

SARVA SHIKSHA ABHIYAN

MISSION FOR

**UNIVERSALISATION OF ELEMENTARY
EDUCATION**

ANNUAL WORK PLAN & BUDGET 2005-06

**SARVA SHIKSHA ABHIYAN AUTHORITY
PUNJAB**

Planning Year 2005-06

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State Profile

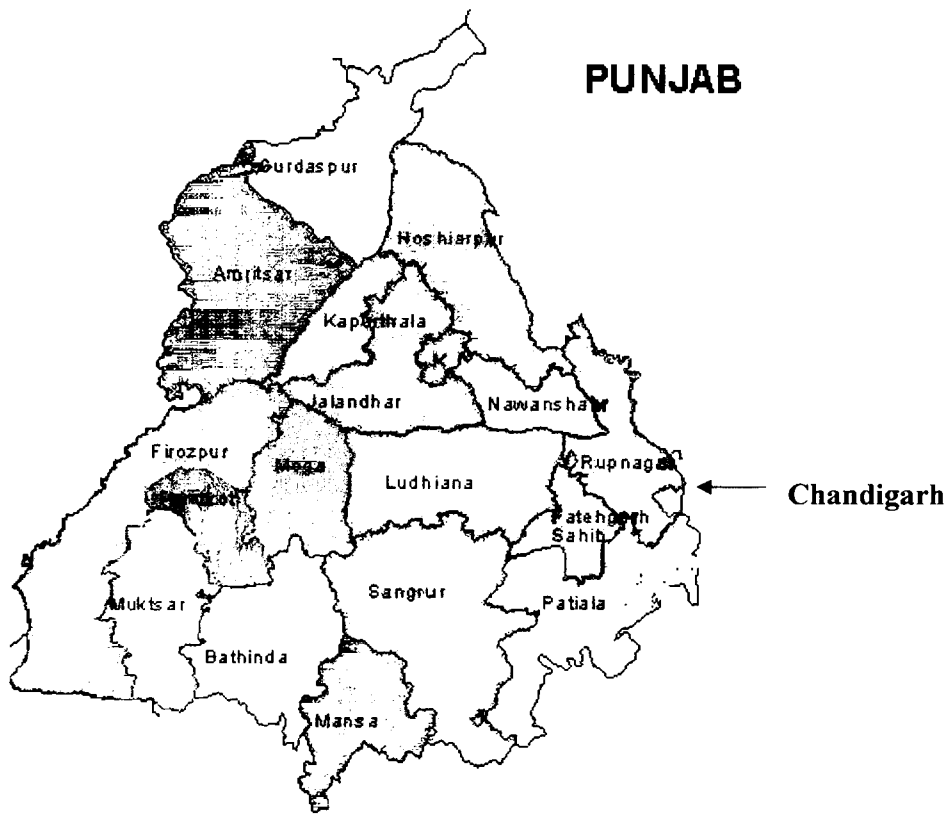
PUNJAB

Punjab literally means five waters. It has derived its name from the five rivers that flow through this region - the Sutlej, the Beas, the Ravi, the Jhelum, and the Chenab. Prior to Persian period this region was known by different names at different times. After independence this region witnessed mass migration and distribution of property. In 1947 when India was partitioned, the larger half of Punjab went to Pakistan. In 1966 the Indian smaller half was further divided into three: Punjab, Haryana and Himachal.

Located in North-West India, around 35 degree latitude and 74 degree longitude, Punjab has an area of 50362 sq. kms. (2% the country's total geographical area), comprising mostly of plane and fertile soil. It is divided in 17 administrative districts, towns, 141 community development blocks, 12711 villages. The total population is 244 lacs as per census 2001 with two-third of its population residing in rural areas. Literacy rate is 69.7 %, male literacy rate 75.2%, female literacy rate 63.4% rural female literacy rate 53.2%

Punjab is an agrarian state with agriculture as the main occupation though the inhabitants are good entrepreneurs. Over 80% of Punjab is cultivated. Major Crops of Punjab include Wheat, Rice, Sugarcane, Cotton. The Principal industries are textile manufacturing, yarn, knitwear, sewing machine, sports goods, fertilizer, bicycle, electrical goods, machine tool, pharmaceuticals and processing of sugar and pine oil. Most of Punjab is a fertile plain; toward the southeast one finds semi-arid and desert landscape; a belt of undulating hills extends along the northeast at the foot of the Himalayas. Four rivers, the Ravi, Beas, Satluj and Ghaggar flow across the state in a southwesterly direction. They have numerous small and seasonal tributaries. The state has an extensive canal system that irrigates more than 95% of its land.

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State: Punjab

Primary Statistics

Parameter

Area	50362 Sq. Kilometer
Tehsils	72
Sub Tehsil	81
CD Blocks	141
Educational Block	216
Towns	143
Inhabited Villages	12711

Population 2001

Population Total	24358999
Male	12985045
Female	11373954
Rural	16096488
Male	8516596
Female	7579892
Urban	8262511
Male	4468449
Female	3794062
SC Total	7028723
Male	3714350
Female	3314373
Rural	5318254
Male	2807876
Female	2510378
Urban	1710469
Male	906474
Female	803995
Sex Ratio-Total	876
Rural	890
Urban	849

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No. of Literates-Total 14756970

Male 8442293

Female 6314677

Rural 9008431

Male 5191377

Female 3817054

Urban 5748539

Male 3250916

Female 2497623

0-6 Population-Total 3171829

Male 1763801

Female 1408028

Rural 2176726

Male 1209856

Female 966870

Urban 995103

Male 553945

Female 441158

Density 484 person per sq.km.

Literacy 69.7%

Female per 1000 male 876

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Education Overview

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Society in its development reaches a stage in its economic and technical development when a major effort must be made to ensure that the fruits of change reach all sections. Education is the highway to that goal.

Education scenario in Punjab: On the education front, Punjab has always made an all-out effort to improve literacy among its people.

Present Literacy Status of the State:

Literacy Rate	Male	Female
General	75.63%	63.55%

Source: Census

Year: 2001

Literacy Rates – District Wise

District wise figures of literacy rate are depicted below:

State/ District	Literacy Percentage 2001		
	Male	Female	Total
Amritsar	72.6%	61.3%	67.3%
Bathinda	67.8%	53.7%	61.2%
Fatehgarh Sahib	78.3%	68.3%	73.6%
Faridkot	68.1%	55.0%	62.0%
Ferozpur	68.7%	51.7%	60.7%
Gurdaspur	79.8%	67.1%	73.8%
Hoshiarpur	86.5%	75.3%	81.0%
Jalandhar	82.5%	73.1%	78.0%
Kapurthala	79.0%	68.3%	73.9%
Ludhiana	80.3%	71.9%	76.5%
Mansa	58.9%	45.2%	52.4%
Moga	68.0%	63.5%	58.5%
Mukatsar	65.4%	50.3%	58.2%
Nawanshahr	82.9%	69.5%	76.4%
Patiala	75.9%	62.9%	69.8%
Ropar	84.0%	71.4%	78.1%
Sangrur	65.8%	53.4%	60.0%

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School Education

Constitution provides all children in the age group of 6-14 are to be provided free Education. In order to achieve the goal of Universalisation of Primary Education efforts are being made to increase retention of children in schools, increase their enrollment, opening of new Primary Schools, provision of infrastructure in the existing Primary Schools, innovative approach in the schools and decentralized Planning, irrespective of Social bias. The object of Free and Compulsory Education is being achieved by mobilizing Community support in rural and urban Punjab

Integration of Elementary Education

Under the Free and Compulsory Education Scheme, all children in the age group of 6 - 14 are to be provided elementary education. In order to achieve the goal of integration of primary education, efforts are being made to increase retention of children in schools and increase the enrollment by opening new primary schools, providing infrastructure in the existing primary schools, adopting innovative approach and decentralized planning, irrespective of any social bias.

To further the universalisation of elementary education 'Sarva Shiksha Abhiyan' mission is being carried out with full-fledged zeal and fervour.

Affiliation of Schools

Government schools in Punjab are affiliated with the Punjab School Education Board. All government-aided private schools are free either to have affiliation with the Punjab School Education Board or Central Board of Secondary Education or ICSE after obtaining a No Objection Certificate from the Department of Education, Government of Punjab for VI to XII class. Department of Education, Government of Punjab conducts V class examinations for primary classes.

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Alternative delivery mechanism for School Education

Quality of school education is an issue for the entire country. Punjab Government has constituted an empowered committee under the chairmanship of Deputy Chief Minister to look into alternative delivery mechanisms for quality education in a cost effective manner. The Government stands fully committed for free elementary education. Various models which are being looked into are private management and government funding, better control of community over schools through Zila Parishads and Municipalities.

Vocational Education

Vocational Education is provided after High School education in class 11th and 12th in 345 selected schools of the State. Every year about 20,000 students are enrolled in these courses.

List of Vocational Courses / Trades going on at +2 stage:

Agriculture Group	Agri-business, Horticulture, Repair & Maintenance Operator, Power-drive Farm Machinery
Commerce Group	Office Secretary-ship, Accountancy, Auditing
Home Science Group	Food Preservation, Textile Craft (Weaving), Commercial Garments Designing & Making, Knitting Technology, Textile Designing
Engineering Group	Maintenance and Repair of Electrical Domestic Appliances, Repair & Maintenance of Radio & TV, Mechanical Servicing (General), Mechanical Servicing (Auto), Engineering Drawing and Drafting
General Group	Computer Techniques, Furniture Making & Designing, Manufacturing Leather goods, Manufacturing Sports Goods, Commercial Art

At present, four directorates function under the Punjab Education Department. These are:

- Directorate of Public Instructions(College),
- Directorate of Secondary Education,
- Directorate of Primary Education,
- Directorate of State Council of Educational Research and Training (SCERT).

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With growing pace of industrialisation in Punjab the main stress has been on expansion, modernisation and reorientation of technical Education and Industrial Training System so as to match it with the emerging technologies for ensuring quality manpower availability to the industrial sector. One of the objectives is to produce engineers, technicians and craftsmen who are welcomed as assets by the industry of the world class capability. For this purpose, besides opening up new engineering colleges, polytechnics and Industrial training in the emerging areas, the existing institutions are being modernized by providing new equipments and machinery with the assistance of World Bank as also the State Govt. To consolidate the development in these fields, a new full fledged “Punjab Technical University” at Jalandhar has been established.

Apart from Technical Institutes the State has a large network of colleges and schools which has been necessary over a period of time depending on the needs.

Universities

- **Punjab University, Chandigarh**
- **Punjabi University, Patiala**
- **Guru Nanak Dev University, Amritsar**
- **Punjab Agriculture University, Ludhiana**
- **Punjab Technical University, Jalandhar**
- **Punjab Veterinary Sciences University, Talwandi Sabo**

Punjab is served by universities at Chandigarh, Patiala, Amritsar, Ludhiana and Jalandhar. More than 200 colleges are affiliated to these universities. The range, diversity and sophistication of subjects offered by the universities are as good as anywhere in the country. Presently three universities in the state have excellent departments of Business Management.

The Punjab Agricultural University at Ludhiana, well known for its outstanding contributions to education, research and extension services in the field of agriculture, also has a Department of Business Management.

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Education (30.09.2001)

Universities	6
No. of medical colleges (Allopathic, Ayurvedic, Dental)	17
No. of Arts , Home Science, Commerce and Science College	205
No. of High schools/Senior Secondary Schools	3900
No. of Middle Schools	2512
No. of Primary Schools	13076

Presently the number of primary schools are 13592, upper primary 5437.

Planning Process

Essence of mission - Participatory Planning

Community Ownership of the schooling system forms the spirit of the Sarva Shiksha Abhiyan mission and there is no better way to ensure the same than through involvement of community in planning and implementation of the mission. Community participation, essence in developing the human organizational and management capacity, is rhetoric of SSA. Community mobilization and participation are the corner stone in the process for the realization of UEE in its true spirit which emphasizes active involvement of community with special focus on SC, ST, BCs and Women.

The participatory approach is being followed in the state during the formulation of District Elementary Education Plans with the aim of realizing the objective of SSA of UEE and community ownership of schooling system. In the context of UEE, the participatory way of planning is understood as a process by which the people are able to organize themselves and, through their own organization, and able to identify their own needs and share in the design implementation and evaluation of the participatory action for the development of education of their wards.

The participation in the context of UEE and SSA not only stop at mere involvement of information sharing or consultations but collective decision making and initiating action, monitoring the entire implementation process with feedback at appropriate level.

Community participation is planning for the Education of All Children in the age group of 6–14 years along with improvement of school facilities. Monitoring of various quality aspects of the school education is critical for any successful attempt at making Elementary Education Universal in its true spirit. The Wisdom of the local community for improving school education canalized through the development and implementation of Educational Plan in a participatory way by holding meetings at school level / VEDCs etc. Several interventions have been made since Independence for the Universalisation of Elementary Education both in terms of quantity and quality. Yet, the objective of UEE is not fully realized.

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Therefore, a new intervention for the Universalisation of Elementary Education viz., Sarva Shiksha Abhiyan – a programme with clear time frame for universal elementary education, a response to the demand for quality basic education and an opportunity for promoting social justice through basic education is launched in the state. It is an expression of political will & commitment for UEE.

Sarva Shiksha Abhiyan seeks to provide quality elementary education for all children in the age group of 5-14 yr. by 2010 A.D. SSA has special focus on bridging social and gender gaps with the active participation of the community in the management of schools.

Planning Process

The achievement of Universalisation of Elementary Education is dependent on the quality and the extent of community participation in planning, implementation and monitoring its various aspects. Until and unless community owns the educational aspects of the children, the UEE cannot be realized in its true spirit. Decentralization with participation and involvement of the community in the process of providing basic education to all the children will make UEE a realistic goal.

Participatory Planning

- ❖ Formulation of planning teams at State, District and sub-district levels.
- ❖ Capacity Building of Planning teams at various levels through orientations, workshops, exposure visits etc.,
- ❖ Emphasis on community say and participation in planning.
- ❖ Discussion of district plans in the District Committees chaired by District Collector and finalization – submission to the State Project Office.
- ❖ Sharing of approved plans at State Level with district Staff, at district level with cluster, VEDCs

Implementation Schedule

- ❖ Development of implementation schedule for the planned activities.
- ❖ Prioritization of activities and Distribute across a year i.e., month-wise.

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Monitoring & Supervision

- ❖ Monitoring the inputs i.e. provision of schools, teachers, conduct of training programmes, distribution of grants, procurement of material etc.
- ❖ Monitoring the processes i.e., implementation of activities in the field, classroom transaction, convergence, capacity building, on job support etc.

Formation of core groups on planning

State Level Committee

A State level core group, the Executive Committee, SSAA, Punjab with following members:

1. Principal Secretary School Education cum Vice Chairman, Punjab, Chandigarh.
2. State Project Director, Sarva Shiksha Abhiyan, Authority, Punjab.
3. DPI (SE)
4. DPI (EE)
5. Director SCERT, Punjab.
6. Secretary, Department of Planning, Punjab.
7. Secretary, Health & Family Welfare, Punjab.
8. MD, Punjab Health System Corporation, Punjab.
9. Spl. Secretary Finance, Punjab.
10. Director Social Security & Children Welfare, Punjab.
11. Director DIPR
12. Director Rural Development & Panchayat, Punjab.
13. Vice Chairman, NCTE, New Delhi.
14. Director, Welfare Department.
15. Vice Chairman, PSEB.
16. Dy. S.P.D., SSAA, Punjab.
17. Lecturer, DIET Ropar.
18. Teacher, G.P.S. Naraingarh.
19. Supervisor.

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District Educational Development Committee (DEDC)

The following are the members of D.E.D.C.:

- ❖ Deputy Commissioner, Chairman
- ❖ Additional Deputy Commissioner, Vice Chairman
- ❖ District Education Officer (S), Member
- ❖ Principal DIET, Member
- ❖ Principal Govt. Inservice Training Centre, Member
- ❖ Secretary Zila Parishad, Member
- ❖ M.L.A's /M.P., Member
- ❖ Executive Engineer, Panchayati Raj, Member
- ❖ S.D.O. Public Health, Member
- ❖ Seven B.E.E.O's, Member
- ❖ District Education Officer (E.E.), Member Secretary
- ❖ Three N.G.O's, Member

Village Education Development Committee

The Village Educational Development Committee is a means to speed up the development of elementary education, ensuring community participation and ownership of the schooling system. It is like constituting a local management committee for every school which takes active part in the development works of the school and implements the same. It represents both, the local bodies and general public. The following are the members of V.E.D.C.:

- ❖ Headmaster, Secretary
- ❖ Two Members Panchayat (one female member is necessary), Member
- ❖ Two P.T.A. Members (one female member is necessary), Member
- ❖ Ex-Serviceman, A Retired Teacher (from Punjab Education Department), Member
- ❖ Donator or N.R.I., Member

Similarly there are UEDCs in the urban areas.

Intensive exercise has been carried out to strengthen the planning process by way of conducting a series of capacity building programmes to the district, sub-district and VEDC level including discussions on educational status and to identify the gaps thus

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developing the educational plans. The exercise has involved participation of community, teachers, parents, and reflected the local aspirations in the plans for improvement of basic education for all. Deliberations on strengths, weaknesses, opportunities, resources form the basis for the development of District Elementary Education Plans

Date	Activity
12.10.2004-15.10.2004 18.10.2004-21.10.2004	Orientation Programme cum Workshop on Planning Process at NIAR, LBSNAA, Mussoorie for district teams.
18.11.2004	Orientation Programme for district assistant project coordinators
14.01.2004	Interactive meeting with district staff
31.01.2005-01.02.2005	Training Programme cum exercise on formulation of District Plans, process and techniques at State Level with resource support from NIEPA, New Delhi
02.02.2005-03.02.2005	Training workshop on DISE with resource support from NIEPA.
November 2004- February 2005	- Workshops on SSA Planning involving community, VEDCs, district / block representatives. Details in district plans.
February 2005	- Planning Workshop with District Educational Officers, APCs, addressed by Director of School Education, and State Project Director
March 2005	- Development of draft DEEP
March-April 2005	- Presentation of draft district plans at State Level (SPO) and deliberations and finalization of plans.
April 2005	- Development of State Plans and finalization.

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Educational Management

In Punjab, school education is managed by the Departments of Elementary Education and Department of Public Instruction (Schools) headed by Director General School Education. The workings are under the overall supervision of Principal Secretary School Education.

The Elementary Education Department covers classes up to VIII and children in the age group of 5+ to 14 years. District Elementary Education Officer (DEEO) is the controlling authority at the district level in each of the 17 districts in the state. At the Block level, Block Primary Education Officer is the controlling officer.

The following categories of schools exist in the State:

- a. Primary schools with classes I to V
- b. Govt. Elementary Schools with classes I to VIII
- c. Middle schools with classes VI to VIII
- d. High schools with classes VI to X
- e. Senior Secondary schools with classes VI to XII

Sarva Shiksha Abhiyan Authority, which is a registered society, is the implementing agency for Sarva Shiksha Abhiyan in the State. It is headquartered at Chandigarh.

A district is a unit for the project and District Implementation Units have been established in each district. District Education Development Committees headed by the collector are the implementing authority. Besides, District Coordinators have also been appointed.

The Functions of DIETs

- (1) i. Training and orientation of elementary school teachers, headmasters, heads of school complexes, officials of Education Department, members of VEDCs, youth and resource persons for all of the above target groups.
- ii. Academic and resource support to the elementary & EGS education systems in the district by

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- (8) The DIETs are involved in Village Education Committee (VEC) training, BRC and CRC orientation, training of micro planning etc.

Block Resource Centers / Cluster Resource Centers

Block Resource Centers have been set up to function as sub-district academic support centers at the block level. These are headed by Block Education Officers, who are assisted by Block Resource Persons (BRPs) and the supporting staff. The Block Resource Persons are the supervisory and implementing officers for a cluster of 8 to 10 schools. In addition, Cluster Resource Centers have also been set up. A cluster head has been placed to supervise and provide academic support to schools in each cluster.

Functions of BRCs

- ❖ To provide academic support and monitoring of classrooms activities and schools.
- ❖ Receiving feedback from clusters on various areas.
- ❖ Attend the meeting at district and cluster level.
- ❖ To organize different types of trainings.
- ❖ To converge with community and other functionaries.
- ❖ To support cluster resource functionaries through training, monthly orientation/review meetings and teaching learning relating activities.
- ❖ Training for identification and teaching of disabled children.
- ❖ Organize the assessment camp for children with special needs.
- ❖ Maintenance of EMIS to keep close vigil on overall educational development in the block.

CRCs should serve as key-links for the implementation of the Sarva Shiksha Abhiyan programme and its monitoring. Each Resource centre has Center Head Teacher cum Cluster Project Officer cum member secretary with management monitoring committees.

Roles of CRCs

- ❖ To improve position of enrollment, retention, and quality with the help of VEDCs.
- ❖ To facilitate and support schools by monthly review meetings of teachers, Head Teachers, Volunteer Teachers and other functionaries in the cluster.

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- ❖ Convergence of different village level activities.
- ❖ To facilitate schools in maintaining records by organizing trainings.
- ❖ Strengthening of village level committees by training of VEDCs members, PTA/MTAs members.

Fund allocation CD Block Vis a Vis Implementation Education Block

The set up for School Education is organized as per Education Blocks which cover both the rural and urban areas. There are 216 Education Blocks and 141 CD blocks in Punjab. There is a Block Education Officer for every Education block who is the link between the district education office set up and the clusters and schools. Allocation of funds is made as per data and statistics as per Community Development (CD) Block. As the functioning and organization of the Education Department is as per education block, planning for the same CD blockwise results in a mismatch in planning and implementation process. A successful plan needs to be based on parameters on which it is to be implemented. Also the CD blocks cover only rural areas and thus planning CD block wise results in haphazard clubbing of the urban areas with the CD blocks.

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Supply of Free Text Books & Work Books

Department of Welfare is providing free school textbooks to SC Students. Sarva Shiksha Abhiyan is covering Non SC Girls of Class Ist to 8th. In addition free textbooks are also being provided to the students of EGS Centres. In the year 2004-05 the expenditure on free textbooks was approx.Rs. 8.2 crores covering 7.90 lac students (Non SC Girls-6.90 lacs, EGS Students-1.0 lacs). Thus the average expenditure on free text books per student was Rs. 103. This year provision is made for 5.0 lacs non SC Girls with average cost of Rs. 110 per student. The increase is due to general escalation in cost and because SSA Punjab has now added lamination of cover pages for increased life of books.

Apart from free school textbooks to non SC Girls, EGS Students would be provided with free school textbooks and also bridge course 1 and bridge course 2 that have been recently developed. Costing of these textbooks and bridge courses would be done under the EGS component.

In primary schools multi-grade teaching is followed. It has been widely recommended including the recent JRM that primary class students must be provided with workbooks. This would have a very good impact in quality of learning for two reasons, Firstly work books would enhance Teaching Learning Process, Secondly in multi grade teaching when a teacher is busy with one class the students of other class can be kept busy with the work books. This year it is proposed to provide 15 lac primary class students with workbooks costing approximately Rs. 25/- each.

Costing

As per Manual on Financial Management & Procurement and guidelines of GOI the *indicative* cost of free textbooks is Rs. 150/- per student. Also GOI lays special emphasis on good quality of textbooks.

Sr. No.	Activity	Unit Cost (Rs.)	No. of Students (In lacs)	Financial (Rs. In lacs)
1	Free School Text books to Non SC Girls from Class Ist to 8 th	110	4.95	544.9
2	Work books to all students of Primary Section	25	15.65	391.4
Total				936.34

Interventions in Girls' Education under SSA

Progress Overview:

Financial: Approved budget being completely utilized.

Physical: Interventions for enrollment of girls were planned throughout the State. Mobilization of the community was made a priority. Awareness generation programs were organized. Local existing infrastructure for mass communication like the Gurdwara/Mandir network was used to disseminate information on the role of girl education in eradication of poverty and better standards of living.

More than 11,000 bicycles to deserving girls from poor families living in remote areas and studying in upper primary schools are being distributed. In the publicity regarding this intervention, it has been mentioned that the girls can retain the cycle if they complete their elementary education successfully. The idea is to motivate girls to complete their elementary education and at the same time, help them overcome natural hurdles and barriers to access, such as long and lonely paths, distance from school, etc..

Problems:

1. Education of girls is commonly perceived as unnecessary. This is especially true for girls living in rural areas or those who come from disadvantaged social groups.
2. This perception is rooted in the fact that girls are considered competent mainly in doing household activities and thus, assigned household chores like running the house, taking care of younger siblings, milking cattle, helping in the fields, and so on.
3. Further, investment in the education of girls is considered a waste as the girl is to be married off one day and the benefits, if any, accruing from her education will not be enjoyed by the parent family.
4. Parents consider it more important to teach the girl household management skills that will be needed once she is married. Formal education in a regular school that does not teach them practical skills is considered useless.

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5. Most parents do not consider it safe to send their girls to school after they attain adolescence. This is especially true for girls living in remote areas where the girl has to traverse long and lonely paths to reach school.
6. Girls are also withdrawn from school to help during the harvesting season, during marriages or related functions, crises in the family, festivals, etc. Thus, their studies receive a setback and they are never able to catch up later.
7. Even at home, they are not spared time to finish their homework or do extra reading, as they are assigned duties around the house by their mothers, while their brothers are left free to pursue studies.

Issues:

1. In order to overcome the gender bias towards girl education, it is important to devise innovative strategies addressing the specific problems highlighted earlier. In this regard, the funds allocated for this intervention (Rs. 10 lakh) per district are paltry and need to be increased in order to achieve the goal of UEE. Moreover, the fund allocation is skewed in favor of smaller districts while it is really the larger districts with populations scattered across widespread remote areas that require these interventions the most.
2. Leaving aside other factors, even if only the population-wise ratio of fund allocation is considered, the funding is far less per girl child living in a large district compared to a smaller district as larger districts have 5-6 times the population of a smaller district. Thus, based on the fund allocation under this intervention, girls living in a larger district will be penalized just because of their geographic location.
3. **It is therefore proposed that funds under the “Innovation” head are allocated on per child basis or per block basis rather than their lump sum allocation per district.**

Strategies:

A proactive strategy having a multi-pronged approach will have to be followed in order to bring about an attitudinal shift among the community, the parents and the girls themselves. The strategy shall be to highlight the benefits of girl education that accrue not only to the girl and her progeny but also to the parent family, while at the same time,

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sensitize the community, the village elders and the teachers regarding issues in girl education.

Simultaneously, incentives shall be given to the girls and their education shall be made more interesting and useful by introducing practical subjects under vocational education. For girls engaged in sibling care, it shall be made convenient for them to attend school by opening pre-school centers in the primary school premises itself (under ECCE). For girls who do not have parental support or are first time learners, remedial coaching shall be provided (under EGS). Easy mode of conveyance for needy girls shall be an added attraction.

Interventions proposed for 2005-06:

1. Widespread popular media campaign and involvement of the community in the management of VE classes will help change the existing attitudes towards education of girls or lack there-of. Existing mass communication infrastructure, like the Gurdwara/ Mandir network shall also be used for this intervention. Simultaneously, maa-beti sammelans, awareness and enrollment drives and prabhat pheris will help change the existing attitudes towards girl education at the grassroots level.
2. Special modules to be created in order to sensitize teachers and the community to issues relating to the potential of girls and the benefits of girl education. This intervention will also help in bringing attitudinal change in the community and the schools. This intervention will be implemented in convergence with DIETs and the teacher training component under SSA.
3. Remedial coaching classes will be held for focus group girls who need extra coaching or have already dropped out of school. This intervention shall be implemented in convergence with the EGS component. It will help girls who are on the brink of dropping out of school, to achieve more, and thus stay in school. When these girls achieve more, it will serve as a motivation for the parents to let their daughters stay in school.
4. Vocational education and hobby classes beginning at the secondary level to be introduced ~~initially~~ in 561 UP Schools. These shall include stitching, knitting, embroidery, paper mache, pottery-making, painting and commercial art, soft toys,

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care giving, home management, etc. These classes will be held every Saturday in upper primary schools. Special instructor(s) would be hired on fixed honorarium for this purpose. Fixed budget shall be allocated for raw material. Sewing machines shall be provided to each UP School as per need. This intervention will encourage parents to send their girls to school as they would realize that their daughters are also learning useful skills with which they can make a living later in their life.

5. Recognition of girls who perform exceptionally well in classes in the form of prize distribution to girls taking the first 3 positions in classes VI, VII & VIII. The prize distribution will be held at the school and block level. This intervention will help motivate other children to achieve more.
6. Provision of bicycles to extremely poor and needy girls who live in remote rural areas, do not have any conveyance and travel long distances or from a different village in order to reach school.

Beneficiary girls would be studying in classes VI and VII and will be allowed to keep the bicycle once they pass their class VIII exam. If they fail, they will have to return the bike.

This intervention will motivate girls to successfully complete their secondary education while at the same time help overcome natural barriers like lonely paths and long distances to be covered for reaching the UP school. It will also be an added incentive to motivate the parents.

7. Convergence with the ECCE component (by opening pre-school centers in existing primary schools) will help in motivating parents to send their daughters, who are presently engaged in sibling care, to school. These girls could then bring their younger siblings to school and leave them at the pre-school center while they themselves studied.

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Implementation schedule:

Sr. No.	Activity	Time-frame
1.	Community Mobilization/ Awareness Drive/ Mass Media campaign	April & October
2.	Procurement of equipment	May - June
3.	Hiring of instructors	May - June
4.	VE Classes start in June	June - January
5.	Lists of eligible girls for distribution of bicycles	May end
6.	Procurement and distribution of bicycles	June - July
7.	Remedial coaching for upper primary classes	Dec - Feb

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S.No.	A/c Code	Activity Description	Unit Cost	Physical	Financial (Rs. in lacs)	Total (Rs. in lacs)	Remarks
1.	INNO	INNOVATIVE ACTIVITIES					
1.2	Girls Edu.	Education of Girls					
		Vocational Classes in various trades for 8 months in selected Upper Primary Schools where there is a concentration of girls. Classes to be held on Saturdays only.	.18600	561	104.346		1. Sewing Machines (10 units) for each selected UP School @ Rs. 1200/- per machine = Rs. 12000/-. 2. Salary @ Rs. 500/- per month = Rs. 4000/-. 3. Material @ Rs. 200/- per month = Rs. 1600/- 4. Accessories = Rs. 1000/- Total: Rs. 18,600/- per school per year.
		Awareness, Enrollment & Retention drive/ Community Mobilization & Sensitization/ Prabhat Pheris/ Fairs and Melas/ Recognition of the outstanding achievement of deserving girls at the Block level.	.10000	141	14.10		
		Provision of bicycles to extremely poor and needy girls living in remote areas and traveling	.01400	3689	51.646		

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		long distances to reach school (studying in class 6 th or 7 th). This intervention is planned for overcoming natural barriers like long distances to school and lonely paths while at the same time motivating girls and their parents to send them to school and complete their secondary education successfully. (The girl can retain the cycle once she passes her class 8 exam.)					
		Sub Total			170.092	170.000	

Early Childhood Care and Education (The ECCE Project)

Importance of pre-school education during the early years of a child's life:

The National Policy on Education (NPE) views ECCE as:

- a crucial input in the strategy for human resource development
- a feeder and support program for primary education
- a support service for working women

During the pre-primary stage, enormous changes take place in a child's physical growth and mental development. From a state of dependence, the child becomes a curious learner. As s/he grows and responds to social and cultural cues, the nervous system matures and cognitive experiences are enhanced. The child quickly adapts to the world and slowly begins to imagine and discover methods for storing away the memories of the past and present events. This period is marked by the development of language, the use of symbols and egocentric thinking, i.e., failure to distinguish between one's own point of view and that of another individual. Children at this stage also engage in fantasy play.

For the development of beliefs, habits and attitudes associated with physical well being, emotional maturity and proper social orientation, **the years of pre-primary education are the most impressionable and formative period of the child's life.** Prior to the integration of the child in formal education, special training is required to be given to enable them to perform simple tasks such as eating, dressing, developing, interpersonal skills, etc. In view of this, it is necessary to start a pre-primary schooling program at the pre-primary level to:

- Create learning environment wherein children familiarize themselves with school-like environment, get varied experiences and learn to perform simple tasks.
- Provide opportunities and experiences to children and allow them to flourish by bringing out their individuality, rather than take control of the child's learning through an input-output rote learning based model.
- Emphasize cooperative learning and peer group/adult child interaction through group activities, etc., for facilitating expansion of learning.
- Make learning more relevant and culture specific.

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- Build a greater sense of social values, personal hygiene, self-esteem and confidence.

In a nutshell:-

- The rapid growth age of 0-6 years is of critical importance in a child's life.
- 50 % of a child's entire cognitive development takes place during these years.
- It is a time of crucial all-round physical, cognitive, social and emotional development.
- Habits formed during these formative years usually last a lifetime.
- Pre-school education is vital for achieving UEE as it ensures:
 - better school participation in later years
 - higher grades
 - lower drop-out rate
 - increased school participation of the girl child by freeing her from sibling care

In view of the above, there is an urgent need to draw the children to school at an early age. Formal education in regular schools starts at the age of six years. By that time, 50% of the cognitive development of the child has already taken place. The need of the hour is to bring school readiness among children through pre-schools, much like the preparatory schools in cities/urban areas. The idea is to catch them young.

Various gender and social assessment studies have identified the reasons for poor participation of girls in primary education. These studies show that the most universally cited deterrents to girl's education are sibling care, parent illiteracy, domestic chores, etc., and these automatically draw attention to Early Childhood Care and Education.

A strong pre-school education component is a must to achieve the goal of UEE and to reduce drop out among school children. There is ample empirical evidence to suggest that poor children attending good quality pre-school programs:

- Are better prepared for school educationally and socially.
- Achieve greater success in school, require minimum remedial coaching, seldom have to repeat a grade, and their incidence of experiencing major behavioral problems is minimized.

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- This success later translates into their continued success through adulthood, with better grades in high school and better employment prospects later.
- Thus, both their economic as well as social performance is greatly improved due to the initial investment in good quality pre-school education during their formative years.

Progress Overview:

Financial: Approved budget fully utilized.

Physical:

- More than 10,000 Anganwari Centers (under the ICDS scheme of Department of Social Security, Women and Child Development) being strengthened by giving educational and material support.
- An ECCE Kit comprising of 24 items, including puzzles, games, charts, books, clay and blocks, etc. being provided as educational support.
- Material support in the form of water campers and tat patties (jute mattings) being provided to more than ten thousand AWCs.
- Training imparted to ICDS Resource Persons from all districts.
- More than two-thirds of the total ICDS centers strengthened.

Problems:

Early Childhood Care and Education is a vital component and the foundation on which the child's entire life and future education is based. It is a vital strategy in the implementation of UEE as a good pre-school education program leads to better mental growth, lower drop-out rate and higher grades in later classes.

However, the component is not getting the due importance that it deserves. The importance of good pre-school education imparted by a qualified teacher solely concerned with the educational needs of the child, in the vicinity of a formal primary school cannot be over-emphasized.

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Yet, pre-school education remains a forgotten component, discussed merely as an innovative strategy, rather than as part of the regular education framework, commensurate of its key position in achieving the goal of UEE.

Given the situation today, where pre-school education is being looked after by an Anganwari worker who is already over-burdened with providing six different services under the ICDS, the situation looks quite dismal. ICDS centers have historically been incapable of achieving much in terms of providing education or any other goal assigned to them. Pumping more money into the same system is going to achieve only more of similar results.

The need and awareness for a good pre-school education program is already being felt in society. This can be gauged from the mushrooming of pre-schools in almost every village of Punjab. However, these programs only serve to exacerbate the problem as they over-burden the child by following wrong methods of teaching and learning by cramming the young child with more than what s/he can handle, thus resulting in developmental problems.

Issues:

1. The fund allocation for ECCE is wholly inadequate considering its vital importance. In order to achieve the goal of UEE and bring down drop-out rate among students, it is vital to catch them young and sensitize them towards education and discipline in their formative years. Therefore, a good pre-school education component alongside primary education is the need of the hour.
2. SSA Punjab proposes to initially open 1394 pre-school sections alongside 1394 existing primary schools in the State. While land is available for this purpose, funds are required for the construction of a room for running the centre. The construction of one 15' x 15' room costs approx. Rs. 75,000/-.
3. However, the funds allocated for this intervention (Rs. 15 lakh) per district are paltry and need to be increased in order to achieve the goal of UEE. Moreover, the fund allocation is skewed as it is the same for large as well as small districts. Under this system of funding, a child living in a large district is penalized simply because of his or her geographic location. Large districts like Amritsar have 5-6

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times the population of a smaller district (like Faridkot). However, fund allocation is the same.

- 4. It is therefore proposed that funds under the ECCE component are allocated on per child basis or per block basis rather than their lump sum allocation per district, and the funding for this component is increased manifold in order to bring parity between the funding for pre-school and primary school education.**

Strategy:

The strategy is simple and straightforward. Pre-school education should be an integral part of the primary school. Three critical years of a child's life cannot be wasted, as is happening under the present system.

To intervene, SSA Punjab shall introduce the pre-school education component in 1394 primary -cum- upper primary schools by opening a pre-school section using the existing infrastructure of the school. Quality will be the key focus in these pre-schools. Wide-spread campaign will be launched to spread awareness regarding benefits of the program. The scheme will be introduced on a pilot basis and could be extended to more schools, depending on its success and the funds available.

Interventions proposed for 2005-06:

1. Pre-school section to be opened in 1394 primary -cum- upper primary schools using the available infrastructure.
2. In these pre-schools, play-way methods of teaching and learning shall be employed using activity based techniques.
3. A qualified teacher and helper will look after the specific educational and developmental needs of each child.
4. Well researched educational material and teaching techniques shall be used. A comprehensive educational kit consisting of 24 items, including puzzles, games, charts, books, blocks, clay and crayons, etc., shall be provided. The curriculum so designed, will promote :
 - a. vocabulary development
 - b. recognition of objects

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- c. cognitive curiosity
 - d. social and moral values
 - e. personal hygiene
 - f. language and communication skills
 - g. mental reasoning and analytical skills
 - h. gradual beginning of counting, alphabets, etc.
 - The overall design of the program will be to foster a sense of creativity and confidence and develop a sense of self-esteem.
 - Develop observation, concentration, expression and improved language skills.
 - The play activities shall be structured to promote muscular development (both large and fine), coordination and personal hygiene.
5. The environment of the classroom shall be made child-centric and attractive by painting the walls and ceiling in vibrant colors. Other necessary TLM will be provided as one time support at the start of the program in each school.
 6. Tat patties shall be provided as material support.
 7. A 10-day training module will be developed based on the play-way method and activity based learning model, and the training shall be provided to the pre-school teachers and helpers before the start of the program. The existing DIET infrastructure shall be used.
 8. Awareness and enrollment drive will also be launched. All efforts will be made to provide quality education to the tiny tots right at the out start.
 9. The services of the teacher and helper will be monitored by the school principal or headmaster, and essential support shall be provided, whenever needed.

Multifold Benefits of this approach:

- Pre-school children can avail of all the basic facilities already available at the Primary school, like safe drinking water, toilets, boundary wall, and cooked meal.

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- Children can grow up in an educational environment and receive exclusive attention of the teacher, which will enhance their school readiness and better prepare them to compete with private school students in Primary school.
- Proximity to the Primary school will promote early bonding with the school and provide greater curricular continuity.
- Proximity to older siblings will also provide a sense of security and well-being.
- Greater scope for the girl child to attend school as she will be freed from the burden of sibling care by accompanying her younger siblings to the same school.

Implementation schedule:

Sr. No.	Activity	Time-frame
1.	Awareness Drive	April – May
2.	Renovation of rooms for ECCE	May – June
3.	Hiring of Teachers and Helpers	May – June
4.	ECCE Kit and TLM procurement and distribution	May – June
5.	Training module development	May
6.	Training of Teachers and Helpers	June
7.	Schools start on July 1	July – March

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S.No.	A/c Code	Activity Description	Unit Cost	Physical	Financial (Rs. in lacs)	Total (Rs. in lacs)	Remarks
1.	INNO	INNOVATIVE ACTIVITIES					
1.3	ECCE	Early Childhood Care and Education .		1394			Opening of new pre-school centers using existing infrastructure of Primary – cum- UP Schools.
		Provision of TLM and other material, equipment and contingencies.	.02500	1394	34.85		
		Provision of ECCE Educational Kit ,	.03000	1394	41.820		
		Honorarium of Teacher and Helper @ Rs. 800/- and Rs. 400/- respectively for 10 months.	.12000	1394	167.28		
		Training of Pre-school teacher and helper @ Rs. 40/- per day for 10 days	.00400	2788	11.152		
		Training module development and honorarium to Resource Persons .			00.0810		
		Sub Total			255.183	255.183	

Interventions for SC/ST (Scheduled Castes and Tribes)

Progress Overview:

Financial: Approved budget being completely utilized.

Physical: Interventions for enrollment of children belonging to SC/ST communities were planned throughout the State. Mobilization of the community was made a priority. Awareness generation programs like fairs and melas were organized. Local existing infrastructure for mass communication like the Gurdwara/Mandir network was used.

More than 11,000 bicycles to deserving SC/ST girls from poor families living in remote areas and studying in upper primary schools are being distributed. In the publicity regarding this intervention, it has been mentioned that the girls can retain the cycle if they complete their elementary education successfully. The idea is to motivate SC/ST girls to complete their elementary education and at the same time, help them overcome natural hurdles and barriers to access, such as long and lonely paths, distance from school, etc..

Problems:

1. SC/ST communities are generally poor and un-educated. Even earning two square meals a day is sometimes a distant dream. Children from these communities are also generally malnourished and have low levels of learning achievement, even where they are going to school. This leads to frustration and eventual drop-out.
2. The attitudes of the community and society towards such children are sometimes negative. These attitudes also travel to the classroom.
3. Sometimes, even teachers neglect such children and devote more time to the already bright students. This further leads to neglect and disinterest in studies, low achievement and eventual drop out.
4. Most children from these communities are either living in slums, concentrated around brick kilns, construction sites, factories, and other such habitations. However, a large number of these children are scattered across villages throughout the length and breadth of the State.

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5. In such an environment, and with lack of even basic necessities of life, the educational needs of their children are sometimes the last thing on the parents' mind.
6. The situation is even more complicated for the girls belonging to backward communities, where education of girls is commonly perceived as unnecessary.
8. This perception is rooted in the fact that girls are considered competent mainly in doing household activities and thus, assigned household chores like running the house, taking care of younger siblings, milking cattle, helping in the fields, and so on.
9. Parents consider it more important to teach the girl household management skills that will be needed once she is married. Formal education in a regular school that does not teach them practical skills is considered useless.
10. Most parents do not consider it safe to send their girls to school after they attain puberty. This is especially true for girls living in remote areas where the girl has to traverse long and lonely paths to reach school.
11. Girls are also withdrawn from school to help during the harvesting season, during marriages or related functions, crises in the family, festivals, etc. Thus, their studies receive a setback and they are never able to catch up later.

Issues:

1. In order to overcome the caste bias prevalent in society, it is important to devise innovative strategies addressing the specific problems highlighted earlier. In this regard, the funds allocated for this intervention (Rs. 10 lakh) per district are paltry and need to be increased in order to achieve the goal of UEE. Moreover, the fund allocation is skewed in favor of smaller districts while it is really the larger districts with populations scattered across widespread remote areas that require these interventions the most.
4. Leaving aside other factors, even if only the population-wise ratio of fund allocation is considered, the funding is far less per SC/ST child living in a large district compared to a smaller district as larger districts have 5-6 times the population of a smaller district. Thus, based on the fund allocation under this

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intervention, SC/ST children living in a larger district will be penalized just because of their geographic location.

- 5. It is therefore proposed that funds under the “Innovation” head are allocated on per child basis or per block basis rather than their lump sum allocation per district.**

Strategies:

A proactive strategy having a multi-pronged approach will have to be followed in order to bring about an attitudinal shift in favor of disadvantaged communities to eradicate caste bias. At the same time, the parents of such children belonging to SC/ST communities will have to be educated on the benefits of educating their children with special focus on the girl child.

The strategy shall be to highlight the immediate and long term benefits of education that could improve the economic and social status of the concerned communities over a period of time, giving immediate examples grounded in daily life of the poor laborers and focus groups. Simultaneously, through special modules, the teachers will have to be sensitized so that they can create a welcoming and enabling environment for the focus group children in school and also spend extra time with these children to ensure their retention in school.

For children who do not have parental support or are first time learners, remedial coaching shall be provided (under EGS). Introduction of regular vocational education classes for SC/ST children will be an added bonus. Simultaneously, incentives shall be given to the SC/ST girls and their education shall be made more interesting and useful by introducing practical subjects under vocational education. For SC/ST girls engaged in sibling care, it shall be made convenient for them to attend school by opening pre-school centers in the primary school premises itself (under ECCE). Easy mode of conveyance for needy girls shall be an added attraction.

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Interventions proposed for 2005-06:

1. Widespread popular media campaign will be used to change the existing attitudes towards disadvantaged communities and eradicate caste bias. Involvement of the SC/ST community in the management of the School shall develop in them a sense of ownership. Existing mass communication infrastructure, like the Gurdwara/Mandir network shall also be used for this intervention. Simultaneously, fairs and melas, and awareness and enrollment drives will help change the existing parental attitudes towards education.
2. Special modules to be created in order to sensitize teachers and the community to issues relating to caste bias and the equality of all classes. This intervention will also help in bringing attitudinal change in the community and the schools. This intervention will be implemented in convergence with DIETs and the teacher training component under SSA.
3. Remedial coaching classes will be held for focus group children who need extra coaching or have already dropped out of school. This intervention shall be implemented in convergence with the EGS component. It will help children who are on the brink of dropping out of school, to achieve more, and thus stay in school. When these children achieve more, it will serve as a motivation for the parents to let their children stay in school.
4. Vocational education and hobby classes beginning at the secondary level to be introduced initially in 629 UP Schools. These shall include stitching, knitting, embroidery, paper mache, pottery-making, painting and commercial art, soft toys, care giving, home management, etc. These classes will be held every Saturday in upper primary schools. Special instructor(s) would be hired on fixed honorarium for this purpose. Fixed budget shall be allocated for raw material. Sewing machines shall be provided to each UP School as per need. This intervention will encourage parents to send their children to school as they would realize that their daughters are also learning useful skills with which they can make a living later in their life.
5. Recognition of students belonging to disadvantaged communities who perform exceptionally well in classes in the form of prize distribution to girls taking the first 3 positions in classes VI, VII & VIII. The prize distribution will be held at the

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school and block level. This intervention will help motivate other children to achieve more.

6. Provision of bicycles to extremely poor and needy SC/ST girls who live in remote rural areas, do not have any conveyance and travel long distances or from a different village in order to reach school.

Beneficiary girls would be studying in classes VI and VII and will be allowed to keep the bicycle once they pass their class VIII exam. If they fail, they will have to return the bike.

This intervention will motivate girls to successfully complete their secondary education while at the same time help overcome natural barriers like lonely paths and long distances to be covered for reaching the UP school. It will also be an added incentive to motivate the parents.

7. Convergence with the ECCE component (by opening pre-school centers in existing primary schools) will help in motivating parents to send their daughters, who are presently engaged in sibling care, to school. These girls could then bring their younger siblings to school and leave them at the pre-school center while they themselves studied. These girls could then motivate their friends and cajole their friends' parents to send their daughters to school.

Implementation schedule:

Sr. No.	Activity	Time-frame
1.	Community Mobilization/ Awareness Drive/ Mass Media campaign	April & October
2.	Procurement of equipment	May – June
3.	Hiring of teachers	May-June
4.	Classes start in June	June - January
5.	Lists of eligible girls for distribution of bicycles	May end
6.	Procurement and distribution of bicycles	June – July
7.	Remedial coaching for upper primary classes	Dec – Feb

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S.No.	A/c Code	Activity Description	Unit Cost	Physical	Financial (Rs. in lacs)	Total (Rs. in lacs)	Remarks
1.	INNO	INNOVATIVE ACTIVITIES					
1.1	SC/ST	Schedule Caste/ Schedule Tribe					
		Vocational Classes in various trades for 8 months in selected Upper Primary Schools where there is a concentration of children from SC/ST/OBCs and deprived communities. Emphasis would be on the girl child but classes will also be held for the SC/ST Boys. Classes to be held on Saturdays only.	.18600	629	116.994		<ol style="list-style-type: none"> 1. Sewing Machines (10 units) for each selected UP School @ Rs. 1200/- per machine = Rs. 12000/-. 2. Salary @ Rs. 500/- per month = Rs. 4000/-. 3. Material @ Rs. 200/- per month = Rs. 1600/- 4. Accessories = Rs. 1000/- <p><u>Total</u>: Rs. 18,600/- per school per year.</p>
		Provision of bicycles to extremely poor and needy girls living in remote areas and	.01400	3791	53.074		

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		traveling a long distance to reach school (studying in class 6 th or 7 th). This intervention is planned for overcoming natural barriers like long distances to school and lonely paths while at the same time motivating the girls and their parents to send them to school and complete their elementary education successfully. (The girl can retain the bicycle once she passes her class VIII exam.)					
		Sub Total			170.068	170.068	

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Minority Education in Punjab

In Punjab Muslim population is concentrated in few pockets like Malerkotla in Sangrur and Kadian in Gurdaspur. Total minority population is about 2% which comprises of Muslims and Christians.

To be eligible for grant under SSA these madarasas should be following syllabus prescribed by State Madarasa Board. There is no state Madarsa board in Punjab. Punjab Wakf Board acts as governing body for promotion of welfare of muslim community. It provides financial aid to some madarasas. The list of aided madarasas is as follows:

- Madarsa Hall Bazar , Amritsar
- Madarsa Darul Uloom subhania Baba khera peer, Jalandhar
- Madarsa islamia anwarul uloom Allawalpur, Jalandhar
- Madarsa Mohammadia, village jandiala, Teh. Phillour Distt. Jalandhar
- Madarsa anwar uloom samrala , Distt. Ludhiana
- Madarsa Noorul islam, Bagh sufia, Distt. ludhiana
- Madarsa Tamir-e –Sirat , Malerkotla, Distt. Sangrur
- Madarsa Arabia Hifzul Quran, Vill. Jamalpura, Malerkotla, Distt. Sangrur
- Madarsa zeenatul Uloom Raikot road, malerkotla, Distt Sangrur
- Madarsa Vill. Kalvanur, Teh. Samana, Distt. Patiala
- Madarsa Darul Uloom, Vill.Azeemabad, Malerkotla, Distt. Sangrur
- Madarsa Islamia Vill. Nanadpur Kalaur, Teh. Bassi Pathana, Distt. Patiala
- Madarsa Islamia jamia Hidayatul Islam Mujaddia V.P.O. Dayalpura Sodia , Distt. Patiala

However the Board does not provide any specific guidelines to them or exercise any control on the syllabus followed in these madarasas. Thus these madarasas are not eligible for receiving teacher grant/ school grant etc.

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Computer Aided Learning (CAL)

Computer Aided Learning programme of intervention Innovative Activities envisages an Interactive approach of learning where children can learn by play way method so as to make learning a joyful experience for them.

In this regard, Sarva Shiksha Abhiyan Authority, Punjab:

1. has engaged two pioneers in the field of development of Educational Multimedia CDs - Azim Prem ji Foundation (Bangalore), Microsoft and Indira Gandhi National Open University/Madhya Pradesh Bhoj Open University. Azim Prem ji Foundation (Bangalore), Microsoft are giving 70 (50+20) CDs free of cost however SSA would be spending money on translation, validation and replication of CDs. 16 such CDs for primary and upper primary are complete in all respects have been launched in April, 05 by Chief Minister of Punjab. In this financial Year State has a plan of getting 80 more CDs developed and to circulate 1700 copies of each such CD.
2. has, in the meeting of its Executive Committee held on 12th August,2004, approved the convergence of Computer Aided Learning Programme of Sarva Shiksha Abhiyan Authority, Punjab with Information and Communication Technology(ICT) Project of State Govt. As per the approval given, ICT Project is to provide CAL Computer Labs, Hardware (Computer/UPS/Speakers), Software, Computer faculty and training to teachers, in consideration of part reimbursement of funds by CAL. The decision was taken in view of limited funds i.e. only Rs. 2.55 crores being made available for Computer Aided Learning under SSA, Pb., while in ICT Project, expenditure of Rs 90 crores has already been incurred for providing Infrastructure, hardware & software facilities to 1299 schools. The annual expenditure on the ICT Project is Rs.40 crores, therefore, even if only 20% of total capacity of ICT is utilized for CAL, then annual liability on CAL approximates to Rs.8.0 crores.

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3. for CAL 3 primary schools would be attached with each ICT school which is a upper primary school. Thus under CAL 3897 (1299 x 3) primary and 1299 upper primary schools would be covered.
4. other partners in the ICT Project for Computer literacy and CAL are
 - American India Foundation (AIF) for monitoring and supervision of the programme. AIF is also providing Hardware and Software for 7 schools in district Faridkot.
 - Microsoft for Computer training of teachers.
 - Intel for enhancing of teaching learning process in upper primary school.

Projections for the Financial year 2005-06 :	(Rs. in lacs)
1. CD Development cost (10 X Rs. 2.70 lacs)	27.70000
2. CD replication cost(25 X 1700 X 65)	27.62500
3. Appropriation towards ICT as part payment of Annual Infrastructure, Hardware, Software, Teacher Training/ Salary cost. (Balancing Figure)	199.67500
Total Budget for the year 2005-06 (Rs. 15.00 lacs X 17)	255.00000

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Education Guarantee Scheme

When SSA was launched there were 3.2 lac Out of School Children as per the House hold survey. This number has come down. These left over cases are slightly difficult as these children are over age, with low motivation and may be with low learning skills. At present, SSA Punjab is running 2944 EGS Centres covering 83,235 children. In these 2944 EGS Centres, 3171 EGS Volunteers have been engaged.

This year SSA would make all out effort to cover the remaining Out of School Children. The following strategies would be adopted for these children:

1. **Community Mobilization Program.** This cost would be borne out of the Management Cost. The education for all programme would be celebrated again as it was proposed during 19-25 April 2004. 50 information brochures, posters and stickers which can be distributed in all the schools and other offices to reach the target group. The material could be prepared inviting all out of school children to come for learning either in main stream or in EGS centre. The DEP-SSA song "VIDHYA EK ANMOL KHAZANA" would be effective in community mobilization. 41000 audio cassettes and 9000 audio CDs have been developed for distribution to Gurudwaras, VEDCs. In Punjab every village and town has more than one Gurudwara and all of them have good public address system that would be utilized for spreading the message of UEE through this song.
The DEP SSA song which is with Audio version only, can also be cinematographed for multimedia version and utilised for media activities for community mobilisation.
2. To continue the existing EGS/AIE Centres Students studying in these EGS Centres would be motivated and encouraged to join the near by Elementary School. Last year children studying in about 400 EGS
3. Centres were sent to the regular schools. This year also same strategy would be adopted but with the difference- The students that would be shifted to a regular school by closing down an EGS Centre would continue to get the support of Education Volunteer for one year. This Education Volunteer would

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make sure that none of these students drop out by giving them support such as remedial coaching.

4. To open 600 new EGS/AIE Centres. EGS/AIE Centres has been a success story in Punjab due to community participation, good number of Graduates available at the village level to work as Education Volunteer, easily available infrastructure for EGS/AIE Centres.
5. For over age children two comprehensive bridge courses have been developed with the help of IGNOU and Punjab School Education Board. These are bridge course-1 for Class I & II, bridge course-2 for Class III & IV. These bridge courses are under print and would be available by mid April. Another Bridge course-3 is planned for Classes V & VI. This year these bridge courses would be provided to over age children through EGS/AIE Centres. After a bridge course local teacher would decide whether to continue with the next bridge course or send the child to a regular school. He can also continue in the same EGS Centre. There are about 40,000 overage out of school children. These children are in about 12000 villages and 100 cities/towns. It is not economically & administrative feasible to run separate centres for these over age children. But at the same time these children need one to one attention. Therefore it is proposed that these over age children would do bridge courses in the EGS/AIE Centres. But all these EGS Centres must have at least two Education Volunteers-one devoted to the bridge courses. Out of present 2944 EGS/AIE Centres 2717 have single Education Volunteer. All such EGS/AIE Centres would be provided one additional Education Volunteer.
6. Apart from covering the out of school children it is equally important to bring down the drop out rate. At present there is no significant change in the drop out rates. It is proposed to support weak students by remedial coaching. This should have a significant impact on the drop out rates as the students who drop out are mostly weak or dis- interested in studies. ~~The students who are studying in EGS centres were out of school till about 1-2 years back and are often marginal cases. They have low motivation, perhaps low-learning skills and weak support structure from their families in terms of awareness or aid and guidance in learning.~~ Thus they form part of borderline cases who can drop-out and again be out of school rather than being mainstreamed. It is very essential to provide support structure to such students to ensure the

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continuance and retention of these children in the education system. It is proposed to introduce remedial coaching for three months-from December to February. In each village at least one Education Volunteer would be engaged in every village by the VEDC for this purpose. Bigger villages would have more than one such Education Volunteer. Thus it is proposed to engage 13000 Education Volunteers in 12711 Villages for remedial coaching to weak students. These Education Volunteers would be paid Rs. 500/- per month. This intervention is proposed under the norm of Rs 3000/- per child as provided for in Financial Management and Procurement Manual.

7. EGS Kit would be provided to EGS/AIE Centres. In the year 2004-05 all the EGS Centres have been provided with the kit that includes Black Board, Taat Patti, Workbooks, Story Books, Picture Charts, Conversation Calendar, Trunk etc. This year it is proposed to cover the new 600 EGS/AIE Centres.
8. **Costing & Summary:**

Sr. No.	Activity	Unit Cost (Rs.)	No.	Financial (Rs. In lacs)
1	Education Volunteers for 2944 existing EGS/AIE Centres	12000	2944*2	706.56
2	Education Volunteers for New 600 EGS/AIE Centres	12000	600*2	144.00
3	Free text books, copies, bridge courses	150	83235 +76375	239.415
4	Education Volunteers for Remedial Coaching	1500	13000	195.00
5	30 Day Training of Education Volunteers	40*30	3917	47.004
6	EGS Kit	2000	600	12.00
Total				1343.979

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Research, Evaluation, Supervision & Monitoring

As per framework of SSA, Rs. 1,500 per school per annum is allocated for the intervention '**Research, Evaluation, Supervision and Monitoring**' to be spent @ Rs. 100 & Rs. 1,400 per annum per school at National and State Level respectively. Accordingly our total financial plan for the financial year 2005-06 comes out to Rs. 2,66,40,600.

Activities planned to be carried out in financial year 2005-06 are as under:-

(A) Household Survey

In the financial year 2005-06, State has a plan of conducting a comprehensive household survey covering approximately 50 lakh households. Detailed plan of the same is as under:-

1. At State Level, a State Resource Group (SRG) would be formulated to coordinate the conduct of this comprehensive Research Study
2. House to house data collection would be done by (approximately) 5556 Research Volunteers to be appointed for the said purpose and for their training on data collection & supervision; a group of Master Trainers would be deployed following the ratio 1:50.
3. Data so collected would finally be compiled by State Resource Group, SSA, Punjab.
4. Data would be used to generate reports on access/enrolment/retention/dropouts etc. and finally policies would be framed and remedial/preventive measures would be taken at SPO level.

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S. No.	Activity	Quantity	Budgeted Unit Cost	Budgeted Total Cost (In Rs.)
1.	Printing of survey formats	55 lakh forms (50 lakh households + 10% for contingencies)	Rs. 1/- per form	55,00,000
2.	Honorarium to volunteers	50 lakh households	Rs. 2/- per household	1,00,00,000
3.	Training of Master Trainers/Research Volunteers	5668 Master Trainers/Research Volunteers	Rs. 50/- per day x 2 days	5,66,800
4.	Honorarium to Master Trainers	112 Master Trainers	Rs. 2,500 for 1 month	2,80,000
	Total Budgeted Cost			1,63,46,800

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(B) Introduction of Activity Based Teaching in 130 Primary Schools :

For the first time State is going to introduce **Activity Based Teaching in 130 Primary schools** of Punjab Govt. where children would be developing their mental abilities by doing things practically rather than following traditional method of cramming the concepts. These 130 schools would be provided with:-

- Play way equipments and outdoor games like swings etc. subject to at least 50% participation from community side.
- Attractive workbooks, notebooks and other material like pencil box, colours, craft paper, drawing book, colourful charts, maps etc.
- Celebration of various events like Children Day, Republic Day, Independence Day, Diwali, Christmas, Gurupurab, Id etc. to give children a feel of our history and culture.
- Induction of teachers with the system of Activity Based Learning.
- Provision of a very interesting educational kit per school comprising the following items:-
 - Teacher's Guide
 - Modeling Clay/ Chalk Sticks/ Crayons
 - Ludo/Snakes & Ladders/ Balls
 - Sequential Picture Story Sheets/ Books in Gurmukhi
 - Jigsaw Puzzles/ Flash Cards/Alphabet Learning Board
 - Shapes / Learning Blocks/ Building Blocks
 - Coloured Picture Charts/ Serration/Toddler Rings
 - Conversation /Weekly Calendar
 - Steel Water Camper
 - Jute Matting
- The whole of this concept would make school an interesting place for kids to be at, and would result into decline in dropout rate. Finally on the basis of performance and success of these schools, the concept would be replicated in other schools of State also.

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Costing Details (2005-06)

S.No.	Activity	Budgeted Unit Cost	Details	Total Budgeted Cost (Rs.)
1.	Play way Equipment & Swings	Total Rs. 50,000, subject to minimum 50% contribution by community	25,000 X 130	32,50,000
2.	Workbooks & Other Materials	@ Rs. 100 for 100 children on average	130 X 100 X 100	13,00,000
3.	Celebration of various events	Rs. 2,000 per school	2000 X 130	2,60,000
4.	4 Days Teacher Training	Rs. 70 per man day	(130 X 5) X 4 X 70	1,82,000
5.	Educational Kit	Rs. 3,000 per school	130 X 3,000	3,90,000
Total				53,82,000

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Activity wise Total Budget for intervention 'Research, Evaluation, Supervision and Monitoring'

S. No.	Activity	Cost (In Rs.)
1.	House to House Survey	1,63,46,800
2.	Introduction of Activity Based Schools	53,82,000
3.	Monitoring & Contingencies	49,11,800
Total		2,66,40,600

Cost Estimate (In Rs.)

Sr. No.	Activity	Budgeted Total Cost
1.	Printing of survey formats	55,00,000
2.	Honorarium to volunteers	1,00,00,000
3.	Training of Master Trainers/Research Volunteers	5,66,800
4.	Honorarium to Master Trainers	2,80,000
Total Budgeted Cost		1,63,46,800

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Upper Primary Teachers

A comprehensive survey and rationalization exercise has been carried out by the DPI (Secondary Education) to find out the requirement of teachers for the upper primary over and above the sanctioned number of teachers. Rationalization exercise has taken into account the work load on the teachers which is calculated on the basis of number of periods per week per teacher. This depends upon number of sections in each class which in turn depends on enrolment in each class.

TEACHER REQUIREMENT AFTER RATIONALISATION EXERCISE

S. No.	District	Net require-ment (after rational- ization)	Net Surplus (after proposed rationalization)	Net requirement
1	Amritsar	444	21	423
2	Bathinda	338	10	328
3	Fathegarh Sahib	51	35	16
4	Ferozepur	309	33	276
5	Faridkot	76	76	0
6	Gurdaspur	511	163	348
7	Hoshiarpur	321	108	213
8	Jalandhar	358	102	256
9	Kapurthala	87	114	-27
10	Ludhiana	286	117	169
11	Mansa	326	0	326
12	Moga	208	0	208
13	Muktsar	117	65	52
14	Nawanshahr	446	0	446
15	Patiala	179	30	149
16	Ropar	266	65	201
17	Sangrur	854	4	850
				4261

Source: DPI(SE), Year 2004-05

As reflected from the table after a comprehensive rationalization exercise carried out, there is a net requirement of 4261 teachers for upper primary.

CIVIL WORKS

I UNIT COST

A) Single Classroom with Verandha

The present unit cost for single classroom with verandha is Rs 1.20 Lacs with dimensions of 15' X 20' with 6' verandha. Classrooms in Punjab have dimensions of 18'-6' X 22'-6' with atleast 8' verandha, therefore in order to have uniformity in the class room size; unit cost is revised to an amount of Rs 1.70 Lac with the following dimensions & specifications.

Dimensions

Class room 18' - 6" X 22' - 6"
Verandha 8' X 22' - 6"
Total Covered area 607 Sq ft
Cost = 607 Sq ft @ Rs 280/-

= **Rs 1,70,000 /-**

Specifications

1. Conglomerate Flooring
2. Brick work in Cement sand & motor
3. Roofing : RCC Slab with 4.5 " thickness
4. Pressed Steel frame of 2mm thickness for Doors & Windows

B) School building with two Classrooms & Verandha

Earlier the unit cost for school building with two Classrooms with Verandha was Rs 3.00 lacs with dimensions of 2 (18' x 20') with 6' verandha, but to have uniformity in size of classrooms, unit cost of a two room School building is revised to an amount of Rs 3.5 Lac with the following dimensions & specifications.

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Dimensions

Two Class rooms	2 (18' - 6" X 22' - 6")
Verandha	8' X 45'

Total Covered area	=	1235 Sq ft
Cost	=	1235 Sq ft @ Rs 280/-
	=	Rs 3,45,800 /-
	=	Rs 3.5 lacs

After including the cost for Ramps with Hand rail)

Specifications

1. Conglomerate Flooring
2. Brick work in Cement sand & motor
3. Roofing : RCC Slab with 4.5 " thickness
4. Pressed Steel frame of 2mm thickness for Doors & Windows

C) Kitchen Shed

Kitchen Shed for mid-day meal is planed for **Rs 50,000**, with provision of an overhead tank. Dimensions:

Room	12' x 10'
Verandha	10' x 10'

D) Headmaster room

At present the unit cost for headmaster room is Rs 1.20 lac, but to have uniformity with the classroom size the unit cost of Headmaster is also revised to an amount of Rs 1.70 lacs with the following dimensions & specifications.

Dimensions

Class room	18' - 6" X 22' - 6"
Verandha	8' X 22' - 6"
Total Covered area	607 Sq ft
Total Amount	= 607 Sq ft @ Rs 280/-
	= Rs 1,70,000 /-

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Specifications

1. Conglomerate Flooring
2. Brick work in Cement sand & mortar
3. Roofing: RCC Slab with 4.5 "thickness
4. Pressed Steel frame of 2mm thickness for Doors & Windows

E) Toilet and Drinking water

The present unit cost for Toilet and Drinking water facility is Rs 35,000 /- . This is not sufficient in places where groundwater level is low, as in these areas submersible pumps are to be provided costing about Rs 25,000 /- .Therefore provision for Rs 50,000 /- may be allowed for Toilet and Drinking water facility.

F) BRC and CRC

The unit cost for BRC and CRC is Rs 6.0 Lacs and Rs 2.0 Lacs, respectively. These may also be revised keeping in view the price escalation in last couple of years.

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II Cumulative Progress of Civil works

S.no	Activities	Unit Cost (in lacs)	Sanctioned till Date	Planned till Date	Completed	In Progress
1	BRC	6.00	129	106	58	48
2	CRC	2.00	493	97	77	20
3	New School Building / Branch schools	3.00	174	132	87	45
4	Building Less School	3.00	205	86	70	16
5	Additional Class Rooms primary	1.20	3407	1494	1342	152
6	Additional Class Rooms upper primary	1.20	2524	1228	1091	137
7	Toilet & Drinking Water	0.35	18049	9298	8548	750
8	Headmaster Room (UP)	1.20	304	58	37	21
9	Verandha	1.00	125	27	27	0

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III CIVIL WORKS PROPOSALS FOR YEAR 2005-06

Civil works are carried out by Village Educational Development Committees (VEDC). To ensure quality in the construction works, VEDC members have been trained with the help of PWD and Rural Department Engineers. Also District Educational Development Committee (DEDC) headed by Deputy Commissioner & the Block Educational Development Committee (BEDC) headed by SDM have engaged the Engineering wings from the Govt. Departments for supervision & monitoring of Civil works in the district. The quality of civil works is good in most of places; prime reason is: supervision by the Engineering departments and the inbuilt capacity of civil works in Punjab. Good quality of the civil works has also been reflected in the recent report of the Joint Review Mission.

A) Block Resources Centre

As per SSA norms BRCs are to be opened in each community Development Block. In Punjab there are 141 CD Blocks, the remaining 13 Bocks are been proposed for fresh sanction. The Detailed Break-up for fresh sanction is attached as Ann. – I.

Amount = Rs. 78.00 lacs.

B) Cluster Resources Centre

There are 1499 Clusters, out of which 493 have been sanctioned by PAB. For this financial year an addition of 474 CRC are been proposed. The Detailed Break-up for fresh sanction is attached as Annexure – II.

Amount = Rs. 948.00 lacs.

C) Addition Classroom Primary

1342 Addition Class rooms have been constructed and there is an additional requirement of 2556 Class rooms. The requirement of additional Classrooms is calculated as per the State norms according to which teachers and rooms are sanctioned @ one per 45 students, subject to minimum of 2 rooms and 2 teachers.

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State Norm:

S.No	Number of Students	Number of Class rooms
1.	< 90	2
2.	91 - 135	3
3.	136 - 180	4
4.	181 - 225	5

and So on

For this financial year 1242 Additional classrooms have been proposed after calculating the addition requirement of the room school wise. The Detailed Break-up for fresh sanction is attached as Annexure – III

Amount = Rs. 2111.40 lacs.

D) Addition Classroom Upper Primary

1091 Additional Classrooms for Upper Primary have been constructed. As per the survey conducted by the DPI (SE) on 30-09-04 there is an additional requirement of 8986 additional classrooms for Upper Primary Classes. The above requirement has been worked out on the bases of enrolment of the students as on 30-09-04, with state norm of one room for each section with atleast 40 students in it. Out of this additional requirement, 1300 additional classrooms were sanctioned by PAB in the previous year; therefore the fresh requirement for the state is 7686 Classrooms (8986 - 1300). 3003 classrooms are proposed for fresh sanction this year, out of which 1655 classrooms are for that upper primary school where computer labs have been constructed for ICT project and CAL. These labs have been furnished out of the existing classrooms. This shortage of 1655 classrooms would be met on priority. The Detailed Break-up for fresh sanction is attached as Annexure – IV

Amount = Rs. 5105.10 lacs.

E) Head Master Room

37 Headmaster rooms have already been constructed. As per the survey conducted by the DPI (SE) on 30-09-04, there is an additional requirement of 4466 Head master rooms in the State, out of which 246 Headmaster rooms have already been sanctioned by PAB, therefore the fresh requirement for the state is 4220. For this

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financial year 933 head master room are proposed as most of the upper primary school have no provision for Headmaster/principal/In-charge room, for the first phase priority will be given to the Senior Secondary & High Schools. The Detailed Break-up for fresh sanction is attached as Annexure – V

Amount = Rs. 1586.10 lacs.

F) Unsafe Building

On the directions of the High Court, DPI (SE) had conducted a survey for identification of all the unsafe School buildings in the state. The details are at Annexure –VI. Estimated cost of repairs of these unsafe buildings was Rs 2026.06 lacs. Out of this only Rs. 157.35lacs were provided by the state government, thus additional Rs. 1868.71 lacs are required to complete repairs of the unsafe school buildings. For this financial year an amount of Rs 501.08 lacs is been proposed.

Amount = Rs. 501.08 lacs.

IV SUMMARY OF CIVIL WORKS PROPOSAL

S. No	Activities	Unit Cost (in lacs)	Physical	Amount
1	BRC	6.00	13	78.00
2	CRC	2.00	474	948.00
3	Additional Class Rooms Primary	1.70	1242	2111.40
4	Additional Class Rooms Upper primary	1.70	3003	5105.10
5	Headmaster Room (UP)	1.70	933	1586.10
6	Unsafe Building			501.08
TOTAL				10329.68

Interventions under IED (Inclusive Education for the Disabled)

Preamble:

The first few years of a child's life are the most crucial. The children learn about themselves and the world around them. Their learning starts before they even step into a regular school. But for the hearing and speech impaired and mentally challenged children, the experience of growing and learning can be painful and frustrating; even more so, when the disabled child comes from an environment where survival is an everyday struggle and two square meals a day, an uncertainty. Coming from deprived families, their disability is further compounded by malnutrition and parental ignorance.

Those innocent, silent, blank faces of children and their parents speak so much about their needs, fears and frustrations, without uttering a word from their mouth. It is to these children that we can send a ray of hope by intervening and rehabilitating them so that they too can become part of society as self-reliant individuals and useful contributors to the economy.

Progress Overview:

Financial: Approved budget in the process of being utilized.

Physical:

- Identification and assessment camps held in all 17 districts of Punjab at the sub-division level. A total of 129 camps held with the help of ALIMCO, Kanpur; NIVH, Dehradun; IPH, Delhi; Red Cross Societies, and the local Civil Hospitals.
- A total of 38,953 CWSN identified.
- Aids and appliances being provided to more than 10,000 children under the ADIP scheme of MoSJ&E. First distribution and fitment camp held on March 10, 2005.
- More than 10,000 VI children to be provided aids.
- Remaining children falling under the broad categories of mentally challenged, slow learners, deaf & dumb, blind and multiple disabled need

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further assessment by experts before they can be assigned to a program of education and rehabilitation. Tie-up with NGOs in process.

- Tie-up with Braille Press, Ludhiana, for provision of Braille books and audio books prescribed by the State Education Board, to blind and severely visually impaired children.
- Ramps under construction in all primary and upper primary schools to provide easy access and an enabling environment to CWSN.
- Tie-up with GIMRC, Chandigarh, to provide training to selected government teachers in the 3-month long RCI Foundation course.
- Blind children who are willing to stay in a hostel are to be provided free education and boarding/lodging in the Govt. Inst. For the Blind, Ludhiana.
- 3-day sensitization and training module developed for general teachers. This module to be incorporated in the 20-day in-service teacher training undertaken by SSA.

Problems:

- Children with Special Needs are often marginalized on account of their disability primarily due to lack of awareness in the community about their potential, apprehensions of the teachers to teach such children and a general attitude of sympathy towards them, that focuses more on what they cannot do rather than on what they can.
- Attitudinal barriers prevent such children from coming to school. Even their parents are frustrated and often unaware of the potential of their children and the facilities available for their rehabilitation.
- The most common problem is lack of awareness on how the child can be helped and the concrete steps to be followed for his or her inclusion in education and in society.

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- There are very few support services for children with special needs. Lack of infrastructure is the major hurdle faced in their rehabilitation. Children with special needs, sometimes suffering from severe forms of disability, need special care, attention and education. However, special teachers are few and mostly unavailable in rural areas.
- Even the medical assessment of such children is sometimes not possible at the local level. Most MR children are referred to far-off hospitals which are beyond the reach of most poor parents.

Issues:

1. Children with special needs have largely remained a neglected lot before the interventions made by Sarva Shiksha Abhiyan. Therefore, at this early stage of implementation, special attention needs to be paid to these children, including generous allocation of funds for their rehabilitation, as this scheme is just taking off in Punjab. The fund allocation can be reduced in later years as more CWSN are mainstreamed.
2. Corrective surgery and therapy as an intervention should be included under SSA.

Justification: In most cases of early detection and even in regular cases, there are many children who are recommended corrective surgery before they can be given an appliance. For instance, many HI or VI children are recommended surgical correction before a certain age to eradicate their disability. Even older children are recommended surgery before they can be given a hearing aid. Many ortho-handicapped children, too, need surgery of some limb before an artificial limb can be fitted.

Therefore, in the interventions to be provided under SSA, the norm should be extended to include surgery along with the provision of assistive devices. Otherwise, the goal of zero rejection can be achieved only in myth.

The present ground reality is that due to recommendation of corrective surgery, which is not admissible under SSA norms, the children are asked to seek help from other departments. The end result is that the children/ parents are left running from one dept. to another and by that time, it is too late for the required

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intervention to be effective. Therefore, a single window system of delivery must be adopted under SSA in order to bring CWSN under the ambit of elementary education with minimum hassles to the child and his or her parents.

3. Hostel facility in special schools (or residential bridge courses) should be allowed for severely disabled children who need special attention and education (D&D, MR, Blind).

Justification: Children with severe disabilities are scattered across the State and most of them come from extremely poor, helpless, un-educated families living in remote areas. To impart education to such children in special schools specifically set up for the purpose, it is vital that these children are provided free hostel facility, fees and travel expenses, which are presently not admissible under SSA norms.

4. Relaxation of the age norm for MR children beyond 14 years. In the case of MR, the age is proposed to be calculated as the mental age of the child and not the actual social age. For example, a child who is 18 years old, but his IQ is that of an 8 year old, should be allowed to be provided interventions under SSA norms.

Justification: In the case of MR children, it is proposed that the age norm for intervention only up to 14 years should be relaxed. This norm could be calculated based on the mental age of the child. This relaxation is vital as a child whose mental age is less than 14 years, has retarded growth and needs the same or an even more intensive level of supervision, attention and education as the younger children.

Therefore, the MR children, who need interventions the most in order to achieve UEE, must not be left out of the system simply because they are socially overage, while their needs and mental powers remain similar to or worse than their healthier counterparts who happen to be younger in age. Thus, it is proposed that funding norms be extended to include MR children who are overage but their mental level remains below 14 years.

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Strategy:

The State strategy for mainstreaming CWSN can be divided into four broad categories, to be worked at simultaneously:

Awareness:

Community mobilization and sensitization at all levels to bring about attitudinal change among the community, the teachers, the peer group, the parents, and the CWSN themselves. Motivational strategies form part of this category.

Assessment:

Identification and accurate assessment of the needs of all CWSN, and recommendation of IEPs (Individual Education Plan) for each child with a disability.

Enabling Environment:

This category shall include the provision of recommended aids and appliances to all CWSN, barrier-free access, and special residential schools for severely handicapped children, who cannot be included in regular schools directly. Attitudinal change among the community to create a welcoming environment for the child shall be brought about by the awareness drive discussed earlier.

Creation of Resources:

Training of regular teacher in short term courses for CWSN, mass sensitization of general teachers, appointment of resource teachers and special educators at each block, and training of the community, VEC members, and the parents of severely disabled children. Development of vocational education modules, distance learning modules and teacher training modules also falls in this category. Establishment of Resource Rooms throughout the State at the BRC/CRC level.

Interventions proposed for 2005-06:

1. First and foremost, a comprehensive awareness drive would be launched throughout the State in order to effect attitudinal change in the community. This drive will include melas, sammelans, street plays, games, posters and banners

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and a mass media campaign on a wide scale, which would include the use of existing propaganda infrastructure like the Gurdwara/ Mandir network, local TV channels, film and TV personalities, and local politicians. Success stories of eminent personalities as well as those at the local level will be contextualized and highlighted in order to motivate CWSN and their parents.

2. Distribution and fitment camps to be held for giving recommended aids and appliances to all CWSN in convergence with MoSJ&E and ALIMCO. Therapy, training and special education shall be provided to all children, as recommended.
3. Visual impairment screening will be undertaken at the school level itself by having a vision testing poster in each school. Teachers will be trained to undertake a preliminary evaluation of the students and refer cases of visual impairment.
4. Proper assessment of mentally challenged children, including a battery of IQ tests, and their adequate rehabilitation will be on top priority.
5. As per recommendations of the JRM, SSA proposes to launch Residential Bridge courses in the Special Schools which are already functioning in various districts. These schools will also be strengthened as per need and their facilities will be made available to maximum number of severely handicapped needy children who cannot be included in regular schools.

Severely handicapped children will be provided training, therapy and total rehabilitation at these schools until they are ready to be included in regular schools. The goal will be to include them in regular schools as early as possible.

However, the children at these schools will not be living isolated lives, completely segregated from society. Weekly activities shall be planned, including visits to various places of interest, and regular visits to the nearby school to participate in co-curricular and extra curricular activities to pave the way for their gradual inclusion into regular classes and the community.

6. Follow-up camps to be held for assessment of all CWSN, review of their progress and for counseling them as per need.

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7. As per recommendations of the MHRD, special educators are proposed to be appointed for each block. These resource teachers, trained in various forms of disability, will oversee the teaching and learning process and course curriculum of all CWSN and recommend special strategies and IEPs for each challenged child. These teachers will also manage their respective Resource Rooms set up in each block at the BRC/CRC level, and provide remedial coaching there. They will also mobilize the community and motivate the parents to send their child to school as well as guide them on how to take care of their child's special needs at home.
8. A 3-day in-service teacher training module will be incorporated in the 20-day in-service teacher training undertaken under SSA in order to sensitize teachers on a mass scale to the needs of CWSN.
9. One teacher from each block is proposed to be trained in the 3-month RCI Foundation course and act as back-up for the Special Education teacher and be a Resource teacher.
10. Parents and community members are also proposed to be trained in major interventions for severely handicapped children. Handy literature on relevant topics will also be distributed.
11. Vocational education and training classes for CWSN at the secondary level are proposed. These classes will be designed keeping in mind the disability of the child so that the child is able to contribute to the community and the economy while at the same time feel useful and proud of his achievement. Tie-up with PSSCIVE, Bhopal, being planned for this purpose. Vocational Education classes and VE crash courses of 45 days will be conducted at the Block/ Resource Room level as per need.
12. Inclusion of maximum number of CWSN under the ambit of elementary education will be a top priority. Various methods will be employed for this purpose, including provision of aids and appliances, counseling of parents and children, special schools, teachers trained in short-term courses, sensitization of general teachers, use of the itinerant teacher model for home-based tutoring of profoundly handicapped CWSN, and learning through distance mode.

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13. Braille books and audio books will be provided to the blind and severely visually handicapped.
14. All schools will be made disabled friendly. Construction of ramps will be completed in each school so that CWSN have easy access to lower level classrooms and toilets.
15. Special games and tournaments for the CWSN, depending on their disability, will be planned. Efforts of CWSN at achieving their goals and success in studies will also be recognized in district-level functions and prizes distributed to them.

Implementation schedule:

Sr. No.	Activity	Time-frame
1.	Awareness Drive and Media Campaign	April / October
2.	Distribution of assistive devices	May
3.	Assessment of MR and multiple disabilities children all over the State	April - May
4.	Follow-up assessment of visually impaired and hearing impaired children, their recommendation, provision of aids	April - May
5.	Follow-up assessment of ortho-handicapped children, their recommendation, provision of aids	Oct - Dec
6.	Development of Training modules	April - May
7.	2-3 day training of in-service teachers	All year
8.	Training of teachers in RCI Foundation course	All year
9.	Training of VEDC/ community members and parents; distribution of useful literature	June - July
10.	Hiring of special education teachers	May -June
11.	State / District level workshops on IED	July - Aug
12.	Selection of NGOs for specific interventions	May - June

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Sr. No.	Activity	Time-frame
13.	Setting up of Special Schools with the help of Red Cross Societies	May - July
14.	Setting up of Resource Rooms	May
15.	Vocational Education classes	Sept - Feb
16.	Special games and tournaments	October

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S. No.	A/c Code	Activity Description	Unit Cost	Physical	Financial (Rs. in lacs)	Total (Rs. in lacs)	Remarks
2.	IED	Inclusive Education for the Disabled					
1)		Assessment of all children with special needs	.2500	76	19.000		Assessment to be undertaken at the sub-division level
2)		Distribution & Fitment of Aids and Appliances	.2000	76	15.200		At Sub-division level
3)		Media campaign -cum- Awareness Drive	.0750	216	16.200		At block level
4)		Media campaign at State level			4.500		
5)		Training of teachers in RCI Foundation course	.03480	216	7.516		<ul style="list-style-type: none"> • RCI Foundation Course fee @ Rs. 1,500/- per teacher = Rs. 2,11,500/- • TA/DA @ Rs. 70/- per day for 14 days = Rs. 980/- • Other expenses and contingencies = Rs. 1,000/- • Total = Rs. 3,480/- p. tchr.
6)		Training of VEC/ Panchayat/ community	.0750	216	16.200		At Block level

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		members in IED				
7)		Salary of Special Education Teachers: an average of 2 teachers in each block, as per recommendations of MHRD. These teachers will work in itinerant mode, travel from school to school, guide teachers on how to teach special children, develop IEPs for each individual child with a disability, provide remedial coaching in their respective Resource Rooms, mobilize the community and motivate the parents to send their child to school as well as guide them on how to take care of their child's special needs at home.	.6000	432	259.20	<ul style="list-style-type: none"> • Salary = Rs. 5,000/- per month x 12 months = Rs. 60,000/- per annum, per teacher
8)		Setting up of an average of 2 Resource Rooms in each Block in the existing CRCs/ BRCs, complete with special education and remedial coaching equipment and resources	.2500	432	108.000	Adjustable furniture and desks with adjustable magnifiers, brailers, abacus, taylor frame, cassettes and talking books, audio-meter, mirror, speech therapy facilities, group hearing aids, sensory apparatus and kits, embossed recreational material, special educational games and special vocational education

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							equipment etc as per need.
9)		District level workshops on IED and meetings of DRG	.2000	17	3.4000		
10)		State level workshop on IED and meetings of SRG	.3000	1	.3000		
11)		Sports at District and State level	.2500	18	4.5000		
12)		Special Vocational Education & Training for special children at the Block/ Resource Room level	.1050	432	45.36		Cost of misc. material and equipment* @ Rs.875/- per month per center (Approx. Rs.219/- per trade x 4 trades) x 12 = Rs. 10,500/- per year per center. *cloth, musical instruments, clay, cane and other raw material for teaching various trades.
13)		Honorarium of Vocational Education teachers	.2400	432	103.68		Honorarium @ Rs. 500/- p. m. per vocation. An average of 4 different trades to be taught simultaneously = Rs. 2,000/- p.m. x 12 months Total = Rs. 24,000/- p. center
14		Strengthening of Special Schools by introducing Residential Bridge Courses for	15.000	17	255.00		

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		severely disabled children who cannot be provided inclusive education in regular schools directly.					<i>one per child</i>
15)		Provision of recommended aids to disabled children	.0 0850	38953	331,10		<ul style="list-style-type: none"> • As per estimated average cost per child. • Aids to be procured under the ADIP scheme in convergence with ALIMCO, MoSJ&E, DDRCs and the National Institutes
16)		Printing of useful literature targeted at enlightening the parents, the community, the teachers, and the CWSN themselves regarding various schemes & services and useful tips on how to handle various disabilities and literature to change the mindset of the community regarding CWSN.			20.00		At State level
		Sub Total				1209.156	<ul style="list-style-type: none"> • 38953 CWSN x .01200 = Rs. 467.436 (+) • 10907 CWSN x .06800 = Rs. 741.6760 (for RBC) • Total = Rs. 1209.112

Teacher Training

Emphasis is being made to improve the quality of Teacher Training Programme at various levels. A need based assessment of the Teacher Training Programme was discussed during a workshop on SSA planning at NIAR Mussourie on 12-15 October, 2004 and 18-21 Oct. 2004. Dr. K.K. Vashisht, Professor and Head Department of EE, NCERT New Delhi deliberated on the need to develop need based Teacher Training modules on curriculum skill and attitude. 29 teacher training modules have been developed under the supervision of NCERT which would be used during 2005-06.

Training at State Level: 2 Lecturers from each DIET and In service training center of all the districts would be given training on teacher training modules set no. 3-5 which are common for primary and upper primary teachers, in the last week of April at Chandigarh and the resource persons would be from NCERT, SPO and the teacher writers who have developed the modules. This residential workshop would create key resource persons who at district level will impart teacher training to create master trainers.

Training at District Level: DIETs in all the 17 districts and In service training centers in 12 districts are the nodal agencies to impart teacher training and VEC training at district, block and cluster level. The district level training programme would be finished during April 2005.

Training at Block and Cluster level: Trained Key Resource Persons(KRPs) would be imparting training to the master trainers with respect to the number of blocks in the district so that training programme is simultaneously carried out at all the 216 senior secondary schools which have been identified at block level. The principals of the schools have been trained and instructed to carry out, supervise and monitor the entire training programme at block level.

1499 schools at cluster levels have been identified to impart training programme at cluster level where it is needed. The emphasis would be given to improve the quality of teacher training programme and to achieve the maximum target during summer vacation. This will not disturb the class activities during teaching days in the schools as the last year experience shows that the teachers should not be frequently withdrawn from the class as it adversely affects the teaching learning programme.

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The DIET Principals of all the Districts have been trained to supervise, monitor and to prepare monthly document on the training programme of teachers and community leaders. 3 meetings have already been done with Principals of DIETs, In service training centers and District Coordinators.

Monthly meeting of all the DIET Principals, Director SCERT would be organized in the first week of every month in which the DIET Principals would be submitting the progress report on teacher training and VEC training along with the expenditure. This would be consolidated, cross checked and the progressive report in the form of man days would be submitted to MHRD, GOI with a copy to EDCIL. The norms regarding TA DA to the participants and Honorarium to the resource persons have already been fixed and circulated to all concerned.

The teacher training programme would be imparted to the following target group.

- a. 20 days teacher training programme to all the primary (40675) and upper primary(53924) teachers of the State.
- b. 30 days teacher training programme for 4261 fresh recruits which have been need based proposed by the Department of Education during 2005-06.
- c. 60 days teacher training programme for 4940 untrained teachers have been proposed. These teachers are in lieu of teachers appointed as BRPs/DRPs.
- d. Special training programme would be organized for cluster resource groups, block resource groups and district resource groups. This would not only improve the quality of teacher training programme but also help to supervise and monitor the entire process. This would also help the resource group to develop the sense of ownership for such activities.

Teacher Training programme at a glance:

1. 12 days teacher training programme on computer aided learning would be imparted to all the existing subject teachers working in the schools where computer labs have been established. This training programme has already been started in all the DIETs of all the 17 districts. This training would be imparted by the resource persons from Microsoft. DEO Secondary Education would be monitoring this training

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programme and reporting to SPO. 1299 Senior Secondary Schools have been identified by ICT Punjab in which well established computer labs have been provided.

2. 3 days teacher training programme on TLM is to be given to all the upper primary teachers at block level or cluster level as the choice of the district.
3. 5 days teacher training programme on TLM is to be given to all the primary teachers at cluster level.
4. 5 days teacher training to all the primary and upper primary teachers on MLL for the concerned subjects. The clubbing of the teachers for subjects like SS with English and Science with Math would be done for improving the quality of training as there are common teachers for these 2 subjects.

All the teachers would be inspired to do the work of action research on all the class room activities, problems and solutions. Case studies would be conducted during the training programme. Emphasis will be given on pedagogy, research and evaluation techniques.

5. 10 days teacher training programme would be implemented on the common modules for primary and upper primary teachers developed by SSA, Punjab.
6. 2 days teacher training programme on all the upper primary teachers (except those who have got 12 days training on call) would be imparted on the basics of handling computers.
7. The entire teacher training programme would be discussed with DRG, BRG, CRG and DIET Principals. This will help in monitoring and supervision of the training programme.
8. 20 days training programme for new recruits would be provided by the DIETs along with 10 days teacher training on common modules developed by SSA, Punjab.

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9. 50 days training programme in the form of ETT Syllabus Capsule would be given to the untrained teachers by DIETs along with 10 days teacher training on common modules developed by SSA, Punjab.

10. Monthly and Quarterly meetings at Cluster, block, district and State level will be done in the first week of every month for consolidating, discussing and documentation of the teacher training and VEDC training programme.

Target Group	No. of Days	Topic	No. of Days	Topic
Primary Teachers	5	Teaching learning material	-	-
Upper Primary Teachers	3	Teaching learning material	2	Basics of handling computers.
Primary and Upper Primary Teachers	5	MLL Action Research and R & E on concerned subjects.	10	Common modules developed by SSA, Punjab Vol 3-5.
New Recruits	20	Consolidated Training Capsule by DIETs. Syllabus as for ETT students.	10	Common modules developed by SSA, Punjab Vol 3-5.
Untrained Teachers	50	Consolidated Training Capsule by DIETs as for Syllabus of ETT.	10	Common modules developed by SSA, Punjab Vol 3-5.
DRG, BRG & CRG	5	Meetings at District block and cluster regarding consolidating the training programme quarterly and one annual meeting.	12	Monthly meeting at district, block, cluster and State level for consolidating, discussing and documentation of the activities.

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Training for Community Leaders: To strengthen the Village Education Development Committees for awareness and ownership of the Govt. Primary and Upper Primary Schools, 4 persons from each Village Education and Development Committees would be trained regarding SSA activities (Planning, Civil works, Accountancy and PLUS Programme). 76116 community leaders would be imparted training.

The Audio cassettes of DEP SSA Punjab song 'Vidya Ek Anmol Khazana' would be distributed to all the VEDCs, Panchayats and to all the Govt. Schools while Audio CDs of the song would be distributed at State, district and block level only and a request would be made to play the song as it helps to achieve the SSA objectives and creates awareness among the masses for enrolment of out of school children and their retention in the education system.

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Projected Management and MIS Cost

As per mandate of SSA, 6 % of the AWP&B is the financial limit specified for the intervention "Management and MIS Cost". Total funds allotted for this intervention are to be utilized towards:

1. Meeting revenue expenses like Staff Salary and Allowances , TA/DA, DISE data collection, EMIS operationalisation and maintenance, hiring of experts and consultants, Rent/Rates and Taxes, Telephone/Fax expenses, Water/Electricity Charges, hiring of vehicles, printing and stationery, POL, Administrative and operating cost, Repair and maintenance and other office contingencies, etc.
2. Procurement of fixed assets such as computers, printers, furniture, Photostat, fax, infrastructure, and other Office equipments.
3. Imparting awareness about various schemes of SSA Punjab through media.

Plans and projections for the financial year 2005-06 under the intervention Management cost and MIS are as follows:

1. **District Project Offices:** Total projected management and MIS Cost of 17 DPOs Rs. 1118.39 lacs.
2. **State Project Office:** State Project Office of SSA is implementing agency headed by State Project Director, who is assisted by the various functionaries. Total expenditure on Management and MIS intervention for the financial Year 2005-06 estimated to be Rs. 331.18000/- Details are as following:

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(Amount in Lacs)

Sr No	Activity	Projected Expenditure
1	Salary, allowances & reimbursement	163.50000
2	Professional consultancy Charges	5.50000
3	Telephone/Net, Water, Electricity, building rent, taxi Charges etc.	30.46000
4	Computers/accessories and office equipments/furniture like Generator, AC, Storage racks etc	15.00000
5	Postage, Printing, Stationery and Other consumables	9.72000
6	Meeings and trainings to District & DIET staff regarding implementation of SSA / accounting / administatrion / planning / reporting etc	30.00000
7	Repair & Maintenance	5.00000
8	MIS implementation / operation and maintenance 7 capturing DISE data	6.00000
9	Advertisements, Public Notices etc.	7.00000
10	Supervision and Monitoring Overheads	3.00000
11	Service Contracts	6.00000
12	Contigencies and Miscellaneous Office Expenses	50.00000
Total		331.18000

3. **Media Activities:** SSA Punjab has a plan to use media as a tool for creating awareness about Sarva Shiksha Abhiyan and for mobilizing community for achieving the objective of Universalisation of Education. This year we plan to

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spend approx. 200 lacs on Media activities which amounts to approximately 0.75 % of total AWP&B of the year.

Details of same are given below:

a. Print Media

- Development of Posters/ Brochures / Folders on individual components like Girls Education/ECCE/ SC/ST Education/ IED/NPEGEL etc.
- Enrollment enhancement through advertisements & articles in various widely circulated newspapers of districts.

b. Audio Media

- Use of radio stations located in Jalandhar and Chandigarh for daily advertisements of various programmes under SSA
- Popularizing Sarva Shiksha Abhiyan by playing motivational Song “Vidya Ek Anmol Khajana” in Gurdwaras and local radio stations exclusively developed for and by SSA Punjab in local language.
- To sponsor programmes /Talk shows/ discussions (monthly) on agriculture, women, girl education, and other related issues.

c. Audio-Visual Media

- Use of various famous Television channels for broadcasting promotional campaigns, about the importance of education in masses.

d. Out door Media

- Display of various Schemes of SSA on IED, Girl education, KGBV, CAL, vocational courses through the banners on Busses, hoardings, etc.
- Participation in regional melas and fairs to attract the children to enroll in schools, aganwaris and ECCE centers.

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Anx - I

BRC

Sr. No.	District	CD Block	Fresh Proposal
1	Amritsar	16	0
2	Bathinda	8	0
3	Faridkot	2	0
4	Fatehgarh Sahib	5	2
5	Ferozepur	10	0
6	Gurdaspur	16	1
7	Hoshiarpur	10	3
8	Jalandhar	10	2
9	Kapurthala	5	1
10	Ludhiana	12	0
11	Mansa	5	0
12	Moga	5	1
13	Mukatsar	4	0
14	Nawanshaheer	5	1
15	Patiala	9	0
16	Ropar	7	2
17	Sangrur	12	0
	Total	141	13

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Anx - II

CRC

Sr. No.	District	Clusters	Fresh Proposal
1	Amritsar	159	58
2	Bathinda	41	2
3	Faridkot	27	8
4	Fatehgarh Sahib	47	12
5	Ferozepur	115	37
6	Gurdaspur	181	54
7	Hoshiarpur	148	31
8	Jalandhar	113	34
9	Kapurthala	63	18
10	Ludhiana	112	45
11	Mansa	34	15
12	Moga	40	9
13	Mukatsar	38	14
14	Nawanshaher	51	29
15	Patiala	132	41
16	Ropar	100	27
17	Sangrur	98	40
	Total	1499	474

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Anx - III

ADDITIONAL CLASS ROOM PRIMARY

S.NO	Name of the District	Fresh Demand	Fresh Proposal
1	Amritsar	716	185
2	Bathinda	123	90
3	Faridkot	47	47
4	Fatehgarh Sahib	18	18
5	Ferozepur	0	0
6	Gurdaspur	162	101
7	Hoshiarpur	72	43
8	Jalandhar	101	62
9	Kapurthala	35	31
10	Ludhiana	298	93
11	Mansa	126	89
12	Moga	189	110
13	Mukatsar	93	80
14	Nawanshaheer	0	0
15	Patiala	255	80
16	Ropar	56	50
17	Sangrur	265	163
	TOTAL	2556	1242

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Anx - IV

ADDITIONAL CLASS ROOM UPPER PRIMARY

S.NO	Name of the District	Class room requirement	Class room requirement for ICT	Proposed
1	Amritsar	1907	228	372
2	Bathinda	345	64	170
3	Faridkot	114	40	70
4	Fatehgarh Sahib	155	38	85
5	Ferozepur	163	96	160
6	Gurdaspur	638	183	271
7	Hoshiarpur	846	153	225
8	Jalandhar	271	127	185
9	Kapurthala	222	43	100
10	Ludhiana	1217	166	256
11	Mansa	406	48	150
12	Moga	233	34	110
13	Mukatsar	169	38	70
14	Nawanshaher	327	45	150
15	Patiala	537	135	176
16	Ropar	539	85	165
17	Sangrur	897	132	288
	TOTAL	8986	1655	3003

Source : DPI (SE) Survey

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Anx - V

HEAD MASTER ROOM

S.NO	Name of the District	Middle School	High School	Sr Sec School	HM room requirement	Proposed
1	Amritsar	231	184	135	550	21
2	Bathinda	78	78	67	223	45
3	Faridkot	76	40	30	146	32
4	Fatehgarh Sahib	63	40	26	129	30
5	Ferozepur	18	13	25	56	37
6	Gurdaspur	238	138	44	420	93
7	Hoshiarpur	118	90	66	274	50
8	Jalandhar	157	123	111	391	95
9	Kapurthala	94	53	41	189	42
10	Ludhiana	172	170	125	467	63
11	Mansa	80	50	42	172	78
12	Moga	60	62	52	174	37
13	Mukatsar	45	42	36	123	27
14	Nawanshaheer	82	49	32	163	65
15	Patiala	158	118	88	364	80
16	Ropar	112	73	70	255	56
17	Sangrur	144	139	88	370	82
	TOTAL	1926	1462	1078	4466	933

Source : DPI (SE) Survey

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Anx - VI

UNSAFE BUILDING

S.NO	Name of the District	Number of Schools	Estimated Cost (in Lacs)	Funds Released by State Govt. (in Lacs)	Funds Required (in Lacs)	Funds Proposed (in Lacs)
1	Amritsar	35	235.66	30.00	205.66	0.00
2	Bathinda	34	88.70	14.50	74.20	74.20
3	Faridkot	43	108.90	28.30	80.60	0.00
4	Fatehgarh Sahib	26	60.50	25.00	35.50	35.50
5	Ferozepur	30	73.70	5.10	68.60	68.60
6	Gurdaspur	54	184.55	0.00	184.55	0.00
7	Hoshiarpur	11	85.75	2.70	83.05	83.05
8	Jalandhar	29	117.75	2.00	115.75	0.00
9	Kapurthala	15	97.00	2.00	95.00	0.00
10	Ludhiana	31	139.52	0.00	139.52	0.00
11	Mansa	31	52.10	5.00	47.10	47.10
12	Moga	70	197.55	6.50	191.05	0.00
13	Mukatsar	71	252.75	19.75	233.00	0.00
14	Nawanshaher	36	68.85	3.00	65.85	65.85
15	Patiala	85	124.50	2.00	122.50	0.00
16	Ropar	20	45.00	9.00	36.00	36.00
17	Sangrur	18	93.28	2.50	90.78	90.78
	TOTAL		2026.06	157.35	1868.71	501.08

Source : DPI (SE) Survey

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**Table No. 1
Data on population**

Name of the State: Punjab

S.No.	Name of the District	Population all community						Total Population all community			Population SC				Density of population	Sex ratio
		Urban			Rural			Male	Female	Total	Male	Female	Total	% to total population		
		Male	Female	Total	Male	Female	Total									
1	Amritsar	656958	566317	1223275	993631	879171	1872802	1650589	1445488	3096077	472084	419080	891164	28.8%	607.55	876
2	Bathinda	188691	163063	351754	444118	387423	831541	632809	550486	1183295	187539	167113	354652	30%	349.57	870
3	Faridkot	103653	89918	193571	188943	168378	357321	292596	258296	550892	104984	94273	199257	36.2%	375.01	883
4	FatehgarhSahi	82200	68891	151091	207937	179013	386950	290137	247904	538041	88087	76949	165036	30.7%	455.97	854
5	Ferozepur	242354	208371	450725	683870	611512	1295382	926224	819883	1746107	210329	188080	398409	22.8%	329.27	885
6	Gurdaspur	286290	248933	535223	826787	742001	1568788	1113077	990934	2104011	273440	247251	520691	24.00%	590.35	890
7	Hoshiarpur	154457	137617	292074	610675	577987	1188662	765132	715604	1480736	262640	244904	507544	34.3%	440.04	935
8	Jalandhar	501156	430827	931983	539021	491696	1030717	1040177	922523	1962700	389067	350695	739762	37.7%	540.39	887
9	Kapurthala	133650	112877	246527	265973	242021	507994	399623	354898	754521	119163	106624	225787	29.9%	462.33	888
10	Ludhiana	950123	743530	1693653	712593	626585	1339178	1662716	1370115	3032831	403853	354109	757962	25.0%	805.11	824
11	Mansa	75683	66746	142429	290763	255566	546329	366446	322312	688758	110296	98593	208889	30.3%	317.25	880
12	Moga	94817	83823	178640	379322	336892	716214	474139	420715	894854	151647	133292	284939	31.8%	403.81	887
13	Muktsar	105147	93417	198564	306070	272859	578929	411217	366276	777493	155317	138222	293539	37.8%	297.32	891
14	Nawanshahr	42387	38679	81066	264515	241887	506402	306902	280566	587468	124839	112825	237664	40.5%	463.67	914
15	Patiala	344757	299953	644710	642633	557591	1200224	987390	857544	1844934	225800	199480	425280	23.1%	508.95	868
16	Roopnagar	193435	168972	362407	403147	350554	753701	596582	519526	1116108	141750	124922	266672	23.9%	543.12	871
17	Sangrur	312691	272128	584819	756598	658756	1415354	1069289	930884	2000173	293515	257961	551476	27.6%	398.44	871
	Punjab	4468449	3794062	8262511	8516596	7579892	16096488	12985045	11373954	24358999	3714350	3314373	7028723	28.9%	484	876

Source: Census Year: 2001

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table No. 2
Data on literacy rates**

Name of State: Punjab

S.No.	Name of district	Literacy rate in percentage			Rural Female Literacy rate
		All communities			
		Male	Female	Total	
1	Amritsar	72.6%	61.3%	67.3%	45.53
2	Bathinda	67.8%	53.7%	61.2%	41.50
3	Faridkot	68.1%	55.0%	62.0%	42.28
4	FatehgarhSahib	78.3%	68.3%	73.6%	58.08
5	Ferozepur	68.7%	51.7%	60.7%	38.60
6	Gurdaspur	79.8%	67.1%	73.8%	55.16
7	Hoshiarpur	86.5%	75.3%	81.0%	65.06
8	Jalandhar	82.5%	73.1%	78.0%	60.03
9	Kapurthala	79.0%	68.3%	73.9%	56.02
10	Ludhiana	80.3%	71.9%	76.5%	58.82
11	Mansa	58.9%	45.5%	52.4%	34.92
12	Moga	68.0%	63.5%	58.5%	48.40
13	Muktsar	65.4%	50.3%	58.2%	39.27
14	Nawanshahr	82.9%	69.5%	76.4%	60.52
15	Patiala	75.9%	62.9%	69.8%	48.05
16	Roopnagar	84.0%	71.4%	78.1%	57.95
17	Sangrur	65.8%	53.4%	60.0%	43.00
	Punjab	75.2%	63.4%	69.7%	55.37

Source: Census Year: 2001

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table 3
Basic Indicators**

Name of State: Punjab

S.No.	No. of District	No. of CD Blocks	No. of Educational Blocks, if any	No. of BRCs	No. of CRCs	No. of villages
1	Amritsar	16	26	16	159	1237
2	Bathinda	8	6	8	41	285
3	Faridkot	2	5	2	27	171
4	Fatehgarh Sahib	5	6	5	47	446
5	Ferozepur	10	19	10	115	1051
6	Gurdaspur	16	22	16	181	1626
7	Hoshiarpur	10	19	10	148	1423
8	Jalandhar	10	19	10	113	962
9	Kapurthala	5	7	5	63	625
10	Ludhiana	12	19	12	112	924
11	Mansa	5	5	5	34	240
12	Moga	5	6	5	40	329
13	Muktsar	4	6	4	38	234
14	NawanShaher	5	8	5	51	472
15	Patiala	9	16	9	132	1090
16	Ropar	7	13	7	100	895
17	Sangrur	12	14	12	98	701
Total		141	216	141	1499	12711

Source: District Education Officer (EE) Year: 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table 4
Access-less Habitations**

Name of State: Punjab

S.No.	District Name	Total No. of Habitations	Habitations without primary schools / EGS	Habitations eligible for EGS	Habitations eligible for P.S.	No.of eligible school less habitations for UPS as per distance and population norms
1	Amritsar	1924	210	40	-	1
2	Bathinda	361	28	6	-	-
3	Faridkot	221	104	30	-	-
4	F.G. Sahib	461	13	9	-	-
5	Firozpur	1102	405	44	28	0
6	Gurdaspur	1009	102	40	2	1
7	Hoshiarpur	1007	188	2	0	0
8	Jalandhar	1929	95	20	-	-
9	Kapurthala	680	15	8	3	17
10	Ludhiana	1661	72	70	1	-
11	Mansa	328	119	100	-	-
12	Moga	365	7	5	-	-
13	Muktsar	337	38	30	-	-
14	Nawanshahr	494	9	4	-	-
15	Patiala	424	109	50	3	-
16	Rupnagar	991	187	10	19	10
17	Sangrur	814	158	132	3	-
Punjab		14108	1859	600	59	29

Source: DEO (EE) Year: 2004

Note: List attached in district plans.

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJA

**Table NO. 5
Data on Child Population of 6-11 age group**

Districts	Child Population (6-11 age group) All communities									Child Population (6-11 age group) SC								
	Rural			Urban			Total			Rural			Urban			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Amritsar	115619	92964	208583	63239	50000	113239	178858	142964	321822	44271	38409	82680	15980	13780	29760	60251	52189	112440
Bathinda	45342	36662	82004	17928	13873	31801	63270	50535	113805	17290	15399	32689	4979	4221	9200	22269	19620	41889
Faridkot	20267	16737	37004	10500	8474	18974	30767	25211	55978	9434	8430	17864	3625	3215	6840	13059	11645	24704
Fatehgarh S	20377	15958	36335	7795	6265	14060	28172	22223	50395	8290	6971	15261	1762	1472	3234	10052	8443	18495
Firozpur	81227	68067	149294	24076	19709	43785	105303	87776	193079	21701	19381	41082	5844	5278	11122	27545	24659	52204
Gurdaspur	90063	72833	162896	26584	20553	47137	116647	93386	210033	25352	21827	47179	6201	5170	11371	31553	26997	58550
Hoshiarpur	62395	51467	113862	13806	11109	24915	76201	62576	138777	24385	21167	45552	3842	3332	7174	28227	24499	52726
Jalandhar	52455	43482	95937	43555	34999	78554	96010	78481	174491	26048	22438	48486	13892	11736	25628	39940	34174	74114
Kapurthala	28100	22215	50315	12279	9758	22037	40379	31973	72352	10440	8858	19298	2910	2438	5348	13350	11296	24646
Ludhiana	69234	56938	126172	84547	69163	153710	153781	126101	279882	29367	25351	54718	15223	13187	28410	44590	38538	83128
Mansa	32222	25992	58214	8153	6381	14534	40375	32373	72748	11812	10538	22350	2350	2048	4398	14162	12586	26748
Moga	39041	32626	71667	9108	7292	16400	48149	39918	88067	16212	14365	30577	2503	2165	4668	18715	16530	35245
Muktsar	32572	26866	59438	10904	8817	19721	43476	35683	79159	15392	13832	29224	3539	3138	6677	18931	16970	35901
Nawanshah	25637	21223	46860	3897	3235	7132	29534	24458	53992	11911	10053	21964	1412	1214	2626	13323	11267	24590
Patiala	69943	54812	124755	31270	24998	56268	101213	79810	181023	22187	18696	40883	5076	4399	9475	27263	23095	50358
Rupnagar	41584	33737	75321	17655	14326	31981	59239	48063	107302	12595	10720	23315	3453	2989	6442	16048	13709	29757
Sangrur	79776	63359	143135	31590	25429	57019	111366	88788	200154	28467	24445	52912	7639	6516	14155	36106	30961	67067
Total	905854	735938	1641792	416886	334381	751267	1322740	1070319	2393059	335154	290880	626034	100230	86298	186528	435384	377178	812562

Source Census

Year 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table NO.5
Data on Child Population of 11-14 age group**

Districts	-14 age group) All communities									Child Population (11-14 age group) SC								
	Rural			Urban			Total			Rural			Urban			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Femal	Total	Male	Female	Total	Male	Femal	Total
Amritsar	75873	62549	138422	44131	35729	79860	120004	98278	218282	28173	24246	52419	10865	9374	20239	39038	33620	72658
Bathinda	30690	25863	56553	12746	10229	22975	43436	36092	79528	11440	10191	21631	3398	3017	6415	14838	13208	28046
Faridkot	13448	11393	24841	7210	5977	13187	20658	17370	38028	6170	5347	11517	2330	2144	4474	8500	7491	15991
Fatehgarh S	13800	11561	25361	5290	4405	9695	19090	15966	35056	5453	4742	10195	1186	1046	2232	6639	5788	12427
Firozpur	53047	45991	99038	16775	13935	30710	69822	59926	129748	13767	12206	25973	3888	3430	7318	17655	15636	33291
Gurdaspur	59286	50632	109918	18881	15416	34297	78167	66048	144215	16592	14737	31329	4325	3727	8052	20917	18464	39381
Hoshiarpur	41660	36291	77951	9890	8285	18175	51550	44576	96126	16362	14703	31065	2793	2391	5184	19155	17094	36249
Jalandhar	35981	31180	67161	31075	25962	57037	67056	57142	124198	17828	15660	33488	9842	8591	18433	27670	24251	51921
Kapurthala	18932	15862	34794	8736	7021	15757	27668	22883	50551	6899	6094	12993	2047	1734	3781	8946	7828	16774
Ludhiana	47279	40465	87744	58079	47481	105560	105358	87946	193304	19473	17120	36593	10644	9202	19846	30117	26322	56439
Mansa	21018	18005	39023	5523	4496	10019	26541	22501	49042	7479	6865	14344	1540	1359	2899	9019	8224	17243
Moga	26564	22867	49431	6394	5306	11700	32958	28173	61131	10449	9272	19721	1633	1437	3070	12082	10709	22791
Muktsar	21614	18449	40063	7540	6164	13704	29154	24613	53767	9943	8899	18842	2348	2087	4435	12291	10986	23277
Nawanshah	17743	15572	33315	2756	2387	5143	20499	17959	38458	8042	7127	15169	1008	887	1895	9050	8014	17064
Patiala	45976	38169	84145	22182	18084	40266	68158	56253	124411	14213	12288	26501	3461	2960	6421	17674	15248	32922
Rupnagar	27318	23534	50852	12301	10309	22610	39619	33843	73462	8098	7151	15249	2375	2076	4451	10473	9227	19700
Sangrur	53034	44536	97570	21786	18079	39865	74820	62615	137435	18400	16055	34455	5105	4374	9479	23505	20429	43934
Total	603263	512919	1116182	291295	239265	530560	894558	752184	1646742	218781	192703	411484	68788	59836	128624	287569	252539	540108

Source Census

Year 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table - 6
Data on enrolment and out of school children**

Name of the State: Punjab

S.No.	Name of the District	No. of Blocks	Enrolment (6-11 age group)						Out of School Children (6-11 age group) *			
			All Communities			SC			All Communities			
			Male	Female	Total	Male	Female	Total	Male	Female	Total	% of child population
1	Amritsar	16	155718	133018	288736	69777	63942	133719	3213	2810	6023	1.87
2	Bathinda	8	59625	46861	106486	48260	43735	91996	1284	1084	2368	2.08
3	Faridkot	2	27552	22522	50074	9153	7953	17105	1730	1559	3289	5.88
4	Fatehgarh Sahib	5	15017	13380	28397	4019	3955	7974	336	310	646	1.28
5	Ferozepur	10	86924	72452	159376	54414	48659	103073	4809	4465	9274	4.80
6	Gurdaspur	16	39793	37552	77345	7819	9069	16888	569	768	1337	0.64
7	Hoshiarpur	10	57701	47484	105185	16260	14022	30282	738	691	1429	1.03
8	Jalandhar	10	72246	60599	132845	64638	59454	124092	543	418	961	0.55
9	Kapurthala	5	39063	30837	69900	17469	13115	30584	219	191	410	0.57
10	Ludhiana	12	87733	73822	161555	54991	48870	103861	1340	1041	2381	0.85
11	Mansa	5	32282	26121	58403	6101	5433	11534	1429	1236	2665	3.66
12	Moga	5	34941	30775	65716	11569	6401	17970	674	562	1236	1.40
13	Muktsar	4	40786	33429	74215	25153	19613	44766	3301	2998	6299	7.96
14	NawanShaher	5	28496	23638	52134	5671	3938	9609	10	3	13	0.02
15	Patiala	9	78373	64007	142380	70261	62580	132841	2930	2803	5733	3.17
16	Ropar	7	32701	29228	61929	26828	24835	51663	230	299	529	0.49
17	Sangrur	12	57067	50217	107284	27946	26997	54942	2638	2367	5005	2.50
	Punjab	141	946018	795942	1741960	520330	462570	982900	25993	23605	49598	2.1

Source :DISE as on 30 September 2004

*Out of school includes never enrolled and dropout

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table - 6 (A)
Data on enrolment and out of school children**

Name of the State: Punjab

S.No.	Name of the District	No. of Blocks	Enrolment (11-14 age group)						Out of School Children (11-14 age group)*			
			All Communities			SC			All Communities			
			Male	Female	Total	Male	Female	Total	Male	Female	Total	% of child population
1	Amritsar	16	68510	56156	124666	23362	18515	41877	2327	2191	4518	2.07
2	Bathinda	8	32352	26089	58441	15704	11821	27525	1061	850	1911	2.40
3	Faridkot	2	15669	12642	28311	4843	3977	8820	1512	1479	2991	8.53
4	Fatehgarh Sahib	5	8483	8347	16830	1862	2184	4046	103	115	218	0.57
5	Ferozepur	10	41983	33228	75211	18485	11254	29739	3819	4020	7839	6.04
6	Gurdaspur	16	13642	12588	26230	1240	2359	3599	643	631	1274	0.88
7	Hoshiarpur	10	33239	28872	62111	9493	8768	18261	450	391	841	0.87
8	Jalandhar	10	41547	36365	77912	34596	35110	69707	291	215	506	0.41
9	Kapurthala	5	21916	18019	39935	6229	5290	11519	85	60	145	0.29
10	Ludhiana	12	52181	45290	97471	41291	39194	80485	1242	951	2193	1.13
11	Mansa	5	18043	15480	33523	2057	1567	3623	802	818	1620	3.30
12	Moga	5	18720	16586	35306	3212	2941	6153	749	629	1378	2.25
13	Muktsar	4	20185	16098	36283	11528	5959	17487	2606	2387	4993	9.29
14	NawanShaher	5	16692	15066	31758	3605	4012	7617	29	19	48	0.12
15	Patiala	9	45513	36915	82428	35459	30123	65582	2215	2080	4295	3.45
16	Ropar	7	24106	21624	45730	23908	19072	42981	165	135	300	0.41
17	Sangrur	12	29097	24822	53919	8106	7186	15292	2149	1851	4000	2.91
	Punjab	141	501878	424187	926065	244981	209333	454314	20248	18822	39070	2.37

Source :DISE 30 Sep 2004

*Out of school includes never enrolled and dropout

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

Table 7

S.No.	District Name	Age Wise Break up of Out of School Children (As on 30-sept. 2004)*								
		6-11 Years			11-14 Years			Grand Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Amritsar	3213	2810	6023	2327	2191	4518	5540	5001	10541
2	Bathinda	1284	1084	2368	1061	850	1911	2345	1934	4279
3	Faridkot	1730	1559	3289	1512	1479	2991	3242	3038	6280
4	F.G. Sahib	336	310	646	103	115	218	439	425	864
5	Firozpur	4809	4465	9274	3819	4020	7839	8628	8485	17113
6	Gurdaspur	569	768	1337	643	631	1274	1212	1399	2611
7	Hoshiarpur	738	691	1429	450	391	841	1188	1082	2270
8	Jalandhar	543	418	961	291	215	506	834	633	1467
9	Kapurthala	219	191	410	85	60	145	304	251	555
10	Ludhiana	1340	1041	2381	1242	951	2193	2582	1992	4574
11	Mansa	1429	1236	2665	802	818	1620	2231	2054	4285
12	Moga	674	562	1236	749	629	1378	1423	1191	2614
13	Muktsar	3301	2998	6299	2606	2387	4993	5907	5385	11292
14	Nawanshahr	10	3	13	29	19	48	39	22	61
15	Patiala	2930	2803	5733	2215	2080	4295	5145	4883	10028
16	Rupnagar	230	299	529	165	135	300	395	434	829
17	Sangrur	2638	2367	5005	2149	1851	4000	4787	4218	9005
	Total	25993	23605	49598	20248	18822	39070	46241	42427	88668

Source: DISE, as on 30 september 2004.

*Out of school includes never enrolled and dropout

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**TABLE 8
Reasons for Out of School Children**

Name of the State: Punjab

S. No.	Name of the District	No. of Blocks	No. of out of School children *	No of out of school children with reason								
				Lack of interest	Lack of Access	House hold work	Migration	Earning compulsion	Failure	Socio cultural reasons	Non flexibility in school timing and system of school	Others
1	Amritsar	16	10541	3858	393	2292	560	2235	822	176	205	0
2	Bathinda	8	4279	1535	188	899	256	915	322	85	79	0
3	Faridkot	2	6280	1041	0	927	341	767	1191	117	1896	0
4	Fatehgarh Sahib	5	864	108	52	78	82	258	94	104	48	40
5	Ferozepur	10	17113	2048	7694	2562	851	508	3074	167	167	42
6	Gurdaspur	16	2611	680	130	548	209	445	338	157	104	0
7	Hoshiarpur	10	2270	499	180	568	114	356	325	137	91	0
8	Jalandhar	10	1467	382	73	293	132	264	176	88	59	0
9	Kapurthala	5	555	0	0	35	102	212	17	0	40	149
10	Ludhiana	12	4574	684	1359	530	409	616	260	10	349	377
11	Mansa	5	4285	1028	300	814	429	814	471	86	343	0
12	Moga	5	2614	602	209	549	209	549	235	78	183	0
13	Muktsar	4	11292	2145	1355	1806	1468	1694	1468	564	792	0
14	NawanShaher	5	61	15	4	13	4	14	5	3	3	0
15	Patiala	9	10028	2407	702	2006	602	2407	602	401	901	0
16	Ropar	7	829	174	83	149	91	133	116	33	50	0
17	Sangrur	12	9005	1981	810	1711	901	1711	991	270	630	0
	Punjab	141	88668	19187	13532	15780	6760	13898	10507	2476	5940	608

Source: DISE, VER as on 30.09.04

*Out of school includes never enrolled & drop out

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table 9
Coverage and Planning of Out of School Children**

Name of the State: Punjab

S.No.	Name of the District	No. of Blocks	No. of Out of School Children*	No. of Children covered under different strategies in the preceding year		No. of Children to be covered under different strategies in the current year	
				Mainsreaming	EGS/AIE	Mainsreaming	EGS/AIE
1	Amritsar	16	10541	6658	6755	4000	9076
2	Bathinda	8	4279	8268	4648	1000	3684
3	Faridkot	2	6280	265	4038	2000	5407
4	Fatehgarh Sahib	5	864	814	700	350	744
5	Ferozepur	10	17113	14189	8322	1000	14734
6	Gurdaspur	16	2611	1414	1237	400	2245
7	Hoshiarpur	10	2270	0	941	290	1954
8	Jalandhar	10	1467	1660	1739	194	1263
9	Kapurthala	5	555	639	3332	250	478
10	Ludhiana	12	4574	1455	6766	1000	3938
11	Mansa	5	4285	1956	12959	866	3689
12	Moga	5	2614	4307	3334	500	2251
13	Muktsar	4	11292	3940	6230	1000	9722
14	NawanShaher	5	61	0	871	300	53
15	Patiala	9	10028	1262	8448	500	8634
16	Ropar	7	829	108	2961	250	714
17	Sangrur	12	9005	1033	9954	600	7789
Punjab		141	88668	47968	83235	14500	76375

Source: DEO(EE) Year: 2004

*Out of school includers never enrolled & drop out

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

Table 10

Name of the State: Punjab

S.No.	Name of District	No. of Blocks	Children of 6-11 age group				Children of 11-14 age group			
			GER	NER	Cohort Dropout	Overall Repetition	GER	NER	Cohort Dropout	Overall Repetition
1	Amritsar	16	102	86			60	43		
2	Bathinda	8	116	91	-	9.0	76	52	-	9.6
3	Faridkot	2	108	55			51	61		
4	Fatehgarh Sahib	5	69	86	7.8	14.74	78	32	23.8	15.47
5	Ferozepur	10	99	80	18.4	13.2	59	43	23.2	18.2
6	Gurdaspur	16	42	36	3.85	5.26	18	14	4.15	5.27
7	Hoshiarpur	10	92	73	1.25	7.18	75	53	0.01	13.79
8	Jalandhar	10	94	72	0	0	71	50	0	0
9	Kapurthala	5	118	92	41.78	5.26	88	61	15.10	8.56
10	Ludhiana	12	70	55	6.80	3.00	55	39	5.50	6.00
11	Mansa	5	104	78	22	-	68	47	19	-
12	Moga	5	93	73			56	39		
13	Muktsar	4	114	91	8.99	4.82	66	47	8.65	6.57
14	NawanShaher	5	115	92	15.17	0.4	98	69	11.67	9.38
15	Patiala	9	96	75	17.5	10.1	75	52	18.1	9.7
16	Ropar	7	70	60	0.56	2.9	69	50	0.45	16.4
17	Sangrur	12	67	52	1.34	--	37	26	4.46	--
Punjab		141	88	70	28.254	15.25	60	42		19.71

Source: DISE as on 30 September, 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table 11
Data on Completion Rate, Primary Graduates & Transition Rate**

Name of the State: Punjab

S. No.	Name of the District	Completion Rate in %	No. of Primary Graduates	Transition Rate from Primary to Upper Primary in %
1	Amritsar	-	61929	-
2	Bathinda	-	22372	87
3	Faridkot	-	12250	-
4	Fatehgarh Sahib	7.564	5654	94.94
5	Ferozepur	58.37	27843	78.96
6	Gurdaspur	97.1	34601	99.41
7	Hoshiarpur	95.2	27960	87.02
8	Jalandhar	99.748	17662	95.00
9	Kapurthala	58.21	8477	90.486
10	Ludhiana	84.65	32311	86
11	Mansa	78	14437	82
12	Moga	-	48716	-
13	Muktsar	73.68	9844	91.46
14	NawanShaher	84.83	10965	97.85
15	Patiala	62.76	31704	87.69
16	Ropar	93.63	18892	93
17	Sangrur	92.96	40564	95.83
	Punjab	95.3	426181	

Source: DISE as on 30 September 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table 12
Existing EGS centres**

Name of the State: Punjab

S. No.	Name of the District	No. of Blocks	Total No. of Existing EGS Centres
1	Amritsar	16	258
2	Bathinda	8	142
3	Faridkot	2	148
4	Fatehgarh Sahib	5	17
5	Ferozepur	10	281
6	Gurdaspur	16	54
7	Hoshiarpur	10	15
8	Jalandhar	10	50
9	Kapurthala	5	93
10	Ludhiana	12	179
11	Mansa	5	505
12	Moga	5	118
13	Muktsar	4	263
14	NawanShaher	5	20
15	Patiala	9	288
16	Ropar	7	100
17	Sangrur	12	413
Punjab		141	2944

Source: DEO(EE)

Year: 2005

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table No. 13
Data of Schools**

Name of district: Punjab

S.No.	Name of the District	Only Primary School					Upper primary / Middle schools					Secondary schools/ High Schools having upper primary sections					Total
		Govt. including local Bodies	Govt. aided	Unaided private		Total	Govt. including local bodies	Govt. aided	Unaided private		Total	Govt. including local bodies	Govt. aided	Unaided private		Total	
				Recognised	Unrecognised				Recognised	Unrecognised				Recognised	Unrecognised		
1	Amritsar	1404	27	45	247	1723	242	7	54	282	585	332	45	32	198	607	2915
2	Bathinda	381	0	136	0	517	87	0	1	0	88	161	13	0	0	174	779
3	Faridkot	253	0	30	87	370	81	0	18	28	127	73	15	15	18	121	618
4	Fatchgarh Sahib	456	0	2	21	479	66	1	3	25	95	75	3	8	34	120	694
5	Ferozepur	1260	63	201	475	1999	188	50	154	341	733	180	27	53	111	371	3103
6	Gurdaspur	1557	8	0	346	1911	240	2	0	132	374	244	38	0	113	395	2680
7	Hoshiarpur	1282	12	20	219	1533	179	45	95	220	539	235	9	0	5	249	2321
8	Jalandhar	982	25	25	523	1555	172	18	10	292	492	259	38	17	196	510	2557
9	Kapurthala	541	2	0	79	622	110	2	1	71	184	111	16	11	145	283	1089
10	Ludhiana	1008	10	57	399	1474	191	0	16	55	262	328	48	13	0	389	2125
11	Mansa	289	1	21	224	535	82	0	15	116	213	93	3	9	40	145	893
12	Moga	377	0	0	101	478	80	0	0	151	231	148	11	0	0	159	868
14	Muktsar	322	2	32	234	590	74	1	14	120	209	127	1	15	30	173	972
13	NawanShaher	442	0	0	5	447	90	1	0	32	123	100	15	0	282	397	967
15	Patiala	1307	27	0	468	1802	161	2	0	336	499	209	25	0	409	643	2944
16	Ropar	870	2	3	265	1140	114	3	4	74	195	143	23	41	144	351	1686
17	Sangrur	861	2	0	701	1564	189	1	6	340	536	273	22	0	502	797	2897
Total		13592	181	572	4394	18739	2346	133	391	2615	5485	3091	352	214	2227	5884	30108

Source: DEO(EE) Year 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Data on Teachers
Primary Schools**

Name of the State : Punjab

Table-14-A

S.No.	Name of District	No. of Blocks	Teachers in Government Schools	Teachers in Government Aided Schools			Total	Teachers in un-Aided	Total no. of
1	Amritsar	16	5205	110	56	85	251	292	5748
2	Bathinda	8	1631	0	0	0	0	251	1882
3	Faridkot	2	1019	7	38	12	57	290	1366
4	Fatehgarh Sahib	5	1114	3	0	44	47	436	1597
5	Ferozepur	10	3049	73	0	0	73	3039	6161
6	Gurdaspur	16	3978	27	0	0	27	3396	7401
7	Hoshiarpur	10	3307	105	99	329	533	2250	6090
8	Jalandhar	10	3153	65	9	11	85	1724	4962
9	Kapurthala	5	1447	20	13	299	332	0	1779
10	Ludhiana	12	3927	50	168	0	218	1840	5985
11	Mansa	5	1079	2	0	21	23	816	1918
12	Moga	5	1435	0	0	324	324	526	2285
13	Muktsar	4	1319	4	0	15	19	1551	2889
14	NawanShaher	5	1171	0	0	0	0	23	1194
15	Patiala	9	2967	0	11	133	144	2475	5586
16	Ropar	7	2044	6	4	24	34	0	2078
17	Sangrur	12	2830	7	0	0	7	2817	5654
Total		141	40675	479	398	1297	2174	21726	64575

Source: DPI, DISE

Year :2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

Data on Teachers

Name of the District : Punjab

Table-14-B

S.No.	Name of Block	Teachers on Primary Schools									
		Enrolment of primary students in Govt. schools	P.T.R w.r.t sanctioned posts	Entitlement of 1:40 ratio	Sanctioned Posts	Teachers in Position	Vacant Position	P.T.R w.r.t working teachers	Single Teacher	Percentage of female teachers	Gross Entitlement of addl. Teachers for primary
1	Amritsar	213939	41.10	5348	5205	3656	1549	59	0	22.3	0
2	Bathinda	67921	41.64	1698	1631	1482	149	46	33		0
3	Faridkot	40649	39.89	1016	1019	893	126	46	9		0
4	Fatehgarh Sahib	34722	31.17	868	1114	772	342	45	121	51	7
5	Ferozepur	120466	39.51	3012	3049	2253	796	53	306		0
6	Gurdaspur	76757	19.30	1919	3978	2867	1111	27	776	55.27	1144
7	Hoshiarpur	90159	27.26	2254	3307	2183	1124	41	303	61.53	0
8	Jalandhar	96209	30.51	2405	3153	2043	1110	47	120	62.5	0
9	Kapurthala	43660	30.17	1092	1447	1000	447	44	112	61.89	0
10	Ludhiana	142400	36.26	3560	3927	2457	1470	58	173	63.4	0
11	Mansa	50834	47.11	1271	1079	865	214	59	20	48	406
12	Moga	70576	49.18	1764	1435	833	602	85	72		0
13	Muktsar	50097	37.98	1252	1319	913	406	55	13	58.5	362
14	NawanShaher	35533	30.34	888	1171	804	367	44	62	54.05	175
15	Patiala	101305	34.14	2533	2967	2087	880	49	222		130
16	Ropar	67422	32.99	1686	2044	1491	553	45	265	41.2	0
17	Sangrur	107811	38.10	2695	2830	1899	931	57	145		0
Total		1410460	34.68	35262	40675	28498	12177	49	2752	51	2224

Source: DPI, DISE

Year : 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Data on Teachers
Upper Primary Schools**

Name of the State: Punjab

Table-14-C

S.No.	Name of District	No. of Blocks	*Teachers in Government Schools	Teachers in Government Aided Schools			Teachers in un-Aided Schools	Total no. of teachers
				UPS Alone	UPS with HS	Total		
1	Amritsar	16	5909	0	0	0	0	5909
2	Bathinda	8	2389	0	129	129	617	3135
3	Faridkot	2	1552	0	29	29	527	2108
4	Fatehgarh Sahib	5	1179	3	8	11	457	1647
5	Ferozepur	10	3211	0	0	0	3359	6570
6	Gurdaspur	16	4662	31	730	761	1986	7409
7	Hoshiarpur	10	4527	13	95	108	36	4671
8	Jalandhar	10	4258	54	130	184	2393	6835
9	Kapurthala	5	2258	7	41	48	189	2495
10	Ludhiana	12	5254	0	0	177	560	5991
11	Mansa	5	1410	0	55	55	255	1720
12	Moga	5	2181	0	0	0	1513	3694
13	Muktsar	4	1945	0	0	0	0	1945
14	NawanShaher	5	1667	4	182	186	958	2811
15	Patiala	9	3917	0	197	197	3492	7606
16	Ropar	7	2909	13	265	278	0	3187
17	Sangrur	12	4696	0	0	0	1023	5719
Total		141	53924	125	1861	2163	17365	73452

Source: DPI, DEO(EE) Year 2004

* These teachers are common for 6 to 10 classes as there is no separate cadre for 6 to 8th classes

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

Data on Teachers

Name of the state : Punjab

Table-14-D

S.No.	Name of District	No. of Blocks	Teachers in Upper Primary Schools									
			Enrolment of primary students in Govt. schools	P.T.R w.r.t sanctioned posts	Entitlement of 1:40 ratio	*Sanctioned Posts	*Teachers in Position	Vacant Position	P.T.R w.r.t working teachers	Single teacher schools	Percentage of female teachers	Gross Entitlement of addl. Teachers for upper primary
1	Amritsar	16	78785	13	1970	5909	4750	1159	17	0	21.8	423
2	Bathinda	8	37397	16	935	2389	2272	117	16	6		0
3	Faridkot	2	20207	13	505	1552	1429	123	14	0		0
4	Fatehgarh Sahib	5	17130	15	428	1179	1108	71	15	0	20.1	16
5	Ferozepur	10	48270	15	1207	3211	2670	541	18	0	0	0
6	Gurdaspur	16	21801	5	545	4662	4295	367	5	18	48.48	0
7	Hoshiarpur	10	52432	12	1311	4527	4027	500	13	0	44.76	213
8	Jalandhar	10	52587	12	1315	4258	3578	680	15	50	50.32	0
9	Kapurthala	5	22501	10	563	2258	1839	419	12	11	53.21	0
10	Ludhiana	12	77037	15	1926	5254	5103	151	15	0	53.25	0
11	Mansa	5	24456	17	611	1410	1116	294	22	15	44	0
12	Moga	5	30270	14	757	2181	1905	276	16	0		0
13	Muktsar	4	19931	10	498	1945	1650	295	12	0		0
14	NawanShaher	5	23176	14	579	1667	1288	379	18	7	44.92	0
15	Patiala	9	56080	14	1402	3917	3637	280	15	5		0
16	Ropar	7	43632	15	1091	2909	2804	105	16	0	59	0
17	Sangrur	12	39589	8	990	4696	3957	739	10	66	37.67	0
Total		141	665281	12	16632	53924	47428	6496	14	178	50	652

Source:DPI, DISE as on 30 September 2004

* These teachers are common for 6 to 10 classes as there is no separate cadre for 6 to 8th classes

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

Table No.-15
Details of Trained and Untrained Teachers

Name of the Distt. :- Punjab

S.No.	Name of the District	Primary Teachers			Upper Primary Teachers		
		Working Teacher	Trained*	%tage	Working teacher	Trained	%tage
1	Amritsar	3656	3656	100	4750	4750	100
2	Bathinda	1482	1482	100	2272	2272	100
3	Faridkot	893	893	100	1429	1429	100
4	Fatehgarh Sahib	772	772	100	1108	1108	100
5	Ferozepur	2253	2253	100	2670	2670	100
6	Gurdaspur	2867	2867	100	4295	4295	100
7	Hoshiarpur	2183	2183	100	4027	4027	100
8	Jalandhar	2043	2043	100	3578	3578	100
9	Kapurthala	1000	1000	100	1839	1839	100
10	Ludhiana	2457	2457	100	5103	5103	100
11	Mansa	865	865	100	1116	1116	100
12	Moga	833	833	100	1905	1905	100
13	Muktsar	913	913	100	1650	1650	100
14	NawanShaher	804	804	100	1288	1288	100
15	Patiala	2087	2087	100	3637	3637	100
16	Ropar	1491	1491	100	2804	2804	100
17	Sangrur	1899	1899	100	3957	3957	100
Total		28498	28498	100	47428	47428	100

Source: District Education Office(EE)

Year: 2004

S. No.	Name of District		Total no. Of Schools	No. Of schools without own building	No. Of schools in dilapidated condition	Total no. of pucca classrooms	No. of repairable classrooms	No. Of UPS with HM rooms	No. of schools with D/water facility	No. of schools with Toilet facility	No. of schools with Girls Toilet	No. of schools with access ramp	No. of schools with Boundary Wall	No. of schools with Playground	No. of schools with Kitchen for mid day meal
1	Amritsar	Pry	1404	32	30	4834	979	65	1366	833	775	1166	1163	775	2
		UPS	574	15	7	3286	328	378	574	439	374	574	315	574	0
2	Bathinda	Pry	381	0	2	1970	231	0	346	346	344	2	250	228	0
		UPS	248	0	6	1058	83	90	248	248	203	0	182	185	0
3	Faridkot	Pry	253	6	3	1339	140	0	237	193	187	0	179	146	11
		UPS	154	5	4	1064	144	102	150	96	88	0	99	123	0
4	F.G. Sahib	Pry	456	55	4	667	349	0	357	228	195	24	332	229	1
		UPS	141	17	0	482	307	65	113	65	103	11	103	94	0
5	Ferozepur	Pry	1260	13	0	2624	1119	0	843	746	710	0	1169	736	0
		UPS	368	11	0	600	300	0	262	227	284	0	349	286	0
6	Gurdaspur	Pry	1557	6	478	2625	553	0	1166	1166	1166	0	983	1302	0
		UPS	484	0	57	1094	325	0	508	508	508	0	356	371	0
7	Hoshiarpur	Pry	1282	14	0	3748	176	0	1133	597	567	47	933	713	0
		UPS	414	15	0	456	28	89	368	207	262	30	313	309	0
8	Jalandhar	Pry	982	30	15	3700	555	0	913	851	647	81	851	451	11
		UPS	431	2	9	1790	275	280	381	373	343	39	344	296	0
9	Kapurthala	Pry	541	9	18	1558	102	0	486	390	390	13	464	277	0
		UPS	221	1	10	930	79	103	212	99	96	19	187	151	0
10	Ludhiana	Pry	1008	25	26	3913	718	0	950	608	632	41	761	566	8
		UPS	519	0	13	3414	841	53	346	320	452	40	381	445	0
11	Mansa	Pry	289	0	37	1169	119	0	208	145	180	0	174	181	0
		UPS	175	0	21	924	179	159	133	63	97	0	114	140	0
12	Moga	Pry	377	7	11	1793	198	0	340	312	275	6	304	203	28
		UPS	228	5	3	1231	171	166	188	193	183	5	179	167	4
13	Muktsar	Pry	322	3	10	1277	381	0	327	309	303	48	247	206	0
		UPS	201	1	2	631	116	87	122	116	116	18	95	88	0
14	NawanShaher	Pry	442	0	16	1181	350	0	429	286	301	14	397	237	0
		UPS	190	1	20	1028	205	0	178	109	161	10	162	148	0
15	Patiala	Pry	1307	22	7	3421	628	0	944	909	818	0	885	783	0
		UPS	370	1	6	1789	334	271	306	296	272	0	271	269	0
16	Ropar	Pry	870	4	0	1611	561	0	822	427	441	20	642	632	0
		UPS	257	5	0	2116	411	0	248	125	191	11	184	205	0
17	Sangrur	Pry	861	36	17	3171	468	0	773	721	595	23	696	470	0
		UPS	462	4	2	848	76	103	162	153	142	8	150	119	0
	Total	Pry	13592	262	674	40601	7627	65	11640	9067	8526	1485	10430	8135	61
		UPS	5437	83	160	22741	4202	1946	4499	3637	3875	765	3784	3970	0

Source: DISE

Year: 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

Table 17
Number of upper-primary schools not covered under OBB

Name of the State: Punjab

S. No.	Name of the District	No. of Blocks	Number of upper-primary schools not covered under OBB
1	Amritsar	16	410
2	Bathinda	8	198
3	Faridkot	2	0
4	Fatehgarh Sahib	5	8
5	Ferozepur	10	257
6	Gurdaspur	16	294
7	Hoshiarpur	10	356
8	Jalandhar	10	172
9	Kapurthala	5	162
10	Ludhiana	12	65
11	Mansa	5	121
12	Moga	5	0
13	Muktsar	4	11
14	NawanShaher	5	0
15	Patiala	9	280
16	Ropar	7	35
17	Sangrur	12	0
Punjab		141	2369

Source: DEO(EE)

Year: 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

**Table 18
Details of Disabled Children**

Name of the State: Punjab

S. No.	Name of District	No. of Blocks	Number of disabled children identified
1	Amritsar	16	4219
2	Bathinda	8	2150
3	Faridkot	2	1204
4	Fatehgarh Sahib	5	1482
5	Ferozepur	10	3039
6	Gurdaspur	16	2569
7	Hoshiarpur	10	2162
8	Jalandhar	10	2760
9	Kapurthala	5	1384
10	Ludhiana	12	3214
11	Mansa	5	1884
12	Moga	5	1306
13	Muktsar	4	2108
14	NawanShaher	5	1579
15	Patiala	9	2586
16	Ropar	7	2154
17	Sangrur	12	3153
	Punjab	141	38953

Source: DEO(EE)

Year: 2004-05

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

Table 19

Number of schools with 3 and more than 3 classrooms

Name of the State: Punjab

S. No.	Name of District	No. of Blocks	Number of Government schools having upto 3 classrooms	Number of Government schools having more than 3 classrooms
1	Amritsar	16	1026	952
2	Bathinda	8	204	425
3	Faridkot	2	170	237
4	Fatehgarh Sahib	5	341	256
5	Ferozepur	10	930	698
6	Gurdaspur	16	1797	244
7	Hoshiarpur	10	1243	453
8	Jalandhar	10	523	890
9	Kapurthala	5	527	235
10	Ludhiana	12	532	995
11	Mansa	5	156	308
12	Moga	5	226	379
13	Muktsar	4	201	322
14	NawanShaher	5	315	317
15	Patiala	9	929	748
16	Ropar	7	802	325
17	Sangrur	12	614	709
Punjab		141	10536	8493

Source: DEO(EE) as on 30 Sep, 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

Enrolment in Govt. Primary Schools

S.No.	District	Primary		
		Total		
		Male	Female	Total
1	Amritsar	110250	103689	213939
2	Bathinda	35375	32546	67921
3	Fatehgarh Sahib	18506	16216	34722
4	Faridkot	21516	19133	40649
5	Ferozepur	62502	57964	120466
6	Gurdaspur	38972	37785	76757
7	Hoshiarpur	48057	42102	90159
8	Jalandhar	51538	44671	96209
9	Kapurthala	23522	20138	43660
10	Ludhiana	76054	66346	142400
11	Mansa	26533	24301	50834
12	Moga	37774	32802	70576
13	Muktsar	25300	24797	50097
14	NawanShaher	19027	16506	35533
15	Patiala	52935	48370	101305
16	Ropar	35769	31653	67422
17	Sangrur	56409	51402	107811
	Punjab	740039	670421	1410460

Source: DISE as on 30 September 2004

SARVA SHIKSHA ABHIYAN AUTHORITY, PUNJAB

Enrolment in Govt. Upper Primary Schools

S.No.	District	Upper Primary		
		Total		
		Male	Female	Total
1	Amritsar	43508	35277	78785
2	Bathinda	19769	17628	37397
3	Fatehgarh Sahib	8543	8587	17130
4	Faridkot	10834	9373	20207
5	Ferozepur	26930	21340	48270
6	Gurdaspur	11235	10566	21801
7	Hoshiarpur	27337	25095	52432
8	Jalandhar	26428	26159	52587
9	Kapurthala	11711	10790	22501
10	Ludhiana	40611	36426	77037
11	Mansa	13225	11231	24456
12	Moga	15721	14549	30270
13	Muktsar	10565	9366	19931
14	NawanShaher	11620	11556	23176
15	Patiala	29840	26240	56080
16	Ropar	23337	20295	43632
17	Sangrur	21084	18505	39589
	Punjab	352298	312983	665281

Source: DISE as on 30 September 2004

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Consolidated statement (Only fresh)

S.N.	Maj. Act.	Activity Description	Unit Cost	Physical	Financial
1	PFE	Teacher Salary (Primary)			
		Existing teachers (Para)	0.07200	2010	1736.64000
		SUB TOTAL			1736.64000
2	UPE	Teacher Salary (Upper Primary)			
		Additional teachers (Para)	0.07200	4261	3681.50400
		SUB TOTAL			3681.50400
3	SG	School Grants	0.02000	19029	380.58000
		SUB TOTAL			380.58000
4	TG	Teachers Grants			
		Existing teachers Permanent	0.00500	92589	462.94500
		Existing teachers Para	0.00500	2010	10.05000
		Additional teachers Upper primary(Para)	0.00500	4261	21.30500
		SUB TOTAL			494.30000
5	EGS	EGS Centres for 6-14			
		Education Volunteers for 2944 existing EGS/AIE Centres	0.12000	5888	706.56000
		Education Volunteers for New 600 EGS/AIE Centres	0.12000	1200	144.00000
		Free text books, copies, bridge courses	0.00150	159610	239.41500
		Education Volunteers for Remedial Coaching	0.01500	13000	195.00000
		30 Day Training of Education Volunteers	0.01200	3917	47.00400
		EGS Kit	0.02000	600	12.00000
		SUB TOTAL		0	1343.97900
6	IED	Education of disabled	0.01200	38953	467.43600
		Education of severely disabled	0.06800	10907	741.67600
		SUB TOTAL			1209.11200
7	BRC				
		Salary @ 10 BRP's in Blocks having less than 100 schools	0.07200	350	302.40000
		Salary @ 20 BRP's in Blocks having more than 100 schools	0.07200	2120	1831.68000
		Contingency grant	0.12500	141	17.62500
		TLM Grant	0.05000	141	7.05000
		Workshops and Meetings Grants	0.00500	141	8.46000
		Furniture Grant	1.00000	141	141.00000
		SUB TOTAL		0	2308.21500
8	CRC	Salary CRC Coordinator			
		Contingency grant	0.02500	1499	37.47500
		TLM Grant	0.01000	1499	14.99000
		Workshops and Meetings Grants	0.00200	1499	35.97600
		Furniture Grant	0.10000	945	94.50000
		SUB TOTAL			182.94100
9	CW	Civil Works			
		Construction of BRC Buildings	6.00000	13	78.00000
		Construction of CRC Buildings	2.00000	474	948.00000
		Construction of additional room for P/S	1.70000	1242	2111.40000
		Construction of additional room for UPS	1.70000	3003	5105.10000
		Construction of Headmaster room for UPS	1.70000	933	1586.10000
		Buildings for schools having unsafe buildings		195	501.08000
		SUB TOTAL		0	10329.68000

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Consolidated statement (Only fresh)

S.N.	Maj. Act.	Activity Description	Unit Cost	Physical	Financial
10	R&M	Maintenance and repair grant	0.05000	19029	951.45000
		SUB TOTAL			951.45000
11	MGT	Management & MIS cost			1649.57000
		SUB TOTAL			1649.57000
12	TRG	20 Days Teacher Training (in service)	0.01400	94599	1324.38600
		60 daystraining to Education Volunteers	0.04200	4940	207.48000
		30 Days orientation to new recruits	0.02100	4261	89.48100
		SUB TOTAL			1621.34700
13	VEC	Training to VEC members	0.00060	76116	45.66960
		SUB TOTAL			45.66960
14	INO *	Computer Education	15.00000	17	255.00000
		Education of Girls	10.00000	17	170.00000
		Education of SC/ST	10.00000	17	170.00000
		ECCE	15.00000	17	255.00000
		SUB TOTAL			850.00000
15	TB	Free text books for Non SC Girls from class 1-8	0.00110	495446	544.99060
		Work books to all students to primary sections	0.00025	1565431	391.35775
		SUB TOTAL		0	936.34835
16	R&E	Resaerch Evaluation and Supervision	0.01400	19029	266.40600
		SUB TOTAL			266.40600
		GRAND TOTAL			27987.74195

* Expenditure under innovative activites has been budgeted at Rs 850 lacs as per the district limit laid down in the Financial and Procurement manual

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State Project Office

S.N.	Maj. Act.	Activity Description	Unit Cost	Physical	Financial
1	PFE	Teacher Salary (Primary)			
		Additional teachers			
		Existing teachers (Para)	0.07200		
		TLE Grants	0.10000		
		SUB TOTAL			0.00000
2	UPE	Teacher Salary (Upper Primary)			
		Additional teachers (Para)	0.07200		
		Existing teachers (Para)	0.07200		
		TLE Grant for uncovered UPS	0.50000		
		SUB TOTAL			0.00000
3	SG	School Grants	0.02000		
		SUB TOTAL			0.00000
4	TG	Teachers Grants			
		Existing teachers Permanent	0.00500		
		Existing teachers Para	0.00500		
		Additional teachers (Para)	0.00500		
		SUB TOTAL			0.00000
5	EGS	EGS Centres for 6-14			
		Education Volunteers for 2944 existing EGS/AIE Centres	0.12000		
		Education Volunteers for New 600 EGS/AIE Centres	0.12000		
		Free text books, copies, bridge courses	0.00150		
		Education Volunteers for Remedial Coaching	0.01500		
		30 Day Training of Education Volunteers	0.01200		
		EGS Kit	0.02000		
		SUB TOTAL			0.00000
6	IED	Education of disabled	0.01200		
		Education of severely disabled	0.06800		
		SUB TOTAL			0.00000
7	BRC				
		Salary @ 10 BRP's in Blocks having less than 100 schools	0.07200		
		Salary @ 20 BRP's in Blocks having more than 100 schools	0.07200		
		Contingency grant	0.12500		
		TLM Grant	0.05000		
		Workshops and Meetings Grants	0.00500		
		Furniture Grant	1.00000		
		SUB TOTAL			0.00000
8	CRC	Salary CRC Coordinator			
		Contingency grant	0.02500		
		TLM Grant	0.01000		
		Workshops and Meetings Grants	0.00200		
		Furniture Grant	0.10000		
		SUB TOTAL			0.00000

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Annual Work Plan and Budget for the financial year 2005-06

State Project Office

S.N.	Maj. Act.	Activity Description	Unit Cost	Physical	Financial
9	CW	Civil Works			
		Construction of BRC Buildings	6.00000		
		Construction of CRC Buildings	2.00000		
		Construction of additional room for P/S	1.70000		
		Construction of additional room for UPS	1.70000		
		Buildingless Schools	3.00000		
		Branch School Buildings	3.00000		
		Sanitary Blocks and drinking water facilities for primary & upper primary section	0.35000		
		Construction of Headmaster room for UPS	1.70000		
		Varanda	1.00000		
		Buildings for schools having unsafe buildings			
		SUB TOTAL			0.00000
10	R&M	Maintenance and repair grant	0.05000		
		SUB TOTAL			0.00000
11	MGT	Management & MIS cost- SPO			531.18000
		SUB TOTAL			531.18000
12	TRG	20 Days Teacher Training (in service)	0.01400		
		60 daystraining to Education Volunteers	0.04200		
		30 Days orientation to new recruits	0.02100		
		SUB TOTAL			0.00000
13	VEC	2 Days training to Community members	0.00060		
		SUB TOTAL			0.00000
14	INO	Computer Education	15.00000		
		Education of Girls	10.00000		
		Education of SC/ST	10.00000		
		ECCE	15.00000		
		SUB TOTAL			0.00000
15	TB	Free text books for Non SC Girls from class 1-8	0.00110		
		Work books to all students to primary sections	0.00025		
		SUB TOTAL			0.00000
16	R&E	Resaerch Evaluation and Supervision	0.01400	19029	266.40600
		SUB TOTAL			266.40600
		GRAND TOTAL			797.58600

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National Programme for Education of Girls at Elementary Level

Introduction

Education is vital towards ensuring a better quality of life and a better world for all. But if girls are left out, these goals can never be achieved. Educating girls yields spectacular social benefits for the current generation and those to come. Educating a girl effectually translates into educating an entire family. An educated girl will be better able to assume a more active role in social, economic and political decision-making in life.

NPEGEL's aim is to get more girls into school, ensure that they stay in school and that they are equipped with the basic tools they need to succeed in later life. As part of its on-going efforts to ensure every girl their right to an education Govt. of India has introduced NPEGEL as an additional support to the existing scheme of SSA for providing additional components for education of girls at elementary level.

Problems

Punjab is one of the leading states in India in terms of prosperity and growth. The society is liberal and forward looking. However the society still is to get free of the malaise of girl foeticide, preference for male child as reflected in the alarming decline in sex ratio. In addition indifference and lack of thought towards education of girl child in particular and women in general. The society is still to mature to provide nourishing atmosphere for girls/women to participate in equality with men in every chore of life. The problems that plague the society include:

- **Social Backwardness:** Though the trends are changing but still there are many areas where people still do not allow girls to study due to traditional and backward thinking.
- **Lack of awareness of woman and parents:** Women themselves are not aware of their rights. Parents do not treat girls at par with the boys in terms of education opportunities.
- **Household work pressures:** As per traditions girls are supposed to do household work. Girls are supposed to learn and perform household duties and parents pay minor consideration for their education and career.

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- **Loss of Earning for Family:** In many areas girls do jobs to earn for their families at young age. Child labour is one of the factors that discourage girls' education.
- **Lack of separate educational institutes:** There is lack of separate educational institutes for girls. Parents are not forthcoming to allow girls to study in co-educational institutes.

Focused, continuous and persistent efforts and interventions are needed to change the situation for betterment of girls' education.

Objectives of NPEGEL

- a) To develop and promote facilities to provide access and to facilitate retention of girls and to ensure greater participation of women and girls in the field of education.
- b) To improve the quality of education through various intervention and to stress the relevance and quality of girls' education for their empowerment.

NPEGEL in Punjab

The state is a non-mahila Samakhya state.

Effective implementation of the program necessitates garnering community support, building community awareness and attitude change towards the need and importance of girl education. This would involve adopting a multi pronged approach which would include:

1. Building community awareness through balika meals on festivals celebration of women day, programmes highlighting example of women achievers, MTA/PTA meeting emphasizing on importance of girl education in making them social and economically independent.
2. Gender sensitization of teachers.
3. Vocational/Work educations to better their life skills.
4. Engagement of part time instructors for additional specific subject.
5. Print ads/Audio (radio-spots)/Awareness slogans on bus panels.

Scheme has been launched in low female literacy areas on 1.10.2003 at Ghanaur in District Patiala. Four schools per cluster have been selected. 13 blocks in seven districts (Amritsar, Bathinda, Ferozepur, Mansa, Muktsar, Patiala and Sangrur) were

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covered under the scheme. During the previous year construction of 54% additional classrooms has been completed and rest are in progress. For remedial coaching 25 teachers have

been appointed and for additional specified subject like swing, tailoring, knitting etc 29 part time instructor are appointed for this purpose. For gender sensitization seminars on girl education have been conducted in these blocks.

No. of Districts covered = 7

No. of Blocks covered = 13

S. No.	District	Block
1.	Amritsar	Valthoha
2.	Bathinda	Sangat Talwandi
3.	Ferozepur	Fazilka Khuian Sarvar Abohar
4.	Mansa	Jhunir Mansa Budhlada I
5.	Mukatsar	Lambi
6.	Patiala	Samana
7.	Sangrur	Lehragaga Sunam
Grand Total		13

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LITERACY RATE (FEMALES)				
Literacy Rate	Number of Villages		Percentage %	
	2001	1991	2001	1991
0%	37	93	0.3	0.75
1 to < 10	26	176	0.21	1.42
10 to < 20	73	578	0.59	4.65
20 to < 40	954	3517	7.77	28.3
40 to < 60	4717	5822	38.42	46.85
60 to < 80	6071	2161	49.45	17.39
80 to < 100	400	81	3.26	0.65
100+	0	0	0	0
TOTAL	12278	12428	100	100

SOURCE: Census 2001

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	achievement (i) Maths kit (ii) Sewing Machine (iii) Almirah				
3	STUDENT EVALUATION a) For remedial coaching four teachers for classes IV, V, VI, & VII for three months b) For hard to reach girls 10 standard model bicycles per cluster	4 Teachers @ 0.005 for 3 months=0.06 10 bicycles @ 0.014= 0.14	0.2	148	29.6
4	OPEN SCHOOL Examination Fee Education tour		0.05	148	7.40
5	TEACHER TRAINING Gender Sensitization Training (Two seminars, Guest lecturers for MTA, VEDC)		0.04	148	5.92
6	Health Care Camps: 2 Camps in a Year for Girl child Health Awareness, Medical check up, Medicines/ Health Tonics Tablets.	2 Camps@0.03	0.06	148	8.88
	Sub Total		0.60	148	88.8
	Community Mobilisation, Appraisals and Monitoring a)TA/DA of coordinators and Meetings of resource groups at cluster level b) Print ads/Audio (radio-spots) /Awareness slogans on bus panels etc c) Training of				

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	<p>Coordinator and resource groups and teachers in mobilisaiton and community awareness modules for teaching in community mobilization and awareness</p> <p>d) Follow up of enrolment, attendance, retention and achievement.</p> <p>e) Management information system, data capture and compilation</p> <p>f) News letter, brouchers and publicity material.</p> <p>g)Building community awareness through balika meals on festivals celebration of women day, programmes highlighting example of women achievers, MTA/PTA meeting emphasizing on importance of girl education in making them social and economically independent.</p>				<p align="right">5.66809</p>
	<p>Grand Total</p>				<p align="right">94.46809</p>

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Annual Work Plan and Budget for NPEGEL for the financial year 2005-06

Consolidated Statement

Maj. Act.	Activity Description	Unit Cost	Physical	Financial
NPG	NPEGEL			
	Recurring Grant	0.60000	148	88.80000
	Appraisals & Monitoring of scheme			5.66809
	TOTAL			94.46809