 viewers per video and total 5, 00,000 viewers have viewed the channel.









O PLANNING AND MANAGEMENT

ANNUAL REPORT - 2016-17



Planning & Management

Planning & Management Unit:

Preparation of Annual Work Plan & Budget for 2016-17

The Annual Work Plan & Budget for 2016-17 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 2016-17 was also used for developing strategies.

Major Initiatives in P & M

The SSA Annual Work Plan and Budget for 2016-17 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 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, thrust of civil works program was on construction of buildings and classrooms with Buildings As Learning Aids (BALA) approach.

Monitoring and Bala Supervision

SSA Gujarat is well aware about needs of continuous monitoring of primary schools by special BRCCs, CRCCs at district, block and cluster level. SSA Gujarat has developed an online monitoring system by developing software with a format, since year 2014-15. Any authority at any place can observe any primary school of Gujarat, how is it monitored. Now the system is on initial stage and shortcomings are being improved by time to time review meetings. SMC members have also been oriented at school level on Monitoring and Supervision of SSA in schools.

Research & Evaluation

Preparation of Annual Work Plan & Budget for 2016-17

The Annual Work Plan & Budget for year 2016-17 was prepared through a participatory process involving the structures from village community level, onwards. The



plan took into account the findings of micro-planning exercises and various studies conducted at district and block levels. EMIS data for 2016-17 was also used for developing strategies.

Role of Research Studies under SSA

Research has played an important role in implementation of activities undertaken by SSA. Reserach studies have been conducted at both national level and state level for a variety of purposes, such as to provide feedback on 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 two studies were conducted at the state level during the year 2016-17:

- 1. National Achivement Survey (NAS) (Under Process)
- 2. G-SLAS for Classes III, V, VIII (Based on IRT)
- 3. 5% sample checking of U-DISE of Gujarat for the year 2015-16.





10 SCHOOL INFRASTRUCTURE DEVELOPMENT

ANNUAL REPORT - 2016-17





O SCHOOL INFRASTRUCTURE DEVELOPMENT

❖ 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 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 catalyst towards quality improvement. The school building has to ensure easy access to all children and teachers and it has to be built with sensitive understanding of their different requirements.

The schedule to the RTE Act lays down the norms and standards for school building. A school building has to be an all weather building comprising of 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 facility for differently able 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 large number of civil works is undertaken through School Management Committee (SMC) and works require special skill through contractors like multi level, class rooms and KGBV. The committee directly employs local



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

Training to SMC:

The implementation of construction programme is achieved by imparting training to members of school management committee. The training is imparted before the commencement of the work & also when the work reaches at 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 district level looks after the work of the entire district. He conducts weekly meeting of all the engineers of the blocks working in the district to review & monitoring the progress.
- For monitoring & reviewing the progress of 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 monthly meeting.
- District Project Engineers also visit sites frequently to check the quality of work executed.
- Architectural Assistant posted at district level for Whole school development plan.
- Technical Resource Person posted at block level looks after construction activity carried out at school. For every 40 to 50 site one TRP is posted.
- 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):

- For Technical audit & quality assurance of civil works hiring services of professional consultant was 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 2016-17

The detailed status of various infrastructure activities for the year 2016-17 under SSA is as under:

Name of activity	Total	Completed		In Progress	
	Planned	No of works	Percentage	No of works	Percentage
Additional classroom	3432	3007	87.62	425	21.38
Boys Toilet Blocks	1295	1295	100.00	0	-
Girls Toilet Blocks	1595	1595	100.00	0	-
Major Repairing	152	152	100.00	0	ı

> Additional classrooms:

Construction of additional classrooms was undertaken under SSA during the year. Out of targeted **3432** additional classrooms, total of **3007** were already completed, while the work was in progress of **425** classrooms.

The district wise details are as under:

		Additional classrooms				
No	District	Targeted	In Progress	Completed		
1	Ahmedabad	157	38	119		
2	AMC	26	0	26		
3	Amreli	116	10	106		
4	Anand	109	26	83		
5	Aravalli	65	17	48		
6	Banaskantha	188	0	188		
7	Bharuch	117	0	117		
8	Bhavnagar	160	28	132		
9	Botad	50	14	36		
10	Chhota Udepur	73	12	61		
11	Dahod	209	45	164		
12	Dang	35	8	27		
13	Devbhoomi Dwarka	70	4	66		
14	Gandhinagar	90	27	63		
15	Gir Somnath	82	0	82		
16	Jamnagar	83	0	83		
17	Junagadh	143	0	143		
18	Kheda	103	10	93		
19	Kutch	171	10	161		
20	Mehsana	118	19	99		
21	Mahisagar	92	16	76		
22	Morbi	58	0	58		
23	Narmada	73	7	66		



24	Navsari	71	0	71
25	Panchmahal	144	29	115
26	Patan	101	24	77
27	Porbandar	23	0	23
28	Rajkot	105	16	89
29	RMC	22	22	0
30	Sabarkantha	90	0	90
31	Surat	95	0	95
32	SMC	22	0	22
33	Surendranagar	123	18	105
34	Tapi	65	8	57
35	Vadodara	80	15	65
36	VMC	15	2	13
37	Valsad	88	0	88
	Total	3432	425	3007

➤ Toilet Blocks:

During the year construction of **1295** Girls' and **1595** Boys' toilet blocks were targeted. All the **1295** Girls' and **1595** Boys' toilet blocks were completed.

No	District	Gir	ls Toilet B	lock	Boys Toilet Block		
		Targeted	In	Complete	Targeted	In	Complete
			Progress	d		Progress	d
1	Ahmedabad	50	0	50	50	0	50
2	Amreli	50	0	50	77	0	77
3	Anand	40	0	40	75	0	75
4	Aravalli	10	0	10	15	0	15
5	Banaskantha	51	0	51	51	0	51
6	Bharuch	27	0	27	16	0	16
7	Bhavnagar	55	0	55	55	0	55
8	Botad	21	0	21	21	0	21
9	Chhota	32	0	32	33	0	33
	Udepur						
10	Dahod	80	0	80	120	0	120
11	Dang	20	0	20	24	0	24
12	Devbhoomi	21	0	21	21	0	21
	Dwarka						
13	Gandhinagar	50	0	50	45	0	45
14	Gir Somnath	50	0	50	40	0	40
15	Jamnagar	25	0	25	25	0	25
16	Junagadh	32	0	32	27	0	27
17	Kheda	59	0	59	124	0	124
18	Kutch	100	0	100	125	0	125
19	Mehsana	50	0	50	85	0	85
20	Mahisagar	20	0	20	21	0	21



21	Morbi	15	0	15	20	0	20
22	Narmada	13	0	13	17	0	17
23	Navsari	27	0	27	22	0	22
24	Panchmahal	50	0	50	55	0	55
25	Patan	70	0	70	70	0	70
26	Porbandar	6	0	6	3	0	3
27	Rajkot	37	0	37	72	0	72
28	Sabarkantha	30	0	30	35	0	35
29	Surat	48	0	48	77	0	77
30	Surendranagar	35	0	35	42	0	42
31	Tapi	32	0	32	43	0	43
32	Vadodara	53	0	53	53	0	53
33	Vadodara_MC	15	0	15	15	0	15
34	Valsad	21	0	21	21	0	21
	Total	1295	0	1295	1595	0	1595

➤ Major Repairing:

Under SSA Major Repairing of school buildings were undertaken during the year. Out of the targeted **152** Major Repairing, completed were:

Nie	District	Major Repairing		
No	District	Targeted	In Progress	Completed
1	Ahmedabad	7	0	7
2	AMC	5	0	5
3	Amreli	8	0	8
4	Anand	3	0	3
5	Aravalli	6	0	6
6	Banaskantha	3	0	3
7	Bharuch	6	0	6
8	Bhavnagar	7	0	7
9	Botad	3	0	3
10	Chhota Udepur	3	0	3
11	Dahod	5	0	5
12	Dang	3	0	3
13	Devbhoomi Dwarka	3	0	3
14	Gandhinagar	3	0	3
15	Gir Somnath	3	0	3
16	Jamnagar	2	0	2
17	Junagadh	3	0	3
18	Kheda	12	0	12
19	Kutch	6	0	6
20	Mehsana	4	0	4



21	Mahisagar	4	0	4
22	Morbi	3	0	3
23	Narmada	3	0	3
24	Navsari	2	0	2
25	Panchmahal	5	0	5
26	Patan	5	0	5
27	Porbandar	3	0	3
28	Rajkot	3	0	3
29	Sabarkantha	5	0	5
30	Surat	8	0	8
31	Surendranagar	3	0	3
32	Tapi	5	0	5
33	Vadodara	2	0	2
34	Valsad	6	0	6
	Total	152	0	152













Gujarat Council of Elementary Education

Sarva Shiksha Abhiyan Sector - 17, Gandhinagar, Gujarat

Tall Free No.: 1800-283-7965 | www.ssagujarat.org