

Research Activities in the State Under Sarva Shiksha Abhiyan

“ROLE OF SCHOOL MANAGEMENT COMMITTEE IN IMPROVING QUALITY EDUCATION AT UPPER PRIMARY LEVEL”

Agency: State Project Office SSA.

Objectives of the study

- i). to study the availability of various basic infrastructural facilities available in the schools.
- ii). To study the various steps being taken by the school management committees in case of the inadequacies of various basic infrastructural facilities.
- iii). To study the various steps being taken by the school management committees for the total enrolment of all children, to control drop outs and non- attending children during school hours.
- iv). To study the measures taken by the school management committees for the repair and maintenance of the existing infrastructure in the schools.
- v). to study the mechanism adopted by the school management committees for ensuring quality of mid day meal being served in the schools.
- vi). to study the various steps taken by the school management committees for maintaining regularity and punctuality in teaching learning process to enhance learning outcomes.

Major findings

- It has been concluded from the analyses and discussions that the availability of basic facilities in the schools are not the same as reported by Heads (Member secretary of SMC), SMC Pradhan and parents / members. Which shows lack of coordination among them or SMCs have not been properly oriented about the resources available in school premises.
- SMCs have played their role to some extent for providing the facilities which were not available in schools. They have passed resolutions and sent to higher authorities for making provision of the facilities. Whereas resources available with community were not being explored by them.
- Most of the SMC members were attending meetings regularly.
- Meetings were mainly based on infrastructure facilities and achievement of students.
- Some of the issues related to infrastructure, quality education and vacancies of teachers were remained unsolved.
- The issues of enrollment, retention and dropouts are well taken up by SMCs.

- As far as contributions of SMCs towards quality of MDM are concerned views of Heads teachers contradict with the views of Pradhans and Members.
- The analysis also depicts that majority of SMCs are not playing their role significantly in learning process of students.

“A RESEARCH STUDY ONDECLINING TREND ELEMENTARY SCHOOL ENROLMENT: AN EXPLOARATION OF CAUSES”

Agency: State Project Office SSA.

Objectives

1. To study the availability of primary schools within the walk able distance from the habitations of the students.
2. To study the trend of enrolment in first standard in the sample districts from the year 2008 to 2012 as per the record in VERs.
3. To study the perceptions of the head teachers about the trend of enrollment of students at first grade in government schools.
4. To study the perceptions of the head teachers and parents about the causes responsible for declining enrolment in government schools in terms of :
 - a. Decreasing birth rate and admission age in government schools.
 - b. Sharing responsibility of working parents for looking after children in young age by private schools.
 - c. Taking responsibility of education of the children till its completion by private schools.
 - d. Missing linkage between pre-schools and schools education in government schools.
 - e. Private schools better off in terms of physical facilities
 - f. Attitude of parents towards private institutions
 - g. Private schools better staffed in quality and quantity than government schools,
 - h. Curriculum standards in government schools.

FINDINGS:

There has been decrease in the enrolment in the government schools in first grade as compared to the private schools from year 2008 onwards.

1. Birth rate and Age at admission

The causative factors for the declining enrolment in elementary school at first grade are in the order of admission of children with three or less age in private schools, Higher age for admission in government schools than private schools, decreasing birth rate as per the views of headteachers and parents . Care of wards of working parents during working hours and taking responsibility of the children till the completion of school education, and Care of wards of working parents during working hours have also emerged as the other causative factors in the next order.

2. Lack of Linkage between pre-school education through Aanganwadis and school education through government schools.

3. Prevalence of Private schools

Availability of a private school with all facilities near the government school, where there is supposed to be lack of facilities, is the major cause for declining enrolment in government schools at first grade.

4. Education in the private schools

English language as the medium of instruction in private schools and attractive uniforms, quality education in private schools, ensuring participation of each child's participation in each activity and keeping children under discipline in private schools are the causative factors for declining enrolment at first grade in government schools.

5. Preference of parents for Private schools

Improving economic conditions of the parents, transportation facilities by the private schools, helper and security guards in schools, table and chair for children in private schools are the causative factors for the preferences of the parents for enrolling their wards in private.

6. Quality and quantity of teachers in the government schools

Too much participation of government school teachers in workshops, seminars and non-academic activities during teaching days, vacant posts of teachers, non-availability of one teacher per class and midsession transfer of teachers are the causes as viewed by the head teachers whereas the reasons as viewed by the parents are in the order of vacant posts, less dedicated and responsible teachers, too much participation in workshops and seminars, non-availability of one teacher per class, lethargic attitude of teachers and involvement in non-academic activities of the teachers in the government schools.

7. Lack of modern equipments in classrooms of government schools

8. Curriculum standards:

Flexibility and vividness of the curriculum in private schools is the reason for declining enrolment in government schools as compared to private schools.

9. Inadequacies in the curriculum of government schools:

Lack of pictures, work books, non-compatibility of content with competitive examinations are the main reasons as per the views of head teachers and parents due to which the children are not enrolled in government schools.

10. Other inadequacies in the government schools

Development of the feeling of competitiveness among the children in private schools as per the views of the head teachers and parents and better curriculum transaction in the private schools, More opportunities for co-curricular activities in private schools, Less stress on developing different skills among the children in government schools, No feedback about the monthly achievements of the child to the parents by the government schools are the other causes as per the views of the parents for not enrolling their wards in government schools.

“DEVELOPMENT OF STATE-SPECIFIC GUIDELINES AND MODEL DESIGN FOR SCHOOLS”

Agency: DEPARTMENT OF CIVIL ENGINEERING NATIONAL INSTITUTE OF TECHNOLOGY HAMIRPUR H.P.

SPONSORED BY

**STATE PROJECT OFFICE (SPO), SSA/RMSA
HIMACHAL PRADESH**

Objective and Scope

The two key objectives of the sample checking exercise were:

1. To screen the existing school buildings with the aid of Rapid Visual Survey format for Schools.
2. To identify the gaps/weaknesses and suggest appropriate remedial measures.

By this exercise of sample checking the problems related to school buildings are highlighted and thus suggestions are given as per the standards so that we can achieve the target to construct a model school building which provides the safer and efficient environment for the learning process.

Scope: This study would include the development of model school design considering the following aspects:

Natural: Earthquakes, Wind storms, Floods, Landslides, Wildfires, Stampede, Road accidents, etc.

Functional: Illumination in room, Ventilation, Acoustics, Space allocation, Stairways, Doors and windows and miscellaneous.

Observations and Findings

On the basis of the collected data and with the help of photographs the defects/shortcomings are marked and thus pointing out the aspects for detailed study. It is found that the pattern of schools structures in the sample survey is same apart from some of the exceptions. The general building plan is that the classrooms are accompanied by veranda for circulation. It is observed that general practices of construction after year 2000 are generally RCC frame structure. The traditional plan of construction involved shortcomings and the structural elements are not as per the provisions with the standard codes. Such as, stairways are constructed in open area without any shelter, the circulation area are higher than the provided standards, vertical or plan irregularities, the size of exit is not appropriate and many more. Apart from constructional defects, defects in the functional components of school are present too e.g. Problems with acoustics, illumination and many more. The common visual shortcomings are shown in the form of photographs in the proceeding section.

- ❖ In some schools the vertical, plan as well as mass irregularities are found. These irregularities are the main cause of destruction during natural hazards.



Fig.9 Mass irregularity(GSSS Chabutra)

Fig.10 Chaotic construction (GSSS kot)

❖ In some places it is founded that the location of the openings are not as per standards IS

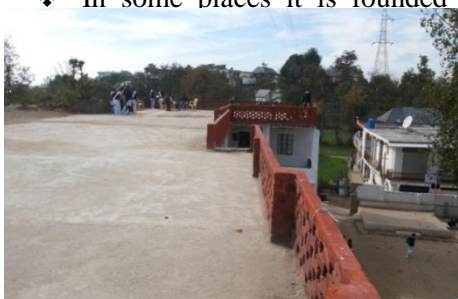


Fig.11 Irregular plan(GSSS kot) Fig.12 Vertical and plan irregularity(GSSS Tal)



Fig.13 Irregular plan (GSSS Nalti)
(GSSS Tal)

Fig.14 Incorrect ventilator placement



Fig.15 Inappropriate construction practice
wall acting as retaining wall

Fig.16 inappropriate distance between cut boundary
slope and building wall (GPS Panyala)



Fig. 17 Irregular wall pattern responsible for Increased wind speeds. (GSSSTal)

- ❖ Most of the sizes of exits are inappropriate as they do not meet the criteria of min. width 100 cms and height 200 cms.



Fig.18Size not met with standards(GSSS Kot)



Fig.19Good example of exit (GSSS Nalti)

- ❖ In some of the cases the length to breadth maximum ratio surpassed and hence the size of the classroom are not in accordance with the space allocation as Indian Standards. Apart from the aspect ratio it is found that in most of the schools the circulation area i.e. corridors exceeded the limit provided by the standards.



(a)

(b)

Fig.20(a) and (b) are example of incorrect aspect ratio design(GHS kot)



Fig.21 Corridor area limit exceeded (GSSSBhota)



Fig.22 Good design example of providing (GSSS Chabutra)



Fig.23 Wrong placement of greenboard causing glare. (GHS Bralhari)

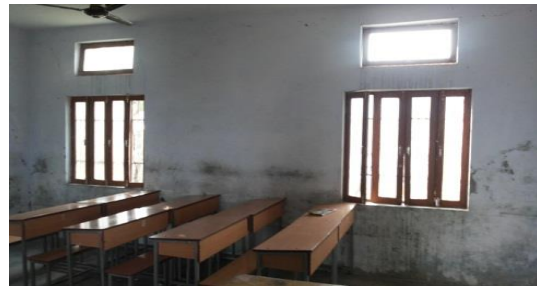


Fig.24 Good example of glazed glass windows and ventilator. (GSSSTal)

- ❖ Most common problem founded with the schools is the problem of stampede due to the stairs. The staircases are constructed in open area which make them inconvenient to use during raining season. The size of stairs, width of staircase, height of handrail was not as per the standards.



Fig.25 Open stairs not as per standards (GPSPananyala)



Fig.26 Number of stairs present exceeds max. limit per flight. (GSSS Chabutra)



Fig.27 Handrail not installed.(GSSS Bhota)



Fig.28 Improper finishing of handrail (GSSSTal)



Fig.29 Inappropriate artificial illumination (GPS Dundana)



Fig.30 luxmeter indicating 90 lux an insufficient illumination(GSSS Kot)



Fig.31 Steel windows inappropriate for illumination Requirement (GPS Panyala)

❖ Then on structural components should be checked for adequate fixtures and anchorage.



(a)



(b)



(c)



(d)

Fig.32 (a)improper placement of bookshelves makes it difficult to operate(GSSS Chabutra)
(b)Unanchored Almirah(GPS Panyala) (c) Unanchored computer equipments(GSSS kot) (d)
Unanchored Almirah placed in classroom (GSSS kot)



Fig.33Incorrect setup of rain water harvesting plant(GSSS Nalti)

Miscellaneous:



(a)



(b)



(c)

Fig.34(a) Unhygienic provision for drinking water (govt school Panyala) (b) Inaccessible approach to school (govt school Panyala) (c) Toilets are inaccessible to physically retards (GSSSTal)

“COMPUTER-AIDED LEARNING PROGRAMME (CALP) IN HIMACHAL PRADESH: AN EVALUATIVE”

Agency: DEPTT. OF EDUCATION, ICDEOL DEPTT. OF EDUCATION, ICDEOL HIMACHAL PRADESH UNIVERSITY SUMMERHILL, SHIMLA 171005

SPONSORED BY

STATE PROJECT OFFICE (SPO), SSA/RMSA, HIMACHAL PRADESH.

Objectives

1. To study Computer-Aided Learning Programme (CALP) under Sarva Shiksha Abhiyan (SSA) in terms of its conceptualized objectives, management and monitoring mechanism.
2. To examine the status of infrastructural facilities provided / available for implementation of CALP at upper primary education stage in H. P.
3. To study the implementation of CALP in terms of following aspects: a. Configuration of computer systems, hardware, software and its appropriateness with regard to prescribed school curriculum. b. Nature and delivery mechanism of teacher training programmes for enhancing teachers’ computer proficiency and skills. c. Computer usage by upper primary school teachers in curriculum transaction.
4. To study and compare academic achievement of upper primary students studying in schools with and without provision of computer aided learning (CAL).
5. To identify the major challenges related to implementation and sustainability of CALP under SSA in Himachal Pradesh.
6. To make recommendations for effective implementation of CALP under SSA in Himachal Pradesh.

Conclusions

On the basis of analysis and interpretation of data, following conclusions were drawn regarding the status, implementation, functioning and impact of computer-aided learning programme at upper primary level:

1. The objectives framed for computer-aided learning programme (CALP) are well-defined and includes all aspects related to improvement in T-L process, development of supplementary material in digital form, reducing drop-out, improving retention of students, making learning effective and finally, enhancing the quality of education at upper primary level.

A. Conclusions with respect to Availability of Infrastructural facilities and Hardware / Software Support for Appropriate Implementation of CALP

1. A good majority of upper primary schools (62.80%) had separate computer laboratory available in them. However, the computer laboratory was not functional in about 40% of such schools. The main causes for non-functional nature of computer laboratory were non-availability of electric supply and no proper provision for repair and maintenance of computer systems. The computer laboratories were found to be adequate in terms of space and furniture (tables and chairs).

2. All the sampled schools had adequate number of computer systems with LCD television. However, only about 50% of the schools had all computer systems in working condition. There were 28% schools where none of the computer systems were found to be functional.
3. Computer systems and furniture provided to the schools under CALP was considered adequate by a large majority (69.12% and 77.65%) of teachers respectively. However, 67.65% and 64.12% teachers respectively considered the content CDs and electric cabling as inadequate as well as inappropriate for proper implementation of CALP.
4. The required essential software like MS-office were found to be installed in 76.33% schools and 23.67% schools did not have required software installed on computer systems. .
5. A very large majority (86%) of schools had received CDs from SSA authorities under CALP and 14% schools had not received the same. About 69% schools were having content CDs (almost all educational in nature) available with them in the schools. On the other hand, near about one third (30.92%) schools were not found to possess content CDs with them.
6. A large majority (69.12%) of teachers stated that computer systems are compatible for making use of CDs / DVDs. However, these teachers refused with regard to compatibility of CDs / DVDs with prescribed school syllabus at upper primary stage. Majority of school heads (55%) were also of the same opinion.
7. All the sampled schools were having the printer facility as well as UPS facility within them.
8. The major shortcomings in infrastructure / equipments related to CALP were irrelevant content CDs, no provision of repair and maintenance of equipments and lack of proper accommodation.

B. Conclusions with regard to Various Aspects of Training Programmes organized under CALP

1. A very large majority (more than 75%) of teachers in all sampled districts reported that all teachers of their schools have not received training under CALP. Except in Kinnaur district, a large majority (66% and above) of sampled teachers had not received training under CALP. In Kinnaur district, only 58.18% teachers were observed to have received training under CALP. None of the teacher in Lahaul-Spiti district was found to have trained under CALP. There were a total of 73% upper primary school teachers who had reported that they had not received training under CALP. On the other hand, about 62% school heads stated that all teachers of their schools had received training under CALP.
2. No conclusive inference could be drawn with regard to duration of CAL training programmes as half of the sampled teachers considered it as adequate and remaining half treated the training duration as inadequate. However, in Mandi, Hamirpur and Shimla districts, the duration of CAL training programmes was treated as inadequate by a good majority of teachers (76.19%, 75% and 56.25% respectively).
3. Although good majority of teachers (56.52%) opined that CAL training modules were appropriate but on the other hand, it has also been alleged by a good majority of teachers (56.52%) that content related to use of computers was not appropriately covered during CAL training programmes. Majority of teachers serving in Mandi (71.43%) and Kullu (60%) districts were not found to be satisfied with CAL training modules.
4. Majority of teachers in all districts (except Mandi district) rated the resource persons engaged during CAL training programmes as having moderate or low efficiency. In case of Mandi district, the resource person / experts engaged in CAL training programmes were considered as highly efficient by good majority of teachers (61.90%).

5. For improving the standards of teacher training programmes under CALP, it was suggested by the teachers that there should be provision of CAL training programme at appropriate time for all teachers (not only Science TGTs) and they should be trained in using of CDs / DVDs and other hardware during T-L process. It was also suggested that training in real school situations / classrooms should be imparted.
6. Almost half (46% to 50%) of all sampled teachers that they considered themselves as moderately proficient in terms of possessing basic knowledge about computers and their use (45.59%), using MS-word (47.6%) and MS-excel (49.4%). There were around 25% to 30% teachers who reported themselves as less proficient in making use of MS-word and MS-excel. Half of sampled teachers reported themselves as less proficient in teaching with the help of computers. About 42% and 29% teachers respectively perceived them as less and moderately proficient in using MS-power point.

C. Conclusions with regard to Use of Computers by Upper Primary School Teachers, Students and School Authorities

1. A majority of upper primary school heads (78.91%) and teachers (67.94%) that the computers are used to support prescribed curriculum / syllabus by the teachers. Majority of school heads (60%) and teachers (59.62%) reported that content CDs are used during T-L process. However, the frequency of use of computers / content CDs was reported as sometimes or rarely by most of the school heads and teachers (79%). In Hamirpur district, there was 50-50 situation with regard to the use of computers / content CDs by the teachers during T-L process.
2. A large majority of teachers (60% and more) in all sampled districts (except Kullu district) refused with regard to preparation of specific material / lesson plans with the help of computers and supplied software. In Kullu district, only about half of the sampled teachers expressed their agreement with regard to preparing specific material / lessons with the help of computers.
3. A large majority of teachers (71.76%) alleged that they were not provided requisite cooperation by school heads and colleagues for appropriate implementation of CALP.
4. The school subjects having more scope for use of computers in order of gravity are; Science, Mathematics, English and Social Science.
5. The computers are used by teachers and school authorities for other different works viz. preparing time table, date sheet, question papers etc.; 14 personal works viz. watching movies, playing games, learning to operate computers and typing, using internet etc.; maintaining financial, admission, infrastructural and examination / CCE records of the students in the schools.
6. The computers are used by the students for various activities like; painting / drawing, academic tasks, playing games, watching videos / movies during independent work on computers under teachers' supervision.
7. The time allotted to students for independent work on computers under teachers' supervision was reported to be less than two hours per week. However, the independent work on computers even under teachers' supervision was not carried out in all schools as reported by 68.82% and 49% of school heads and teachers respectively.

D. Conclusions regarding Impact of Computer-Aided Learning Programme (CALP) on Students' Achievement

1. The mean Mathematics achievement score of class VIII students studying in CAL schools was found to be 22.34 (out of a total of 40 marks) with a standard deviation of 6.83. The average Mathematics achievement percentage was computed to be 55.85% which indicated that the sampled class VIII students of CAL schools had average Mathematics achievement level. On the other hand, the mean Mathematics achievement score of class VIII students in non-CAL schools was found to be 23.39 (out of a total of 40 marks) with a standard deviation of 6.09. The average Mathematics achievement percentage of class VIII students studying in non-CAL schools was computed to be 58.47% which indicated that the students of non-CAL schools possessed average Mathematics achievement level.
2. There existed significant difference in Mathematics achievement of class VIII students studying in upper primary schools with and without CAL facilities. The students studying in non-CAL schools had shown significantly higher achievement on Mathematics test as compared to the students studying in upper primary schools with CAL facilities.
3. A large majority of the teachers (79%) as well as school heads (71%) remarked that there had been no significant improvement in schools' learning environment even after implementation of CALP. Similarly, large majority of the teachers (74.41%) and school heads (69.39%) lamented that students' achievement had not significantly improved after implementation of CALP. This may be mainly attributed to improper training to teachers on CAL, irrelevant content CDs, unawareness among teachers about CALP and lack of proper infrastructure for computer-aided learning programme.

E. Major Problems / Hindrances in Effective Implementation and Appropriate Functioning of Computer-Aided Learning Programme

1. The major problems / hindrances in effective implementation and functioning of computer-aided learning programme (CALP) at upper primary stage as pointed out by school heads and teachers were;

(i) unavailability of proper infrastructure in schools, (ii) inappropriate CAL-related teacher training, (iii) irrelevant CDs, (iv) unawareness among teachers about CAL programme, (v) improper repair and maintenance provisions, (vi) lack of basic knowledge among teachers about computers and its use in T-L process, and (vii) unfavourable attitude of teachers towards CAL programme. Engagements of teachers in nonacademic tasks and English as the medium of transaction in content CDs were also highlighted as the major challenges in effective implementation of computeraided learning programme. The unavailability of electricity and internet facility had also been reported as one of the major hindrance in effective functioning of CAL programme in tribal areas of the state.

F. Suggestions for Improving the Status and Functioning of Computer-Aided Learning Programme

1. For enhancing the effectiveness of computer-aided learning programme, upper primary school heads suggested to; (i) provide electricity and internet facility in all schools (79.07%), (ii) provide content CDs related to the prescribed syllabus (49.61%), (iii) make provision of proper training to teachers regarding use of computers in T-L process (36.43%), (iv) ensure proper repair and maintenance of computers and other equipments (27.13%), (v) inform school authorities about CAL programme (16.28%), (vi) provide latest versions of computer systems and other equipments (13.95%), and, (vii) implement computer-aided learning from class I onwards (10.85%).

1. The major suggestions as given by upper primary school teachers for improving the status and functioning of CALP were similar to those forwarded by the heads and are shown in Table 3.26. These suggestions included; (i) proper training to teachers regarding use of computers for T-L purposes (53.29%), (ii) proper provision of internet facility as well as repair and maintenance of computers (each 33.91%), (iii) providing latest versions of computers / other equipments as well as provision of relevant content CDs (each 31.83%), (iv) provision of proper power supply / electricity in tribal areas (29.76%), (v) reduction in non-academic assignments of teachers (12.11%) and, (vi) implementing CAL programme right from primary stage of education (8.65%).

2. For improving the quality of elementary education in Himachal Pradesh, upper primary school teachers had suggested to; (i) replace CCE with old pattern of evaluation (28.68%), (ii) impart proper training to teachers before start of any programme (25%), (iii) provide latest upgraded computer systems in upper primary schools (17.28%), (iv) connect all schools with internet facility (13.97%) and, (v) provide advance training to teachers in accordance with modern innovative teaching strategies (5.51%). It is pertinent to mention here that there were 20% teachers who had not responded to this item of the schedule. It was also suggested by the teachers that it is vital to share CAL programme with SMC members and local community on a wider scale for the ultimate cause of improving quality of elementary education in the state. The integration of ICT in teaching-learning process could prove to be a boon not only for improving enrolment, reducing drop-out and increasing retention but also for improving the learning levels of students.

“EVALUATION OF HOME BASED EDUCATION PROGRAMME BEING RUN BY NGOs IN HIMACHAL PRADESH.”

Agency : STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING RABON, SOLAN H.P.

SPONSORED BY

STATE PROJECT OFFICE (SPO), SSA/RMSA, HIMACHAL PRADESH.

Objective of the Study:

1. To develop the profile of children enrolled with different NGOs.
2. To study the facilities provided to the CWSN by NGOs.
3. To prepare the profile of Special Educators with reference to:
 - Educational and Professional Qualifications
 - Training and Registration status
4. To study the activities carried out by Special Educators of the particular NGO at the centre.
5. To study the activities carried out by Special Educators of the particular NGO at the parental home.
6. To study the improvement in activities of daily living skills and academic performance of CWSN under Home based Education.
7. To suggest measures for the effective functioning of NGOs.

Delimitation of the Study:

The study was delimited to 21 NGOs registered with SSA (HP) and given financial grant for the education of CWSN.

Method:

The main objectives of the present study were to evaluate the home based education programme being run by NGOs in the state of H.P. To realize the objectives of the study, “Survey method of research”, was used.

Major findings and discussion

1. The list provided by the SSA Authorities indicated that 23 NGOs have been registered with them for providing Home based Education to disabled children and the same have been given financial assistance for running the programme. However, two NGOs namely Action for Barrier Free Handicapped Integration (ABHI) and Gramin Vikas Evam Manav Kalyan Smiti (GVEMKS) could not be located by the field investigators on the addresses supplied by them. Even the whereabouts of these NGOs were not known to the people in the immediate vicinity. In the light of this, SSA authorities must make a pre visit to the NGOs who apply for financial assistance. After ascertaining the credibility of the NGO, it should be given financial assistance. The NGOs

which submit false documents should be black listed so that they may not ditch the SSA authorities in future.

2. In large majority of the NGOs, the number of boys with severe and profound disabilities registered is more as compared to that of girls. This indicates that only males have been registered for Home based Education by the parents or the condition of disability is more prevalent in case of males in Himachal Pradesh. If disability is occurring more in the case of males, steps need to be taken by the SSA in collaboration with Health Department for the proper care and medical facilities to the expected mothers. Further, a survey needs to be done for the identification of any disability among the female children and, if any, parents must be encouraged to register them for home based education.
3. The number of the boys and girls registered varies NGOs wise. It is indicative of the fact that SSA authorities had registered the NGOs according to the facilities shown by each NGO and on the basis of this, allowed the strength of the students to be educated.
4. The proportion of the CWSN with mental retardation disability is significantly higher to that of students registered due to other disabilities. This indicates that the disability on account of mental retardation is higher in the state of Himachal Pradesh. Necessary steps need to be taken for the eradication of the causes of mental retardation among male children. SSA should make joint efforts with Health Department to get rid of the problem.
5. The percentage of the NGOs working in rural areas is more as compared to NGOs working in urban areas. This is a good step on the part of the NGOs to work in the rural areas where the children do not get enough chances for their education.
6. Majority of the NGOs have the facility of rooms in addition to the office room. A few of the NGOs have facility of office rooms only. However, the home based NGOs (Chamunda Palampur, Layul Manali, Gyanshiksha Bhangrotu, Savera Revalsar, Jagruti Gnai Mandi and Sidhi Dadahu Sirmour) should be directed to add more rooms for the storage of assistive devices etc.
7. The equipments were available with all the NGOs as per the requirements of the programme. However, the NGOs should be advised to add (wheel chair, walking sticks) equipments and discard those which have become nonfunctional.
8. Majority of the NGOs have the facilities of vocational training whereas only a few (Chamunda Palampur, Layul Manali, Gyanshiksha Bhangrotu, Jagruti Gnai Mandi, Divya Jyoti Sarla khaboo Mandi, Jagriti Rohru Shimla and UDDAN New Shimla) do not have this facility. NGOs having vocational training, impart training in the making of Candles, paper envelopes and flower pots. A number of other vocational training activities need to be added by the NGOs so that the disabled may learn according to their interests and abilities. Further, the NGOs which do not have the facility of vocational training for the disabled should only be given financial assistance in future if they add the component of vocational training in their centers.

9. Hundred percent of the NGOs organize medical camps for the health checkups of the special children and guidance and counseling programmes for the parents of students registered with them. The frequency of the medical checkups should be increased so that the entire population of disabled get proper and timely medical care. Further, the frequency of the counseling programmes for the parents should be increased so that they get well acquainted with the problems of disabled and handle them properly.
10. All the NGOs provide necessary appliances/ assistive devices, namely audio-visual aids, wheel chair, hearing aids, sticks for visually impaired, spectacles for low vision children, Braille books, tailor frames and abacus, exercise cycle and soft toys to the CWSN as per their needs and requirements. The NGOs should check the functionality of the appliances from time to time and replace those which had become nonfunctional.
11. A few of the NGOs (Chamunda Palampur, Nav Chetna Kullu and Jagruti Mandi) did not have the teaching learning material, special books (Jagruti Mandi, Sidhi Sirmaur, IAMD Solan and UDAAN Shimla) and designed resource material (Chamunda Palampur, Chinmaya Kangra, Layul Manali and Gyan Shiksha). All the NGOs must be directed to strengthen them with appropriate and adequate teaching learning material. The NGOs having adequate and appropriate teaching learning material, special books and designed resource material should only be considered for financial grants and not otherwise.
12. Hundred percent of the NGOs provide support to the parents of the children registered with them in the form of training on mobility, speech, auditory and ADL (Activities of daily living skills). The NGOs must provide training to the parents frequently so that they remain aware with the techniques of handling of the disabled children.
13. All the NGOs had prepared Individualized Training Programme (ITP) and Individualized Educational Plan (IEP) as per the requirements of special children. However, there is a great need of monitoring and evaluation of these programmes by the SSA and a check on the attainment of their goals.
14. The awareness of special educators about the latest subject content and training techniques for educating the CWSN and the training in therapies and their use, handling of low vision and visually impaired children, learning sign language for handling deaf and dumb children, handling of CP and muscular dystrophy children and maintenance of TLM by the supporting staff/care givers are significant for the all round development of the CWSN. In the light of this, the profiles of the special educators and supporting staff of the NGOs which apply for the grant should be scrutinized before sanctioning the grants to them.
15. Nine NGOS (Chetna, Paradise, Chinmaya, Nav Chetna, Aastha, Ganpati, UDAAN, Ashray and Prem Ashram) had introduced both the types of vocations i.e. standard and community based and two NGOs (National and Sakar) had introduced standard vocations where as three NGOs (Sahyog, Divya Jyoti and AIAMD) had introduced only community based vocations for the rehabilitation of the CWSN. Seven NGOs (Chamunda, Layul, Gyan Shiksha, Savera, Jagruti, Sidhi and Jagriti) had not introduced any of the vocations for the rehabilitation of the CWSN.

The NGOs except nine as mentioned above should be directed to introduce both types of vocations for the rehabilitation of CWSN failing which their registration should be cancelled and no further grant should be released to them by the SSA.

16. All the NGOs except Jagriti had organized recreational activities namely musical chair, dancing, fun games, dram, folk dance, singing, chanting story, drawing and painting competitions, athletics competition, Sport, race, poem recitation, art & craft, group dance, yoga, peer group discussion morning assembly, paper reading ,flower making for the CWSN registered with them. The frequency of the organization of the activities was monthly, half yearly and annual in all the NGOs which organized the activities. It should be made mandatory for the NGOs which organize these activities half yearly and annually to organize recreational activities with increased frequency so that CWSN may feel interested in the educational activities and may be retained in the home based education programme. Further, the grant claimed for organizing recreational activities by Jagriti, if any, should not be released or if released should be reimbursed from the same. The NGOs who have the credit of the participation of CWSN in international, national, state, district and block level activities and having won gold, silver and bronze medals should be recognized for rewards.
17. The availability of Chairs and mattresses, ceiling fans and boundary wall was the same as per the responses of authorities and the observations of the field investigators. However, the availability of ramps with hand rails, CWSN friendly furniture, proper lighting and ventilation, safe drinking water, fire safety and measures and disabled friendly toilets was not found the same as reported by the authorities and the observations of the field investigators. The conditions for inviting proposals should clarify in advance the mandatory facilities and their actual availability with the NGOs. It should also be clarified that any false information supplied will lead to the withdrawal of the grant with penalty. This would curtail the NGOs in submitting false information and making claim for the grant.
18. The special educators and other officials (clerks, driver, peon and safai Karamchari) are given more preference for their placement in the NGOs. Security Guards were not found available in 9 NGOS namely Chamunda, Chinmaya, Gyan Shiksha, Savera, Divya Jyoti, Sidhi Ganpati, Jagriti and UDDAN, Medical officer not in 10 NGOS namely Lyull, Gyan Shiksha, Savera, Divya Jyoti, Sakar, Jagruti, Sidhi, AIAMD, Ganpati and Jagriti, psychologists in 14 NGOs namely Paradise, Chinmaya, Chamunda, National, Lyull, Gyan Shiksha, Savera, Divya Jyoti, Jagruti, Sakar, AIAMD, Ganpati, UDDAN and Jagriti, physio-therapists in six NGOs namely National, Gyan Shiksha, Jagruti, Savera, Sidhi and Jagriti. Speech therapists were found engaged in 5 NGOs namely Paradise, Sahyog, Divya Jyoti, UDDAN and Prem Ashram. Only ten NGOs namely Chetna, Paradise, National, Navchetna, Lyull, Sahyog, Sakar, Jagruti, Astha and AIAMD had engaged care givers only. For the all round development of the CWSN, it is important that the NGOs must have the specified staff including the supporting staff. Therefore, the NGOs not having the essential and required qualified staff should not be allowed to be registered for the education of CWSN.
19. Flash cards were not prepared by the special educators of four NGOs namely Chamunda, National, Jaguruti and Layul, Charts not by special educators of Seven NGOs namely Paradise, Chamunda, Chinmaya, National, Savera, Jagruti and Divya jyoti, riddles and puzzle TLM by

special educators of five NGOs namely Chetna, Chinmaya, Aastha, Jagriti and Ashray, TLMs i.e. colour identification cards by special educators of nine NGOs namely Chetna, Chinmaya, Layul, Jagruti, Gyan Shiksha Divya Jyoti, Sidhi, Aastha, Jagriti and Ashray. However, the special educators of Twelve NGOs namely Paradise, Chamunda, Chinmaya, National, Navchetna, Savera, Divya Jyoti, Sakar, Aastha, AIAMD, Ashray and Prem also prepare teaching learning materials other than flash cards, charts, riddle and puzzle and colour identification cards.

20. The NGOs which have the availability of required teaching learning material should be encouraged and the grants to the NGOs not having the required TLM should be curtailed. In hundred percent of the NGOs, there is a provision of the visits of the special educators to the CWSN homes. They impart training to CWSN in communication and daily living skills and provide guidance and counseling to parents for taking care of CWSN. However, this needs to be checked by the SSA authorities whether this claim of the NGOs is true or false.
21. All the NGOs have been monitored by the SPO (SSA/RMSA), DIETs, BRCCs/CRCCs, and officials of funding agencies. The components namely cleanliness, finances, monthly child records, official records, minutes of the meetings and researches were monitored by the monitoring agencies. A follow up action on the monitoring reports must be taken and if need be, action must be taken on the NGOs deviating from the Memorandum of Understanding.
22. The NGOs are playing a major role in the education of the CWSN with severe and profound disabilities in the state of Himachal Pradesh. However, there are some problems which are being faced by the NGO authorities and special educators in the effective functioning. The problems listed by them were as: Non-availability of Psychologist, Physio-therapist, occupational therapist, guidance and counseling personnel, Lack of financial resources for rehabilitation of special children, Inadequate infrastructure facilities, Lack of transport facilities to bring special children to special schools /centers, Lack of awareness of the parents and community members about the welfare of children with disabilities, Difficult terrain of the catchment area of the NGO, Non-availability of Vocational institutions in the vicinity of the centers, Lack of linkages between NGOs and other sponsoring and aided institutions, Insufficient grants from SSA authorities, Lack of trained professionals for imparting training in standard and community based vocations. These problems need to be taken care of so that the NGOs may function in an effective way for the all round development of the CWSN.
23. The following suggestions had been given by the NGO authorities and special educators namely setting up/establishment of special schools for all types of disabilities by the government, more visits to CWSN homes, more sensitization of the parents and community members, development of IEP and ITP to ability and disability, adequate budget in advance for catering to the educational needs, designing and organizing special counseling and training programmes to parents, community members and other stakeholders, enhancement of salary of special educators as per the norms of the state government, regular visits of state authorities to the NGOs, appointment of special educators in normal schools and strengthening of monitoring and feedback mechanism.

All these suggestions must be taken care of by the SSA so that NGOs may render a helping hand to the state in providing education to these children.

