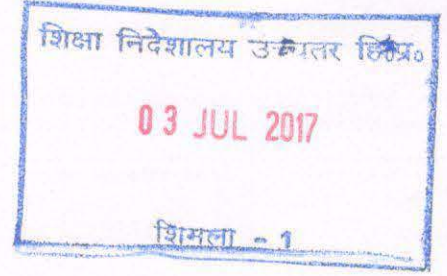


EDN-HE(6)F(3)-1/2015-16 NITI
Directorate of Higher Education
Himachal Pradesh.



Dated Shimla-171001 the

To

1. All the Deputy Commissioners , Himachal Pradesh
2. The State Project Director, RMSA/SSA
Himachal Pradesh . Shimla-171001.
3. All the Deputy Directors, Himachal Pradesh

Subject:- Regarding Partnering the states/ UTs to meet national challenges.

Sir ,

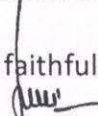
This is with reference to the Planning Department , Govt. of H.P office letter No dated 27.03.2017 on the subject cited above .

In this context, it is submitted NITI Aayog has finalized and recently launched NITI's Social Sector Index Web Portal to measure these indices across the States . For equitable and sustainable development , change is required at the base level governance. i.e. at district and village levels. Accordingly for monitoring district level status of these Indices, provision have been made in NITI's Social Sector Index Web Portal.

In order to build a sense of competition amongst districts to undertake required steps of improvements in these key social sectors. The districts are to be monitored on the basis of these indices for ranking purpose by Secretary Education. Govt. of H.P. (Copy enclosed)

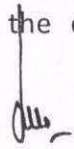
You are, therefore requested to take further necessary action in the matter under intimation to the Education Department, Govt. of H.P. as well as this department immediately.

Yours faithfully,


Director of Higher Education
Himachal Pradesh

Endst No of Even dated Shimla-171001 the
Copy to :-

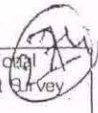
1. The Additional Chief Secretary (Education), Govt. of H.P. Shimla 171001.
2. The adviser (planning) , H.P. Shimla 171002 w.r.t his letter dated 27.03.2017 for information please.
3. The incharge IT cell, DHE, HP to upload the same on the department website immediately.


Director of Higher Education
Himachal Pradesh

SCHOOL EDUCATION MONITORING FRAMEWORK(SEMF)

972

Serial No.	Component	Indicator	Sub-Indicator	Remarks	Scoring	Data Source
1.1	Learning Outcomes	Performance in National Achievement Survey	Average Class 3 NAS Score for Language	Absolute educational outcomes	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
1.1.2	Learning Outcomes	Performance in National Achievement Survey	Average Class 3 NAS Score for Mathematics	Absolute educational outcomes	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
1.1.3	Learning Outcomes	Performance in National Achievement Survey	Average Class 5 NAS Score for Language	Absolute educational outcomes	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
1.1.4	Learning Outcomes	Performance in National Achievement Survey	Average Class 5 NAS Score for Mathematics	Absolute educational outcomes	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
1.1.5	Learning Outcomes	Performance in National Achievement Survey	Average Class 8 NAS Score for Language	Absolute educational outcomes	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
1.1.6	Learning Outcomes	Performance in National Achievement Survey	Average Class 8 NAS Score for Mathematics	Absolute educational outcomes	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
1.1.7	Learning Outcomes	Performance in National Achievement Survey	Average Class 10 NAS Score for Language	Absolute educational outcomes	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
1.1.8	Learning Outcomes	Performance in National Achievement Survey	Average Class 10 NAS Score for Mathematics	Absolute educational outcomes	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
1.1.9	Learning Outcomes	Performance in National Achievement Survey	% of children achieving grade 2 level competencies in Class 3 (Language)	Ensuring students achieve minimum standards in primary schooling	Actual percentage of children	NCERT's National Achievement Survey
1.1.10	Learning Outcomes	Performance in National Achievement Survey	% of children achieving grade 2 level competencies in Class 3 (Mathematics)	Ensuring students achieve minimum standards in primary schooling	Actual percentage of children	NCERT's National Achievement Survey
1.1.11	Learning Outcomes	Performance in National Achievement Survey	% of children achieving grade 3 level competencies in Class 5 (Language)	Ensuring students achieve minimum standards in primary schooling	Actual percentage of children	NCERT's National Achievement Survey



Learning Outcomes	Performance in National Achievement Survey	% of children achieving grade 3 level competencies in Class 5 (Mathematics)	Ensuring students achieve minimum standards in primary schooling	Actual percentage of children	NCERT's National Achievement Survey	
Access	Enrollment Levels	NERat Primary	Access to age-appropriate education level at upper primary	Percentage	DISE	
2.1.2	Access	Enrollment Levels	NERat Upper Primary	Access to age-appropriate education level at upper primary	Percentage	DISE
2.1.3	Access	Enrollment Levels	GERat Secondary	Access to age-appropriate education level at secondary	Percentage	DISE
2.1.4	Access	Enrollment Levels	GERat Higher Secondary	Access to age-appropriate education level at Higher Secondary	Percentage	DISE
2.2.1	Access	Transition in schooling levels	Transition Rate between Primary and Upper Primary	Ensuring universalisation of secondary education	Percentage	DISE
2.2.2	Access	Transition in schooling levels	Transition Rate between Upper Primary and Secondary	Ensuring universalisation of secondary education	Percentage	DISE
2.2.3	Access	Transition in schooling levels	Transition Rate between Secondary and Higher Secondary	Ensuring greater participation in higher secondary education	Percentage	DISE
3.1.1	Equity	Equity Considerations in learning outcomes	Average Class 3 overall NAS score for Scheduled Caste (SC) and Scheduled Tribe (ST)	Ensuring that all children achieve better learning standards. SC academic attainment is well below the general category.	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
3.1.2	Equity	Equity Considerations in learning outcomes	Average Class 5 overall NAS score for Scheduled Caste (SC) and Scheduled Tribe (ST)	Ensuring that all children achieve better learning standards. SC academic attainment is well below the general category.	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
3.1.3	Equity	Equity Considerations in learning outcomes	Average Class 8 overall NAS score for Scheduled Caste (SC) and Scheduled Tribe (ST)	Ensuring that all children achieve better learning standards. SC academic attainment is well below the general category.	Scaled as a score between 0 and 1	NCERT's National Achievement Survey

	Equity	Equity Considerations in learning outcomes	Average Class 10 overall NAS score for Scheduled Caste (SC) and Scheduled Tribe (ST)	Ensuring that all children achieve better learning standards. SC academic attainment is well below the general category.	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
3.1.5	Equity	Equity Considerations in learning outcomes	Average Class 3 overall NAS score for Girls	Bridging the gender gap in education attainment	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
3.1.6	Equity	Equity Considerations in learning outcomes	Average Class 5 overall NAS score for Girls	Bridging the gender gap in education attainment	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
3.1.7	Equity	Equity Considerations in learning outcomes	Average Class 8 overall NAS score for Girls	Bridging the gender gap in education attainment	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
3.1.8	Equity	Equity Considerations in learning outcomes	Average Class 10 overall NAS score for Girls	Bridging the gender gap in education attainment	Scaled as a score between 0 and 1	NCERT's National Achievement Survey
3.2.1	Equity	RTE Section 12(1)(c) Implementation	% of seats filled at entry level (private unaided, non-minority schools) under RTE Section 12(1)(c)	Ensuring the private school participation in Right to Education and socially inclusive education in private schools	Percentage of seats filled	State Reporting under SSA and DISE
3.2.2	Equity	RTE Section 12(1)(c) Implementation	% of students continuing their education under RTE Section 12(1)(c)	Ensuring the private school participation in Right to Education and socially inclusive education in private schools	Percentage of students continuing education	State Reporting under SSA and DISE
3.3.1	Equity	Educational attainment by girls	NER of Girls (Secondary)	Ensuring gender equality in secondary schooling	Percentage	DISE
3.3.2	Equity	Educational attainment by girls	NER of Girls (Senior Secondary)	Ensuring gender equality in secondary schooling	Percentage	DISE
4.1.1	Governance	School Resourcing	% of government schools with a head teacher/principal	Availability of school leaders is a critical determinant of student learning outcomes	Percentage	DISE + State MIS System
4.1.2	Governance	School Resourcing	% of government schools which are adequately staffed as per RTE, RMSA and NCTE norms	Availability of school teachers is a critical determinant of student learning outcomes	Percentage	DISE + State MIS System

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9/16

	Governance	State Department Resourcing	% of months when 5 top positions (Secretary, Director, SPD SSA, SPD R/MSA, SCERT) were filled in the last one year	Adequate resourcing of leadership positions is critical to effective implementation of government policies	Score = $A / (12 * 5)$, where (A) is the sum of no. of months of Secretary, Director Education, SPD SSA, SPD R/MSA and SCERT Director were respectively in their positions in last one year	Government Notifications
4.2.2	Governance	State Department Resourcing	Average tenure (months) at 5 top positions (Secretary, Director, SPD SSA, SPD R/MSA, SCERT)	Transfers of state leadership disrupts programme implementation and reduces efficiency (benchmarked relative to stable tenure of 3 years or 36 months)	Score = Average Tenure in months / 36	Government Notifications
4.2.3	Governance	State Department Resourcing	% of sanctioned positions filled at SCERT	Adequate resourcing of leadership positions is critical to effective implementation of government policies	Percentage	Government Notifications
4.3.1	Governance	Mid Level Management Resourcing	% positions filled at DEO level	Adequate resourcing of leadership positions is critical to effective implementation of government policies	Percentage	Government Notifications
4.3.2	Governance	Mid Level Management Resourcing	Average tenure (months) at DEO level	Transfers of middle management disrupts programme implementation and reduces efficiency (benchmarked relative to stable tenure of 3 years or 36 months)	Score = Average Tenure / 36	Government Notifications
4.3.3	Governance	Mid Level Management Resourcing	% positions filled at BEO level	Adequate resourcing of leadership positions is critical to effective implementation of government policies	Percentage	Government Notifications

	Governance	Mid Level Management Resourcing	Average tenure (months) at BEO level	Transfers of middle management disrupts programme implementation and reduces efficiency (benchmarked relative to stable tenure of 3 years or 36 months)	Score = Average Tenure / 36	Government Notifications
4.3.5	Governance	Mid Level Management Resourcing	% of sanctioned positions filled at DIET's	Adequate resourcing of leadership positions is critical to effective implementation of government policies	Percentage	Government Notifications
4.3.6	Governance	Mid Level Management Resourcing	% of blocks with Schools to BRC ratio < 1:100	Adequate resourcing of leadership positions is critical to effective implementation of government policies	Percentage	State reporting to SSA
4.3.7	Governance	Mid Level Management Resourcing	% of clusters with Schools to CRC ratio < 1:10	Adequate resourcing of leadership positions is critical to effective implementation of government policies	Percentage	State reporting to SSA
4.4.1	Governance	Technology	Does your state have an MIS system which captures school administration and learning data and is interlinked with other school education datasets?	Availability of data for decision making	Yes - score 1 No - score 0	State Portal
4.5.1	Governance	Finance	% of government schools which received their school grants (Centre and State share) within 30 days of receipt of funds from the Centre	Effective transfer of financial resources to schools	Percentage	State Budget
4.6.1	Governance	Curriculum	Is the state curriculum aligned with the National Curriculum Framework (NCF) 2005 in all subjects?	Alignment to national standards	Yes - 1 No - 0	State Curriculum Document
5.1.1	Quality Interventions	Early grade preparedness	% of children in Class 1 and 2 covered under supplementary early grade literacy and mathematics program to	Provision of quality early learning program to all children	Percentage	State reporting to SSA

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5:4.2	Quality Interventions	Achievement Tests and Use of Data	Has the State used the results of the latest round of NAS or SAS (to develop/ modify teacher training guidelines and/ or modules, plan remedial instruction, curriculum change etc.)?	Using the results of assessment to drive quality interventions	Yes - score 1 No - score 0 (this could further be divided into used for teacher training=0.2, used for remedial instruction=0.2, curriculum/ textbook change=0.2, etc.)	State-wise SAS and NAS reports, GOs, SSA minutes
6.1.1	Aspirational policies and processes	Student Attendance	Does your state have technology based monitoring of student attendance at all government schools?	Tracking and monitoring of student's	Not for scoring purpose. The states are encouraged to develop internal evaluation tools and share them with other states	State Portal
6.2.1	Aspirational policies and processes	Teacher Attendance	Does the state have a technology enabled mechanism for recording/ monitoring teacher attendance?	Tracking and monitoring of teachers	Not for scoring purpose. The states are encouraged to develop internal evaluation tools and share them with other states	State Portal
6.3.1	Aspirational policies and processes	Teacher Deployment	Does the state have a technology based teacher recruitment, deployment and transfer system?	Transparent and efficient processes for teacher transfers	Not for scoring purpose. The states are encouraged to develop internal evaluation tools and share them with other states	Government Notifications
6.3.2	Aspirational policies and processes	Teacher Deployment	Do you have a notified government policy for the deployment and transfer of teachers?	Transparent and efficient processes for teacher transfers	Not for scoring purpose. The states are encouraged to develop internal evaluation tools and share them with other states	Government Notifications
6.4.1	Aspirational policies and processes	Teacher Performance	Has the state established a system for measuring teacher performance?	Assesses the ability to track teacher effectiveness across all classrooms in the state	Not for scoring purpose. The states are encouraged to develop internal evaluation tools and share them with other states	Government Notifications
6.4.2	Aspirational policies and processes	Teacher Performance	Has the state developed a performance linked career progression plan for its teachers?	Assesses the ability to track teacher effectiveness across all classrooms in the state	Not for scoring purpose. The states are encouraged to develop internal evaluation tools and share them with other states	Government Notifications

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Aspirations, policies and processes	Third Party Funding	Per-Student third party funds obtained	Effective transfer of financial resources to schools	Not for scoring purpose. The states are encouraged to develop internal evaluation tools and share them with other states	State Budget
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