

SARAV SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



District
FARIDKOT
(Rural)

Sarav Shiksha Abhiyan Society®

PUNJAB

SARAV SHIKSHA ABHIYAN

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Education Plan**

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Foreward

The process of development of education among unserved children through people centred and people controlled paradigm is dawning with the implementation of Sarav Sikhiya Abhiyan. It was a daunting task for SSA authority to evaluate the entries made by the district team and to finalise the DEEP (District Elementary Education Plan) .

The adequate and proper guidance at hand of our honourable Secretary Education Sh. R.S. Sandhu made the work possible. I thank Sh. S.S. Randhawa State project Director and his team for the hardwork, Supervision and proper Co-ordination put in by them. I also convey my thanks to Deputy Commissioner and members of DEDC, BEDC, VEDC and personnel trained by MHRD and NEIPA and teachers for the impressive efforts made by them for conducting the surveys, processing and analysing the data for the preparation of DEEP (District Elementary Education Plan)

Date 14.08.2001

A.S. Pannu
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Chandigarh.

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1. INTRODUCTION

1.1 Faridkot is situated on the southwestern side of Punjab near the international border with Pakistan. Faridkot as a district unit came in to existence on the political map of Punjab on 7th August 1972. The city was known as Mokalher in historical times and derives its present name from the memory of great Sufi saint Baba Farid. During British period it was one of the smaller princely states and after independence it was merged in to PEPSU alongwith other such states. With the merger of PEPSU in Punjab the city became part of Punjab and was carved into a district by taking areas from Ferozepur and Bhatinda districts. The district went in to further transformation when Mukatsar Tehsil was taken out of it and turned in to an independent district on November 7, 1995 and further when tehsil Moga was taken out of it on 24th November 1995 to be made an independent district. Faridkot district is among the smaller districts of Punjab comprising of only 163 inhabited villages with an area of 1472 sq.kms constituting 2.92% area of the state and supporting 2.20% of its population.

1.2 Climate of the district is hot and arid because of its south-western location. Aridity increases south-westward. Summer is very hot and dry up to about June. Maximum temperature may go up to 49°C. With the burst of monsoons in the first week of July there is some fall in temperature. Average normal rainfall is about 15.10 cms with about 9 dry months. During winter, cyclones also bring some rainfall with an annual average of about 2.9 cms. Winters are cool with average January temperature of 14.60C.

The land mass is slightly undulating plain with numerous sand dunes with a small variation of altitude of few meters caused by wind. There are inter-dunal plains also which support big villages. Normal drainage is in-

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land. There is absence of any stream or choe. Due to hot and arid climate only thorny bushes and tree species like Babul, Jand etc. grow. In many areas there is no vegetation at all. Due to expansion of agriculture natural vegetation has more or less disappeared.

1.3 Faridkot is one of the beneficiaries of the extensive canal network (73.1% of net irrigated area) of Punjab which is further supplemented by tubewells. Though salinity of ground water is a big handicap. Expansion of agriculture has resulted in the leveling of sand dunes. Wheat, Rice and Cotton are the major crops. Recently horticulture has also expanded rapidly. Citrus fruits like Kinnow, Orange and Malta, Guava and Grapes are produced. Though water logging devastated large areas of the district during past decade yet it with stood the nature's fury. Situation has improved now. Faridkot lacks industry. Except an odd thousand small scale units there are only four large units with a capital investment of 57.05 crore only. Therefore agriculture is the mainstay of the economy of the district. Out of the total working population 84% persons are employed in agriculture and allied activities as per 1991 census.

VILLAGES AFFECTED BY NATURAL CALAMITIES

Sr. No.	P.E. Block	Villages affected by various Calamities				Total
		1	2	3	4	
1.	Faridkot I	-	-	-	1	1
2.	Faridkot-II	-	2	-	2	4
3.	Faridkot-III	1	-	-	-	1
4.	Kotkapura	-	6	-	-	6
5.	Jaitu	-	-	-	-	-
	Total	1	8	-	3	12

Table - 1

1 = affected by floods; 2 = affected by water logging; 3 = affected by draught; 4 = any other.

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Due to brackish ground water 95.9% of the villages of the district fall under the water scarcity villages but safe drinking water is now available in all the villages after completion of the public health schemes.

In primary health care there are 41 medical institutions serving the district with 790 beds. The availability of 175 beds per lac of population is quite favourable.

District has a very extensive road network. All the inhabited villages are linked with road. District has 86 kms of roads per 100 sq. kms of area and 243 km. of roads per lac of population. Which is quite encouraging.

ACCESSIBILITY OF VILLAGES THROUGH MASS TRANSPORT

Sr. No.	P.E. Block	Number of Villages						Total
		1	2	3	4	5	6	
1.	Faridkot I	1	9	13	4	2	4	33
2.	Faridkot-II	6	14	16	6	3	3	48
3.	Faridkot-III	2	5	9	6	4	3	29
4.	Kotkapura	5	6	13	4	–	4	32
5.	Jaitu	7	6	10	7	–	5	35
	Total	21	40	61	27	9	19	177

Table - 2

1 = Transport available every .25 hours; 2 = Transport available every .50 hours; 3 = Transport available every 1 hours; 4 = Transport available every 2 hours; 5 = Transport available every More than two hours; 6 = Transport available every No transportation

All the villages are electrified. As per the 1998-1999 provisional estimates there are 88667 households in the district out of which 89.31% have electric connection.

1.4 Faridkot falls in Malwa cultural region of Punjab. Being predominantly agricultural its culture has all the attributes of an agriculture economy. Despite the aridity and nature being not so bountiful it is the hard work of the people that the district does not lag behind much in infrastructure development. As per the 1991 census the District is populated by 80.20% Sikhs, 19.02% Hindus, 0.36% Muslims, 0.18% Christians and 0.20% others. Out of the above 35.05% are scheduled caste persons.

Traditionally this area has remained backward economically as well as socially due to climatic and physiological conditions. Land had been less productive and vegetation sparse which resulted in consolidation of land in few hands and created a large number of landless peasants or marginal farmers. Add to it a large population of scheduled castes and backward classes working as farm labourers or support workers economic position of the area remained grim. It was the canal network, which changed the scenario, and the area started looking towards development. But the remnants of centuries of backwardness are still to see in the adverse male female ratio. There are only 895 females against 1000 males.

1.5 Education, health care, availability of clean drinking water, empowerment of women and other deprived sections of society measure human development in any area. Except for female and scheduled cast's literacy and gender ratio all other indicators are quite favourable. As per 1991 census total female literacy of the district is only 41.88% as compared to 57.13% total male literacy. The situation of SC literacy is poorer. As compared to the total literacy of 49.97% for the district total SC literacy is only 24.27%. Worst case is of SC female literacy which at 15.77% is 26.11% lower than

the total female literacy rate of the district and 41.36 % lower than the total male literacy rate. Similar differential in literacy rate is apparent in urban rural literacy rates. Total rural literacy rate of 42.33% is 22.12 less than the total urban literacy rate. Urban rural disparity will be most glaring in case of rural SC female, for which statistics are not available, as the 15.77% total SC female literacy is aggregate of urban and rural.

As per the latest census report 2001, district has improved its literacy rate from 46.41 to 61.51 percent. Major improvement is in female literacy which has reached 53.76% from 37.96 percent. But in the over all ranking district has slipped from 11th to 12th position in the state

2. PRE-PROJECT SURVEY

2.1 To document and understand the ground reality, available infrastructure, deficiencies in the system and suggestions/requirements of the staff working at school level a survey was conducted at two levels.

1. Village/town/habitation level
2. School level

2.2 Village/town-ward/habitation level survey was conducted to achieve the following objectives.

1. Village/town-ward/habitation as an administration/political unit and its linkages with various administrative/Political units/hierarchies.
2. Physiographical/geographical handicaps.
3. Statutory/state/other organisations/institutions at work.
4. Amenities/facilities like public health/medical/transport/communication available.
5. Demographic profile
 - 5.1 Age/Gender/social structure of the population
 - 5.2 Literacy
 - 5.3 Economic/Occupational
 - 5.4 Child labour
6. Pre school/school facilities.

2.3 A detailed format was circulated among Centre Head Teachers/Head Teachers/Teachers of Govt. Primary Schools working under Block Primary Education officers. A workshop was held at the district level to educate/guide all the personnel deputed to supervise the survey. A team of experts from the state Sarav Shiksha Abhiyan Society conducted the workshop. Time frame for visiting the villages/households was fixed and completed forms were collected at DPEO offices.

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2.4 Data capture forms from the following villages/towns-wards have been received so far.

P.E. Block	No. of Villages	No. of Panchayats	No. of Municipal Wards
Faridkot-I	34	34	—
Faridkot-II	48	47	18
Faridkot-III	30	27	1
Kotkapura	32	32	34
Jaitu	37	38	10
Total	181	178	63

Table - 3

Number of villages may not correlate with the other administrative records as some habitations have been included in the villages and for some villages data is yet to be completed.

2.5 Faridkot Parliamentary Constituency criss-crosses the district and four assembly segments namely Faridkot, Moga, Baghapura and Nihal Singh Wala have their foot prints in the district.

2.6 Physiographically district Faridkot is close to Thar desert and has many of the attributes of the desert. But canalisation/borewell have changed it completely and until the last decade it was the richest cotton belt of Punjab which has been drastically affected by rampant water logging. Following table lists the various calamities affecting the villages.

VILLAGES AFFECTED BY NATURAL CALAMITIES

Sr. No.	P.E. Block	Villages affected by various Calamaties				Total
		1	2	3	4	
1.	Faridkot-I	—	—	—	1	1
2.	Faridkot-II	—	2	—	2	4
3.	Faridkot-III	1	—	—	—	1
4.	Kotkapura	—	6	—	—	6
5.	Jaitu	—	—	—	—	—
	Total	1	8	—	3	12

Table -4

1 = affected by floods; 2 = affected by water logging; 3 = affected by draught; 4 = any other.

2.7 District Faridkot has the low population density of the state. It has only 307 persons per sq. km. as compared to the state average of 482 sq. km. Land holding being large it has a sizeable population of land less agriculture workers. Following table gives the land holding occupied society breakup of the village house hold.

District Totals	Total	Kachhe	Pachhe
Landowning Cultivators (General)	25,974	583	25,391
Non Landowning Cultivators (General)	1,376	202	1,174
Backward Classes	2,852	277	2,575
Scheduled Castes	10,333	1,384	8,949
People engaged in service/trade	10,056	1,378	8,678
Total	50,591	3,824	46,767

Table - 5

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2.8 Villages were surveyed for various amenities/facilities available. It appears that majority of the villages lack banking facilities. Penetration of telecommunication facilities now appear more encouraging as majority of the villages are connected by telephone.

FACILITIES/AMENITIES AVAILABLE

No. of Village											
P. E. Block	No. of Village survey	Bank	Water Works	Panc-hayat Ghar	Sports Club	Young Assoc.	Tele-phone	Lib-rary	Elect-ricity	Dis-pen-sary	Gram Panc-hayat
Faridkot-I	35	3	23	25	18	10	33	4	34	7	34
Faridkot-II	53	7	38	28	17	20	51	6	53	11	47
Faridkot-III	31	4	17	12	11	9	31	2	31	8	27
Kotkapura	37	7	21	19	20	15	34	5	36	14	32
Jaitu	38	5	32	22	14	15	35	7	36	16	38
Total	194	26	131	106	80	79	184	24	190	56	178

Table - 6

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Apart from the infrastructural facilities table also depicts the number of villages falling in Kandi/Bet and or falling near state/international border. The areas falling in submountane are called Kandi in local parlance and similarly areas falling in flood Plains of rivers are called bet. Both pose difficult physiographical conditions.

2.9 The spatial distribution of houses in the villages is very important for the educational planner. Fortunately the socially/economically deprived classes are not much segregated in the district and the population is more or less evenly divided i.e. location of households in the village. It may also be noted that number of houses situated outside the laldora boundary of the village is substantial. Scattering of population in a larger area reduces the accessibility of school.

Particulars	Total	SC Houses
Inside Lal Dora	40,077	14,862
Outside Lal Dora	12,849	6,832
Outside Lal Dora & Beyond 1.5 km	4,246	1,789
Total	57,192	23,483

Table - 7

2.10 Following table gives the number of basties and their average distance from the village. Number of basties consisting of 1-5 houses is quite large. Number of basties consisting of 6-10, 11-23 and 26-50 is also significant. It is these basties which need to be clustered for EGS centres. Survey will be conducted to open new schools in the basties consisting of 76-100 houses.

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Habitation of Houses	Distance from village (Km) Min/Max	Total	SC
1-5	0-2	952	125
6-10	0-15	169	43
11-25	0-5	121	56
26-50	0-5	67	47
51-75	0-1.5	5	3
76-100	0-2	13	6
Total		671	80

Table - 8

2.11 Faridkot being a very small district comprising of 1472 sq. kms. only. Thereso distances from district and sub-division headquarters are not very large.

NO. OF VILLAGE

Block	5-10	10-20	20-30	30-40	40-50	50-100
Faridkot-I	1	12	20	1	1	–
Faridkot-II	25	26	2	–	–	–
Faridkot-III	6	18	6	–	–	–
Kotkapura	–	17	20	–	–	–
Jaitu	–	–	15	21	2	–
Total	32	73	63	22	3	–

Table - 9

2.12 District has a good road networks. It has 86 kms. of roads per 100 sq. kms. of its area and 24 kms. of road per one lac of population. On first count it is below the state average which is 93 kms. of road per 100 sq. kms. of

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area and on the second count is better than state average. Following table gives the status of accessibility of various villages by public transport. About 25% villages do not have adequate public transport

ACCESSIBILITY OF VILLAGES THROUGH MASS TRANSPORT

Sr. No.	P.E. Block	No. of Villages						Total
		1	2	3	4	5	6	
1.	Faridkot-I	1	9	13	4	2	4	33
2.	Faridkot-II	6	14	16	6	3	3	48
3.	Faridkot-III	2	5	9	6	4	3	9
4.	Kotkapura	5	6	13	4	—	4	32
5.	Jaitu	7	6	10	7	—	5	15
	Total	21	40	61	27	9	19	177

Table - 10

1 = Transport available every .25 hours; 2 = Transport available every .50 hours; 3 = Transport available every 1 hours; 4 = Transport available every 2 hours; 5 = Transport available every More than two hours; 6 = Transport available every No transportation

2.13 Population

As per the 1991 census district has a population of 4,51,416 persons which is predominantly rural as there is only 45.8% urban population.

POPULATION-1991

Census-1991

	Rural	Urban	Total
Male	1,60,223	79,577	2,39,810
Female	1,41,278	70,328	2,11,606
Total	3,01,501	1,49,905	4,51,416

2.14 Following is the PE Blockwise breakup of Rural Population .

RURAL POPULATION

Education Survey

Sr. No.	P.E. Block	Rural				Projected			
		No. of Villages	Population-1991			No. of Villages	Population-2000		
			Total	SC	BC		Total	SC	BC
1.	Faridkot-I	34	38618	15899	3257	34	49132	20346	4173
2.	Faridkot-II	48	76155	29586	6505	48	97480	37882	9646
3.	Faridkot-III	30	33409	13005	1595	30	41375	16718	2072
4.	Kotkapura	32	71491	27454	7850	32	87414	34699	10102
5.	Jaitu	37	73134	27989	6554	37	88791	32412	9821
	Total	181	292807	113934	25761	181	364192	141997	35814

Table -11

2.15 District has large SC population which is third highest in the state and accounts for 35.05% of the total population of the district.

TOTAL SC POPULATION-1991

Census-1991

	Rural	Urban	Total
Male	1,60,223	79,577	2,39,810
Female	4,14,278	70,328	2,11,606
Total	3,01,501	1,49,905	4,51,416

2.16 As per the provisional results of the 2001 census district now has a population of 552466 persons which shows an absolute growth rate of 21.42% persons in the decade 1991-2001.

POPULATION-2001

	Population			0-6 Population		
	Persons	Male	Female	Persons	Male	Female
Faridkot	552466	293637	258829	67396	37333	30063
State	24289296	12963362	11325934	3055492	1704142	1351350

Table - 12

Young population in the district is increasing. 0-6 population at 12.20% of the total population of the district is higher than the state average of 12.57%

2.17 Population density and Sex ratio

District Faridkot has the lowest population density of the state. It has 376 persons sq. kms. of its area while state average is 403 persons per sq. kms. of its area and Ludhiana has 645 persons per sq. kms. Its concentration

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index is also very low it has 0.38 concentration index while normal should have been 1.0. As per the provisional census figure for 2001 density of population in the district has increased to 297. Sex ratio in the district has also marginally improved 1000 males to 890.

2.18 School Education

District has a reasonably good school education network.

It has 252 primary schools, 134 middle school, a host of secondary schools and senior secondary schools. As 6-8 level classes are also taken in secondary and senior secondary schools which makes 184 schools become available for middle classes.

2.19 Initial survey under SSA has been completed in the district. As per the provisional figures there are 68649 school age children in the district.

TOTAL SCHOOL AGE POPULATION (RURAL) 30-09-2000

PE Block	6-11			11-14			Total
	Male	Female	Total	Male	Female	Total	
1. Faridkot-I	3702	2920	6622	1607	1380	2981	9609
2. Faridkot-II	6791	5665	12456	2997	2545	5542	17998
3. Faridkot-III	3347	2756	6103	1252	1042	2294	8397
4. Kotkapura	6939	5327	12266	2605	2223	4828	17094
5. Jaitu	5863	4858	10721	2727	2103	4830	15554
Total	26642	21526	48168	11188	9293	20481	68649

Table - 13

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Gender disparity in the school age population is at variance with the gender ratio of the total population.

2.20 Castewise breakup of the school age population throws up a larger social challenge out of the total 6-11 age group population of 41168 there are 24227 SC children and 4667 BC children which makes 42.08% of the total school age population. Out of 5 blocks three have a predominant SC/BC population.

**CASTE WISE DETAIL OF SCHOOL AGE
POPULATION 6-11YEAR (RURAL)**

S.No.	P.E. Blocks	General	SC	BC	Total
1.	Faridkot-I	2469	3524	629	6622
2.	Faridkot-II	5758	5973	1325	12456
3.	Faridkot-III	2641	2969	493	6103
4.	Kotkapura	4626	6485	1155	12266
5.	Jaitu	4380	5276	1065	10271
	Total	19274	24227	4667	48168

Table - 14

Similarly in the 11-14 age group there are 20481 school age children and out of these 8341 belong to SC Category and 2273 to BC Category which makes 51.82% of the total school age population in the relevant age group. The same three blocks have a larger SC/BC population.

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**CASTE WISE DETAIL OF SCHOOL AGE
POPULATION 11YEAR-14YEAR (RURAL)**

S.No.	P.E. Blocks	General	SC	BC	Total
1.	Faridkot-I	1387	1361	239	2987
2.	Faridkot-II	2907	2037	598	5542
3.	Faridkot-III	996	1073	225	2294
4.	Kotkapura	2294	1935	597	4828
5.	Jaitu	2281	1935	614	4830
	Total	9867	8341	2273	20481

Table - 15

2.21 It will not be out of the way to compare the 0-6 age group population of the district with 6-14 age group.

	Total Popu- lation 2001	School Age-2001			
		0-6	6-11	11-14	Total
Male	293637	373333	26642	11188	37830
Female	258829	30063	21526	9293	30819
Total	552466	67396	48168	20481	68649
	% to Total Population	12.20	8.72	3.71	12.43
Female per thousand male	881	805	807	830	815

Table - 16

Though the data of 0-6 is as on 31-3-2001 and that of 6-11 and 11-14 that of 30-9-2000 but the larger group of 6-14 age group is comparatively much smaller. Thereso there will be a higher rush on education system in the coming years.

2.22 Out of School Children

Village level survey for out of school children in the district reveals that there are 7329 children in 6-14 age group which are not attending school which makes 15.12% of the school age population and is very high.

AGE GROUPWISE POPULATION 30-9-2000

Sr. No.	Age Group	Population	Children not going school	Percent
1.	6-11	37,830	4665	12.33
2.	11-14	30,819	2653	8.61
3.	Indeterminate		11	
	6-14	68,649	7329	10.68

Table - 17

Data pertains to 166 villages. Data of 15 villages for out of school children in yet to be received.

2.23 Blockwise breakup of children of 6-11 age group is given below. PE Block Kotkapura has the largest number of out of school children.

BLOCK WISE DETAIL OF CHILDREN NOT GOING SCHOOL 6-11YEAR (RURAL)

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school		Total
			Male	Female	
1.	Faridkot-I	6622	263	214	477
2.	Faridkot-II	12456	403	382	785
3.	Faridkot-III	6103	312	253	565
4.	Kotkapura	12266	867	804	1671
5.	Jaitu	10721	659	514	1173
	Total	48168	2504	2167	4671

Table - 18

2.24 Blockwise breakup of out of school children of 11-14 age group is given in the table. In 11-14 age group also PE Block Jaitu has the largest out of school population.

**BLOCK WISE DETAIL OF CHILDREN NOT
GOING SCHOOL 11-14YEAR (RURAL)**

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school		Total
			Male	Female	
1.	Faridkot-I	2,987	189	116	305
2.	Faridkot-II	5,542	318	225	543
3.	Faridkot-III	2,294	240	188	428
4.	Kotkapura	4,828	363	263	628
5.	Jaitu	4,830	424	332	756
	Total	20,481	1534	1124	2658

Table - 19

2.25 Castewise breakup of out of school children reveals that largest number of out of school children belong to SC category. In BC category there is a fewer number PE Blockwise/Castewise breakup is given in the following table for 6-14 age group. As shown in the table, Out of 7389 out of school children 5140 belong to scheduled cast which is 69.56% of the total out of school children. As these children are socially and economically backward there may necessitate an earnest state intervention.

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**CASTE WISE DETAIL OF CHILDREN NOT
ATTENDING SCHOOL 6-14YEAR (RURAL)**

S.No.	P.E. Blocks	General	SC	BC	Total
1.	Faridkot-I	104	647	31	782
2.	Faridkot-II	262	968	98	1328
3.	Faridkot-III	256	694	41	991
4.	Kotkapura	522	1598	177	2297
5.	Jaitu	527	1239	163	1929
	Total	1671	5146	570	7327

Table - 20

2.26 Out of the 7050 out of school children 2994 never attended school which is 42.46% of the total children not going school and 4054 children left school at various stages due to different reasons.

LEFT SCHOOL/ NOT JOINED SCHOOL

P.E. Block	Did not join School	Left School						Information not available	Total
		1	2	3	4	5	6		
Faridkot-I	252	69	114	122	62	80	57	—	756
Faridkot-II	339	193	233	188	144	102	87	—	1286
Faridkot-III	518	72	101	76	89	57	53	—	966
Kotkapura	1243	191	296	191	128	112	54	2	2217
Jaitu	642	326	220	203	140	134	160	—	1825
Total	2994	851	964	780	563	485	411	2	7050

Table - 21

2.27 It may be noted that majority of the children left school in IInd to Vth class. Enumerators were asked to list reasons for why these children left school. Following is the list of reasons which predominantly appeared against a large sections of out of school children

1. Poverty
2. Large family
3. Illness, both physical/mental/epilepsy
4. Lack of inspiration/interest/awareness or disinterest among parent and children.
5. Illness/death/desertion/emigration of either of parents
6. Handicap, both physical/mental
7. Child is working as a labourer/assisting parents in their work.
8. Lack of teachers/infrastructure in schools.
9. Study is uninspiring/dull/difficult
10. Teachers are uninterested/uninspiring/dull/rude.
11. Timing not convenient.
12. Access of school/difficult/far a way.
13. Frequent migration of child

2.28 Child labour is not an aberration but quite rampant in the district. Out of the 7050 out of school children 3043 are engaged in one or other kind of work which comes out about 43.16%. Following table gives the PE Block wise break up.

WORKING CHILD POPULATION

PE Block	6-11				11-14			
	S/C	B/C	Others	Total	S/C	B/C	Others	Total
1. Faridkot-I	132	12	30	174	223	19	28	270
2. Faridkot-II	99	20	32	151	234	43	44	321
3. Faridkot-III	71	4	11	86	226	12	39	278
4. Kotkapura	238	22	67	327	324	49	97	470
5. Jaitu	296	40	50	386	471	78	85	580
Total	836	98	190	1124	1424	202	213	1919

Table - 22

It may be notes that out of the 6-11 age group out of school children 74.37% belong to scheduled. Caste and in 11-14 age group 74.20% belong to scheduled caste.

2.29 Poverty has been cited as a reason by many enumerators but its intensity is not born out by the income wise classification of the out of school children.

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Following table gives the detail of 6-11 age out of school children.

**FAMILY INCOME BREAKUP OF CHILDREN
NOT GOING SCHOOL (6-11)**

P.E. Block	Income Group												Total
	1		2		3		4		5		6		
	M	F	M	F	M	F	M	F	M	F	M	F	
Faridkot-I	16	19	95	85	84	65	21	9	36	30	10	5	475
Faridkot-II	10	15	145	133	134	112	47	44	14	20	28	27	729
Faridkot-III	3	6	79	73	119	108	70	45	7	5	23	6	544
Kotkapura	144	91	164	116	250	284	271	286	45	20	10	7	1688
Jaitu	42	38	132	103	249	186	127	107	60	38	42	40	1164
Total	215	169	515	510	836	755	536	491	162	113	113	85	4600

Table - 23

1. <1000; 2= >1000 <=5000; 3. >5000 <=10000; 4. >10000 <=15000; 5. >15000 <=25000; 6. >25000

It may be noted that out of school children fall among all income categories though majority of the children fall in the mid income categories.

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Similarly in the 11-14 age group majority of the out of school children. Following table gives the income wise breakup

**FAMILY INCOME BREAKUP OF CHILDREN
NOT GOING SCHOOL (11-14)**

P.E. Block	Income Group												Total
	1		2		3		4		5		6		
	M	F	M	F	M	F	M	F	M	F	M	F	
Faridkot-I	14	16	52	23	75	51	15	8	16	13	15	5	303
Faridkot-II	10	2	144	84	80	76	36	24	9	8	20	14	507
Faridkot-III	4	4	72	40	105	104	17	11	13	10	14	8	402
Kotkapura	19	19	57	30	143	109	114	91	20	9	10	5	526
Jaitu	31	29	55	46	191	130	64	31	31	32	29	27	696
Total	78	70	380	223	594	470	246	165	89	72	88	59	2434

Table - 24

1 <1000; 2 >1000 <=5000; 3 >5000 <=10000; 4 >10000 <=15000; 5 >15000 <=25000; 6 >25000

2.30 Disability of the child has also occasionally been reported as one of the reasons for not attending/leaving school. These children need a specific programme to bring/keep them on rolls. Following table gives the breakup.

**DISADVANTAGE CHILDREN NOT ATTENDING SCHOOLS
6YEAR -14 YEAR (RURAL)**

Sr. No.	P.E. Blocks	Physical Handicapped (1)	Blind (2)	Deaf & Dumb (3)	Mentally weak (4)	Others (5)	Total
1.	Faridkoti-I	7	4	6	15	4	36
2.	Faridkoti-II	13	---	6	21	10	50
3.	Faridkoti-III	7	4	7	7	19	44
4.	Kotkapura	22	8	13	31	11	85
5.	Jaitu	6	6	13	24	22	61
	Total	55	22	45	98	60	276

Table - 25

2.31 Mainstreaming of Out of School Children

The SSA is an effort to universalize elementary education through community participation. Efforts will be taken to bridge social and gender gap through active participation of the local community. Special initiatives will be taken up to see all children in School/EGS/Centres for child labour and other strategies by 2003.

Therefore the focus will be on the out of school children who are never enrolled or dropped out.

Districts Faridkot has a very large population of out of school children. Universalisation of elementary education can be achieved only by bringing these children to school.

OUT OF SCHOOL CHILDREN 6-14YEAR (RURAL)

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school*		Total
			Male	Female	
1.	Faridkot-I	9,609	452	330	782
2.	Faridkot-II	17,998	721	607	1,328
3.	Faridkot-III	8,397	552	441	993
4.	Kotkapura	17,094	1,230	1,067	2,297
5.	Jaitu	15,551	1,083	846	1,929
	Total	68,649	4,038	3,291	7,329

Table -26

* Information of number of out of school children in various tables may have some variation due to various parameters/inaccuracies/incomplete data.

As these children are normally beyond the scope of formal schooling; it requires specific intervention. It is proposed that non-formal centres (EGS) be opened to take up bridge courses for these children where they are brought up to date and later assimilated in mainstream schooling.

3. PLANNING PROCESS

In the Context of UEE (SSA)

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 realized. Perhaps, the basic reason may be not having taken concerted steps attempting the problem in a comprehensive way.

Therefore, a new intervention for the Universalisation of Elementary Education viz., Sarav Siksha 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 district. Specifically, it is an expression of political will & commitment for UEE.

Sarav Siksha Abhiyan is to provide useful and relevant elementary education for all children in the age group of 6-14 yr. by 2010 A.D. There is also another goal to bridge social and gender gaps with the active participation of the community in the management of schools.

Objectives of Sarav Siksha Abhiyan

- All children in school, Education Guarantee Centre. Alternate school. 'Back to School' camps by 2003.
- All children complete five years of primary schooling by 2007.

- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

Planning process

The achievement of Universalisation of Elementary Education is depend on the quality and the extent of community participation in planning, implementation and monitoring of its various aspects. Until and unless community owns the educational aspects of the children, the UEE cannot be realized in its true spirit. Decentralization without participation i.e., involvement of PRIs and other local groups in the process of providing basic education to all the children will however remain an elusive goal.

The pre-project activities in the district have been started with the premise that the community can plan participate in the process of implementation of the plan for the improvement of education in the habitation.

Development of database – conduct of family survey

The accurate details of children, who are in school and out of schools and the particulars of out of school children i.e., the nature of work they are involved with, alongwith other family background is very much necessary

for planning UEE. This can form the basis to work out various strategies for the schooling of out of school children i.e., never-enrolled and dropped out simultaneously in age group of 5-14 yr.

Therefore family survey was planned and conducted in all the habitations of the district. The required information was collected in the proforma titled as 'Children out of school network' to capture the information of children aged 0-14 yr. family-wise and habitation-wise in each village and municipal ward. The information pertains to dropout, reasons for out of school children, nature of the handicap if any social status, in addition to capturing children's family background.

Training and capacity building

The district-level teams were oriented at state level and at district level by the state-level. These teams further trained all the block level teams at district level orientation programmes.

The block level teams conducted orientation programmes at block headquarters along with distribution of survey sheets, and guidelines.

The family survey was conducted in all the habitations monitored by block level teams. The village Education Development Committee (VEDC) along with school staff has developed a list of out of school children manually both never-enrolled and dropped out along with other particulars. However, all the family survey sheets have been computerized and the output is being checked as a process of validation.

4. OBJECTIVE-WISE INTERVENTIONS

The planning teams of various levels viz., habitation, Cluster, block and district have interacted with teachers, parents and community members along with participation in Panchayats and also observed the functional aspects of schools and professional practice of teachers participation of the community, etc. and identified the needs for the improvement of elementary education to achieve the national goal of UEE.

Keeping in view the status of Educational Scenario on the key performance indicators viz., access, enrolment, retention and quality, with special reference to equity (area specific), strategies have been formulated to achieve the objectives of Sarav Siksha Abhiyan (UEE).

Following are the broader strategies for the improvement of key project indicators.

Access

- Expanding access by way of establishing new schools viz., formal primary schools, EGS centres in all the schoolless habitations or areas where children do not have access to primary schooling facilities within a radius of 1 km.
- Some of the existing primary schools are proposed to be upgraded to upper primary schools to provide access to upper primary schools especially girl children who dropped out after completion of class V in their native habitation where parents are reluctant to send them to other habitations for upper primary education.

Enrolment and Retention

- Conduct of campaigns involving youth, VEDCs and other self-help groups sensitizing the community, child labour and child rights and convincing the parents, employers for relieving the child labour from work and joining them in the schools.
- Improving of teacher-pupil ratio by positioning regular teachers.
- Assistance to the VEDCs for mobilisation and as well as monitoring the children for continuous schooling and mainstreaming of children in various age groups simultaneously through EGS Centres.
- Strengthening of Anganwaris and opening the ECCE Centre for the children in the age group of 3-5 years and to do away with the problem of over crowding in class I, with underaged children and as well as relieving the girl children from sibling care and help for their continuous education
- Fixing ward-wise accountability on the part of the teachers. School Committee members and youth-activists for the schooling of out of schools children regular attendance and retention.
- Special drive for discouraging repetitions in the classes and encouragement for regular transition of pupil from one class to another.
- Developing close monitoring mechanisms.

- Assessment of disability by conduct of camps at block level.
- Supply of Aids & appliances to disabled children through convergence.
- Specific interventions for the enrolment of children with Special Educational Needs viz., Integrated Education of activities.
- Conduct of Awareness campaigns and orientation to VEDC members filed visits to successful practices and other capacity building programmes for the development of Village Education Plan monitoring & implementation etc.

Quality initiatives

- Orientation to teachers for the improved classroom practices.
- Provision of Grants viz., School Grants, Teacher Grants and Grants to CRCs in the blocks.
- Providing TLM to the Primary and as well as Upper Primary Schools.
- Strengthening monitoring and supervision to Primary and Upper primary Schools.
- Constitution of Cluster Block and District Resource Groups for providing on job support to the teachers and for their implementation of quality issues.

- Establishment of Block Resource Centres (like BRCs) alongwith formation of Block Resource Team with 3 Block Resource Persons (BRP) who assist Block Education Officer for monitoring and supervision of project initiatives.
- Establishment of CRCs (Sub Block structures like CRCs) — one for every 10 to 15 schools for professional exchange among teachers.
- Strengthening of BRCs by way of providing infrastructure facilities viz. Building, Furniture, Equipment and contingencies on a recurring basis.

Strengthening of CRCs by providing a TLM grant of Rs.2000 per annum. and convening monitoring meeting with teachers for professional exchange.

- Strengthening of DIETs, which monitor the academic activities of the schools and take up various capacity building programmes to the teachers.
- Conduct of Pupil Achievement Survey.
- Conduct of exposure visits
- Library facilities at DIET, BRCs
- Video library facilities at BRCs.
- Action Research programme by the practitioner.

Improvement of infrastructure facilities

- Construction of buildings to New schools.
- Upgradation of primary schools to Middle Schools.
- Construction of Additional Classrooms to the existing schools.
- Maintenance & repair of school buildings.
- Provision of toilets/drinking water to the primary, Upper Primary Schools.
- Construction of buildings to all the Block Resource Centres and CRCs proposed to be established.
- Provision of black boards and school furniture.
- Provision of TLE for primary and Upper Primary Schools.
- Provision of sports/games
- Landscaping.

5. ISSUE, STRATEGIES AND ACTIVITIES

The important aspects of UEE to be addressed under SSA are as follows

- Access
- Enrolment and retention
- Quality Issues
- Coverage of Special focus group, Out of School children.
- Monitoring and Supervision
- Improving school infrastructure facilities etc.

Following are the major issues that have emerged as a result of micro planning exercise conducted in all the villages of the 6 blocks to activate involvement of community, teachers for which suitable interventions were planned at village level which are analysed at block and as well as district level and thus the formulation District Elementary Education Plan.

5.1 Access

To realize this objective of UEE the primary education facilities are to be provided to all the children with in a walking distance of 1K.M. and the most urgent need is to ensure the access and first priority of the district is to ensure access to the children of all the sections by way of providing new formal primary schools, EGS centres based on the norms. Certain parts of the district are phyiographically difficult and some are affected by natural calamities.

5.1.1 New Primary Schools

To meet the difficulty of children in reaching the school in large village, it is proposed to open additional formal primary school where the population exceeds 3000 along with provision of 2 teachers per school as per SSA norms. The details are as follows

No. of Regular Schools proposed in villages	No. of Teachers (2 per school)
25	50

It is also proposed to provide buildings to these new primary schools.

Community Contribution

During the micro-planning exercise community has agreed to provide free land for the opening of new schools and for the construction of school buildings.

Blockwise distribution of New Regular Schools & Teachers

S.No.	Block	Primary	Teachers
1.	Faridkot-I	5	10
2.	Faridkot-II	5	10
3.	Faridkot-III	5	10
4.	Kotkapura	5	10
5.	Jaitu	5	10
	Total	25	50

Table - 27

5.1.2 Upgradation of Primary Schools to Upper Primary Schools

To increase the accessibility of upper Primary education state has upgraded 11 primary schools to upper primary schools. During the participatory planning exercise it was observed that in many village children discontinued their studies especially girl children, after completion of Class V in their village because of non-availability of upper primary facilities within the radius of 3 K.Ms. Depending upon the pupil strength of primary schools are proposed for upgradation into Upper Primary School.

Teacher Requirement

As per the norms of Govt. of Punjab 6 teachers are required for the upper primary sections i.e. 4 B.Ed. Masters and 2 for PTI. and Art & Craft. Therefore 6 teachers are proposed for each of the upgraded upper primary school.

Infrastructure

No School has adequate classrooms to run the Upper Primary sections. Therefore three additional classrooms are proposed for each of the upgraded and proposed upper primary school.

No of Primary Schools Upgraded/proposed	No of Teachers required			Head Master	No of Additional Classrooms	Head Master Room
	B.Ed. Master	PTI	Art & Craft			
Upgraded-11	44	11	11	11	33	11
Proposed-20	80	20	20	20	60	20
Total	124	31	31	31	93	31

Table - 28

**ACCESS-UPGRADATION OF PRIMARY
SCHOOLS TO UPPER PRIMARY SCHOOLS**

Block	Pry. & U.Pry School			No. of Teachers required			Head Master	Class-rooms Reqd	Head Master Room
	Upgr-aded	Prop-osed	Total	B.ED	PTI	Art & craft			
Faridkot-I	–	5	5	20	5	5	5	15	5
Faridkot-II	3	5	8	32	8	8	8	24	8
Faridkot-III	1	3	4	16	4	4	4	12	4
Kotkapura	–	3	3	12	3	3	3	9	3
Jaitu	7	4	11	44	11	11	11	33	11
Total	11	11	31	124	31	31	31	93	31

Table - 29

5.2 Enrollement & Retention

Continous efforts of mass enrollement are being defeated due to alarming dropout rates. Further greater disparities exist between gender and social groups. Further most of the children especially girls have discontinued their studies after completion of V grade in the primary school of their native village since there is no access for Upper Primary Schooling facilities in the same village or near by.

The details of children who are in school and out of school in the age group of 6-14 in the proposed 6 project blocks are as follows.

AGE GROUPWISE POPULATION 30-9-2000

Sr. No.	Age Group	Population	Children not going school	Percent
1.	6-11	37830	4665	12.33
2.	11-14	30814	2653	8.61
3.	Indeterminate	—	11	
	6-14	68649	7329	10.68

Table - 30

Interventions for Enrolment and Retention

5.2.1 Provision of Additional teachers to the existing primary schools

The school wise survey revealed the requirement of 127 regular teachers to the existing primary schools wherever the TPR is more than 1:40. Accordingly estimations are worked out for positioning 127 regular teachers additionally to the existing schools.

Blockwise breakup of Primary Teacher required/classroom

Block	Total enrolment	Existing* Teacher	Required Teacher	Class Room	
				Ex.	Req.
Faridkot-I	5371	129	14	122	16
Faridkot-II	12292	311	21	233	56
Faridkot-III	4585	127	16	106	30
Kotkapura	10015	261	23	218	34
Jaitu	10120	235	39	217	41
Total	42383	1063	113	896	177

* Including Head Teacher and Centre Head Teacher

Table - 31

5.2.2 Provision of Additional Classrooms

During the micro-planning exercise it is observed that some of the primary schools in the project blocks possess lessrooms. All the 5 classes

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are adjusted in the available classrooms which are over crowded. More while there are instances where two teachers are sharing one classroom which causing much inconvenience both for the teachers and students. As per SSA norms a room for every teacher in primary and upper primary school, in addition to a room for Head Master in Upper Primary School is worked out to create meaningful classroom atmosphere.

As per the above norm 331 additional classrooms are proposed for the existing schools of Primary & Upper Primary Schools.

Teachers			Class room Available			Additional requirement of room		
Primary	U. Pry.	Total	Primary	U. Pry.	Total	Primary	U. Pry.	H.M.
1063	873	1936	896	689	1585	177	20	134

Table - 32

Total Room Required
331

Blockwise Breadkup Upper Primary Teach/Class room

Block	Total Enrolment	Existing Teacher	Required		Class Room		HM Room required
			Teacher	HM	Existing	Req.	
1. Faridkot-I	1038	135	10	21	64	3	21
2. Faridkot-II	4127	266	9	42	195	9	42
3. Faridkot-II	1277	100	14	18	48	3	18
4. Kotkapura	4648	238	5	29	238	3	29
5. Jaitu	4067	134	29	24	144	2	24
Total	15157	873	67	134	689	20	134

Table - 33

Block-wise requirement of Additional Classrooms

Sr. No.	Name of the Block	No. of Teachers in Primary & Upper Primary	No. of Classrooms available Primary & Upper Primary	Add. req. of classrooms for exist schools	Head Master room for Upper primary
1.	Faridkot-I	264	186	19	21
2.	Faridkot-II	577	34	65	42
3.	Faridkot-III	227	154	33	18
4.	Kotkapura	395	362	36	24
5.	Jaitu	473	455	43	29
	Total	1906	1505	197	134

Table -34

5.2.3 Mainstreaming of Out of School Children

The SSA is an effort to universalize elementary education through community participation. Efforts will be taken to bridge social and gender gap to through active participation of the local community. Special initiatives will be taken up to see all children in School/EGS for child labour and out of school children and other strategies by 2003.

Therefore the major focus will be on the out of school children who are never enrolled, dropped out, irregular students etc.

5.2.3 Free Text Books

Presently free text books are being provided to SC children by the social welfare department. Under SSA all girl students and SC students from Ist to Eight classes will be provided free text books.

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	1-5	6-8	Total
SC Students (Male)	8246	3633	11879
Girls Students	20267	7398	27665
Total	28513	11031	39544

Table - 35

Total Student eligible for free Text Book	Cost @ 150/- per annum
39544	5931600

Blockwise Brakeup of SC/Girls Students

Block	1-5		6-8		Total		G. Total
	SC	Girls	SC	Girls	SC	Girls	
1. Faridkot-I	1743	2540	407	833	2150	3397	5547
2. Faridkot-II	4105	5878	1034	1878	5139	7756	12895
3. Faridkot-III	1775	2211	291	635	2066	2856	4922
4. Kotkapura	3326	4888	1031	2083	4357	6971	10328
5. Jaitu	2997	4750	870	1969	4867	6719	11586
Total	13946	20267	2733	7398	18579	27699	45278

Table - 36

5.2.4 Maintenance of Repair of School Building.

As per survey there are 896 class rooms in primary schools. Out of these 549 rooms are in good condition 203 rooms need minor repair and 117 class rooms need major repair for their effective utilisation. Blockwise breakup is as follow.

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P.E. Block	Total	In good Condition	Need minor repair	Need major repair
1. Faridkot-I	122	68	37	17
2. Faridkot-II	233	145	62	26
3. Faridkot-III	106	72	18	16
4. Kotkapura	218	188	41	19
5. Jaitu	217	187	45	39
Total Primary	896	549	203	117
Total U. Primary	689	426	178	85

Table - 37

The planning process reveals that there are 7329 out of school children in the proposed 5 blocks.

AGE GROUPWISE POPULATION 30-9-2000

Sr. No.	Age Group	Population	Children not going school	Percent
1.	6-11	37380	4655	12.33
2.	11-14	30814	2653	8.61
3.	Indeterminate	—	11	
	6-14	68649	7329	10.68

Table - 38

Strategies for mainstreaming

- a) **Campaign and Community Mobilization against Child Labour and educational issues in all the habitation.**

Objective

- i) To involve community i.e. parents, local youth, VEDCs, Panchayats, and Self-help groups for the cause of children education.

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- ii) To strengthen existing government schools through VEDCs and Gram Panchayat.
- iii) To sensitize them on child labour and educational issues.
- iv) To increase their commitment towards the children and the school.

Major Inputs

- i) Training of the members of VEDC's and Youth groups.
- ii) Training of the members of VEDCs.
- iii) Convening meetings, discussions on issue of child labour and school dropouts and Teacher position and accommodation.

Sr. No.	No of children	No. of Children covered	No. of Centres	No. of Supervisor	No of Block Supervisor
1	770	731	39	2	1
2	1303	1244	66	3	1
3	982	958	52	3	1
4	2284	2246	115	6	1
5	1880	1824	94	5	1
Total	7219	7003	366	19	5

Table - 39

5.2.6 Child Labour

During the planning process, out of school children were identified alongwith nature of work they are involved in..

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With massive community support several methods of mobilization are to be adopted for creating a visibility for the agenda of protection of child rights. Some of them are as follows:

- Holding of public meetings, rallies, marchers utilizing every public function to highlight the child rights issue.
- Conferences by members of gram panchayats VEDCs, Women's groups, youth groups and NGOs.
- Induction of teachers through trainings, provision of support structures in the villages.
- Street theatre, child-to-child campaigns and use of children as resource persons.
- Support to VEDCs for mobilization and for campaign.

The VEDCs will take up the programme and generate an atmosphere in the habitations to discourage child labour. The community will be convinced for sending all children to full time formal day schools and at the same time treat any child out of school as a child labourer. The parents and employers will be convinced for the schooling of the out of school children (Child Labour) through mainstreaming strategies. Further necessary assistance will be given to VEDCs to take up mobilization in the habitation against child labour and for their mainstreaming

Campaigns in the habitations	Orientation to VEDC members @ 8 per per habitations
181 - 78	= 1448

181 x 8 = 1448
VEDC.

b) Conduct of EGS Centres for mainstreaming of out of school children

It is proposed to conduct non-residential bridge course in the EGS Centres wherever there are 10 and more out of school children in a habitation for providing basic education for a period of 3 to 6 months and to bring the children in mainstream in the near by school depending upon the age and performance. The local volunteer identified by VEDC for the purpose of mobilization will be conducting these bridge course centres for mainstreaming of children. Necessary training and other material support will be provided to the volunteer in addition to provision of textbooks to the children

No. of EGS centres proposed
366

6. PEDAGOGY AND TEACHER TRAINING

The focus of entire pedagogy process is the child. The needs of the children and their development processes requirements will form the basis for providing classrooms learning experiences for the children. Top priority will be given to basic skills of language and arithmetic and providing child friendly environment in the classrooms. Following are the guidelines for taking various initiatives under pedagogy and teacher training.

Pedagogy of affection

In majority of the classrooms, it is observed that children are treated with strict discipline with restricted movements. Using of cane, practice of homework & assignments during and after school hours, less interaction

between peers, no interactive material, with limited pupil teachers interaction are some of the happenings in the classrooms which discourages pupil initiative and their participation.

The basic pedagogy, which can create vibrant classrooms, is the pedagogy of affection. Children should be treated with tenderness love, affection and care which alone can motivate the children for their full participation in learning process and for their continuation in the school. Therefore necessary orientation will be planned to the teachers comprising these aspects, alongwith exposure visits for additional charges.

Pedagogy of Retention

Majority of the children of the schools of government are first generation literates, whose family background is not much encouraging for their full participation in the school and in other educative processes. It is also found that child abuse is prominent in the schools with the pretext that the students are often without school uniform, incomplete homework, not having adequate notebooks, pencils and other teaching learning material. This discourages children and creates aversion towards school, which leads to absenteeism and eventually resulting in the dropout.

Therefore teachers need to be oriented thoroughly on this subject of pupils retention vis-a-vis his family background. Wherever teachers are well acquainted with the family background of students, their interest towards children regular attendance and retention is quite encouraging and evident, An atmosphere will be created in the school for improved home-school contacts, Teachers will be sensitized in these aspects through orientation.

Curricular approaches-the model of providing information vs developing the abilities among the children.

The education especially elementary education became increasingly textbook centered and Teacher Centred. Children are overburdened with more textual material with more and more information added in repeated textbook revisions. The model of conveying of textual information by the teachers and memorization of concepts and content matter without much comprehension on the part of the children is evident in almost all the schools. This snubs the creativity and thinking potential of the children. There is no scope for originality, self-expression and imagination on the part of the pupil in the process of knowledge generation. The profile of the child such as the innate abilities viz thinking reasoning, imagination, observation, estimation, comprehension, questioning, synthesis, analysis, evaluation etc. are totally neglected. Content of various school subjects have not been seen as a media to develop these abilities. The objectives of primary education alongwith subject-wise objectives are never fully reflected in the textbooks as well as in pupil assessment procedures.

Therefore the component of development of children innate abilities through available textual material and other interactive material will be taken up and teachers will be oriented having this as one of the component in teacher training programmes.

6.1 Academic convention- Networking and Linkages

Teachers will be encouraged to adopt and work further on the methodology that they think it results in the improvement of pupil achievement and

build up teacher momentum for a quality change in classrooms and pupil output by providing necessary support from SSA.

Therefore, it is proposed to encourage some of the interesting teachers who comes forward to implement improved practices in schools for the development of competencies and abilities of the children. The changes will be implemented in classrooms as perceived by the teachers and these initiatives will be propagated to other schools by way of discussions, deliberations and field visits etc.

Following are the initiatives proposed to be taken up

- Language improvement programme
- Mathematics improvement programme
- Science Improvement programme
- Programme for sensitizing the community on child labour and educational issues.

6.2 Quality Teaching & Learning-Teacher Training

It is proposed to orient all the teachers both in-service and as well as newly recruited. Accordingly a 20 days training programme will be organized for the regular teachers and a 60 days orientation programme to be conducted to the EGS centre volunteers and ECCE volunteers as per the financial norms of SSA. The training will be conducted in a cascade mode

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viz., training of *District Resource Group (DRG)* by *State Resource Group (SRG)* which intern trains the *Block Resource Group (BRG)* and this BRG ultimately trains the teachers at Block level/cluster level.

TRAINING - PERSONNEL TO BE COVERED

No. of DRG	No. of BRG @ 8 per Blocks	No. of Teachers				BEO/ BRP @ 4per Block
		In service	Newly Recruited EGSVolunteer			
			VOL.	SUP.	B.SUP.	
10	40	1906	366	19	5	20

Table-40

QUALITY - TRAININGS

S.No.	Block Name	Trainings					
		No. of Schools			No. of Teachers		
		Pry.	U. Pry.	Total	Pry.	U. Pry.	Total
1.	Faridkot-I	38	21	59	135	135	270
2.	Faridkot-II	66	42	108	311	311	577
3.	Faridkot-III	37	18	55	127	127	227
4.	Kotkapura	58	29	87	261	261	499
5.	Jaitu	53	24	77	235	235	379
	Total	252	134	386	1069	1069	1952

Table-41

Constitution of District Resource Group (DRG) Block Resource Group (BRG)

District Resource Group

Since the training is in cascade mode, it is proposed to constitute District Resource Group (DRG) with the persons representing from DIETs, Head Masters, Teachers, Block Resource Persons etc., covering all subject areas of Primary and upper primary school. These DRGs will be exposed to various types of new initiatives on the professional development aspects of teachers and improved classroom practices within and outside the states. DRG intern orient the Block Resource groups and visit the schools to monitor the implementation aspects.

Block Resource Groups (BRG)

Block Resource Group will be constituted with active Head Masters and teachers of primary and upper primary schools covering various curricular areas, who will be exposed to novel practices in addition to orientation by DRG groups, who in turn provide training and orientation to the regular teachers & EGS volunteers.

BRG Personnel	Regular Teacher	Volunteers
40	1906	390

TRAINING BLOCK WISE PERSONNEL TO BE COVERED

S.No.	Block	No. of BRG @ 8 per Block	No. of Teachers				Block Super- visor	BEO @ 4per Block
			In-Service		EGS Volunteers			
			Pry.	U.Pry.	VOL	SUP		
1.	Faridkot-I	8	135	235	39	2	1	4
2.	Faridkot-II	8	311	266	66	3	1	4
3.	Faridkot-III	8	127	100	52	3	1	4
4.	Kotkapura	8	261	238	115	6	1	4
5.	Jaitu	8	235	144	94	5	1	4
	Total	40	1069	983	366	19	5	20

Table-42

6.3 School Support - Professional support Structures

a) District Institute of Education and Training (DIET)

National Policy of Education 1986 (NPE) laid down a vibrant role for DIETs in the quality improvement of elementary education. In practice the role of DIETs have been limited to imparting Pre-service training programmes and seldom monitor and provide on job support to the elementary school teachers in addition to in-service training programmes. Therefore the DIETs are proposed to take up various quality initiatives for the improvement of elementary education as follows.

- Academic monitoring of schools
- As a part of DRG conduct in-service training programmes to the teachers, Head Masters EGS Volunteers, Blocks Resource Groups, monitoring and supervisory staff etc.
- Takeup Research and Evaluation activities
- Participates in the planning processes i.e., perspective as well as Annual Work Plan Budgets.
- Conduct of achievement surveys and appraisal of various initiatives.

Therefore it is proposed for strengthening of DIETs by way of providing following support.

- Provision of equipment
- Provision of furniture
- Provision of Library books
- Assistance to takeup academic monitoring of schools - provision of vehicle.
- Contingency grants i.e., stationery, computer peripherals, travel allowances.

b) Block Resource Centres (BRC)

BRCs are the resource centres proposed to be established at Block Level under SSA to cater to the professional requirement of primary school teachers. Each BRC will be provided with three Block Resource Persons for providing continuous on job support to the primary teachers and conduct of various in-service training programmes at Block Level. BEOs and BRPs will be working as a team for the improvement of quality of classroom transaction. All BRCs will be provided with a pucca building for conduct of various training programmes and as well as for the functioning of BEOs from this office.

The details of BRCs and BRPs as follows:

BRCs	BRPs
5	15

S. No.	Name of the Block	No. of BRCs	No. of BRPs
1.	Faridkot-I	1	3
2.	Faridkot-II	1	3
3.	Faridkot-III	1	3
4.	Kotkapura	1	3
5.	Jaitu	1	3
	Total	5	15

Table-43

Inputs

- Provision of Building
- Provision of Equipment
- Provision of furniture
- Provision of Library Books-Video Library
- Provision of Contingency grants
- Provision of capacity building of BRC Staff through orientation exposure visits etc.

Functional Aspects of BRCs/BRPs

- All the schools in the Blocks will be divided among three BRPs for effective monitoring supervision.
- Each BRP will visit all the schools in his cluster once in a fortnight and monitoring the attendance of pupil and teacher and observe classroom transaction of all the teachers and provide necessary guidance. Each BRP also records his impressions in the Academic guidance register.

- Each BRC will maintain the information on various aspects of primary education pertaining to all the habitations in the form of registers and records viz., Block profile, School Profile, Stock File, School Monitoring returns, Enrolment & Retention School-wise particulars, School wise furniture, equipment and accommodation details, Block Census Register, Village Education Plan Register, BEO and BRP handbook etc.
- In addition to monitoring the schools the BRP also visits Early Childhood Education Centres and meets the VEDCs members. Several orientation programmes have been planned for BRPs in the fields of Pedagogy, Girls education, ECCEs Community Mobilisation, etc., for their capacity building and enable them to take up monitoring and supervision, effectively for UEE.

c) CRCs

CRCs are sub Block structures wherein primary teachers meet once in a month for professional exchange and to deliberate on the new innovations, ideas, TLM and other issues. Each CRC will be provided with Rs. 2000/- as Annual Grant for procuring necessary stationary and other TLM.

No. of Block	No. of CRCs
5	27

BLOCKWISE LIST OF CRCS

Block	No. of BRC	No. of CRC
1. Faridkot-I	1	5
2. Faridkot-II	1	7
3. Faridkot-III	1	3
4. Kotkapura	1	7
5. Jaitu	1	5
Total	5	27

Table-44

Functional Aspects

- The BEO and BRPs will be attending the CRC meetings regularly and take part in the deliberations.
- The broader agenda for the CRC meetings will be discussed and finalized in DRG and BRG meetings within which they can have district specific, block specific, school-specific activities.
- Further, it is proposed to have theme-specific activities/training/workshop at CRC level.
- Greater importance will be given for the development of innovative Teaching, Learning Material on various curricular and non-curricular areas.

- The teachers will be encouraged to share their innovative practices and take away the prepared TLM to the schools.

Inputs

- Annual grant of TLM @Rs. 2000/-per CRC per year.
- Training to CRC Secretaries/Asst. Secretary of CRC/CRC guide manual.
- Monthly teachers meet at CRC for professional exchange.

6.4 Quality Teaching-School, Teacher and CRC Grants

In order to improve school infrastructure facilities and improved classroom practices. It is planned to provide annual grants to schools @ Rs. 2000/- per year per school to improve school infrastructure facilities and annual teacher grants @ Rs. 500/- per year per teacher for acquiring the required teaching learning material to enable him/her to implement the child-centred activity based pedagogy in the classrooms. It is also planned to provide annual grants to the CRCS @ Rs. 2000/- per year per CRC for stationery and TLM to be used in the CRC meetings.

Particulars of Grants-School, Teacher & CRC

No of School			No. of Teachers			No of CRCS
Primary	U.Primary	Total	Primary	U.Primary	Total	
252	134	386	1063	873	1936	27

Table-45

GRANTS-SCHOOLS, TEACHERS & CRCS

S.No.	Block	No. of School		No of Teachers				Head. Master	No. of CRCS
				In-Service		New required			
		Primary	U.Pry.	Pry.	U.Pry.	Pry.	U.Pry.		
1.	Faridkot-I	38	21	135	135	14	30	5	5
2.	Faridkot-II	66	42	311	266	21	48	8	7
3.	Faridkot-III	37	18	127	100	16	24	4	3
4.	Kotkapura	58	29	261	238	23	18	3	7
5.	Jaitu	53	24	235	144	39	66	11	5
	Total	252	134	1069	883	113	186	31	27

Table-46

6.5 Teaching Learning Material to Upper Primary Schools

The Upper Primary Schools were not covered with any sort of assistance towards TLM and other support services. Therefore it is proposed to provide assistance to these upper primary schools towards procurement of TLM and other support services. Therefore it is proposed to provide assistance to these upper primary schools towards procurement of TLM @ Rs. 50,000/- per school. The procurement will be based on items selected based on the requirement to be determined by the teachers and school committees.

No. of block	No. of Upper Primary Schools
3	134

TLM GRANT FOR UPPER PRIMARY SCHOOLS

S. No.	Name of the Block	No of Upper Primary Schools/Section			Total
		Exist	Upgraded	Proposed	
1.	Faridkot-I	21	—	5	26
2.	Faridkot-II	42	3	5	50
3.	Faridkot-III	18	1	3	22
4.	Kotkapura	29	—	3	32
5.	Jaitu	24	7	4	35
Total		134	11	20	165

Table-47

6.6 Categorization of School into 'A', 'B' & 'C'

It is planned to categorize all the schools into three categorises 'A', 'B' and 'C' based on the following criteria to develop some motivation and internal competition to excel.

- Community Participation
- Enrollment
- High level of Retention
- Regular pupil and teacher attendance
- Pupil performance in reading & writing

- Teacher Preparation , Development of TLM and display of Teacher and Pupil work.
- Utilization of OBB Equipment, Library Books and A.V. Equipment.
- School Premises- Clean and Green.
- Innovative activities taken up by Teachers.

The schools, which possesses high incidence of above criteria may be treated as 'A' grade schools and schools which have potential to change into 'A' grade schools with little external assistance by way of motivation and guidance may be categorized in to 'B'. The remaining schools are proposed to be kept under 'C' category. The categorization of schools has already been taken place. The schools will be monitored and provided facilities based on the type of school to which it belongs.

6.7 Improved School Management- Training to Head Masters

The School Headmasters leadership places a vital role for managing change in classrooms and school as a whole. The Head Master is supposed to play a key role and an initiator for the conduct of various programmes/ meetings in school premises viz., with community, school committees, youth activists, parents, teachers for the improvement of children education i.e. UEE. There are plenty of evidences for significant impact of effective school need on school improvement. The school heads shall play a vital role in the process of school effectiveness. Therefore it is proposed to provide an ori-

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entation on the management of school. School development initiatives, community, mobilization, home school links schooling of out of school children etc.

No. of Primary School Head Teachers	No. of Upper Primary School H.Ms after proposed posts are filled
142	165

SCHOOL MANAGEMENT TRAININGS-HEAD MASTERS HT/CHT

S. No.	Block Name	No. of Primary School		No. of Upper Primary H. Ms (proposed)
		HT	CHT	
1.	Faridkot-I	24	5	26
2.	Faridkot-II	37	7	50
3.	Faridkot-III	19	3	22
4.	Kotkapura	29	7	32
5.	Jaitu	3	5	35
Total (HT+CHT)=169		142	27	165

Table-48

6.8 Academic monitoring of schools by DIETs

DIETs in the state are mostly concentrating on the preservice training aspects and there is less participation with respect to field interaction viz., visiting the schools, meeting the teachers, discussing with School Committee members, interacting with pupil, etc. It is also found that the interaction between DIETs, District Educational Officers and district staff is not en-

couraging. Therefore, it is proposed to involve DIET faculty in academic monitoring of the schools. In this process, Diets will be assigned a set of schools which are 'B' and 'C' grade schools to DIET faculties who will monitor for a period of three to four months regularly and support various aspects of school matters viz., achievement levels of the children, classroom transaction, teacher preparation. TLM development, assessment procedures, enrolment and retention activities and other innovative activities taken by the teachers.

In addition to it, the DIET staff will also attend CRC meetings which are scheduled to be conducted at sub-block level once in a month and participate in the deliberations of professional exchange. Support form DIET staff shall improve the schools in a holistic way and help in exchange of ideas in addition to identification of teachers and schools.

Necessary support in terms of travel allowance (vehicle) stationery support, etc. will be provided to the DIETs.

The field interaction will be shared in the district core group meeting viz., staff of DEO and DIET. The issues thus emerging will be reviewed and necessary initiatives taken for further improvement.

6.9 Pupil assessment procedures

The present pupil assessment procedures do not reflect the pedagogical renewal and the nature of the children learning and the major emphasis is on the testing of the children's cognitive abilities through written tests. There is no much relation between teaching learning process and nature of assessment. Mostly it is a testing of children's memory and more stress is on the

children's cause of tension, fear and anxiety. The assessment is not comprehensive enough and neglects the affective and psycho-motor aspects of pupil development. The test items do not reflect the objectives of the subject and its nature.

Therefore, it is proposed to change the entire pupil assessment procedures at elementary stage by making assessment a comprehensive one focusing on the entire child profile i.e., different aspects of cognitive, creative, aesthetic, psycho-motor, attitudinal, etc, rather than information acquisition through memorisation. The assessment will be linked to pedagogical practices and as well as objectives of subject and education in broad.

It is also proposed to focus on the assessment of abilities of the children i.e., ability of thinking, reasoning, imagination, estimation, observation, synthesis, analysis, evaluation, etc, than information-acquisition in the process of knowledge generation. The test items also will be linked to nature of subject matter and its transaction. Further, emphasis will be on various types of assessment procedures viz, oral, written, performance, projects, etc. which reveal the overall development of the individual. Accordingly, the nature of tests, periodicity and areas of assessment, management and administering etc, will be reviewed and modified accordingly.

Inputs

- Workshops for the development of strategies on assessment procedures at elementary stage.
- Development of suitable module and other related literature.

- Orientation to teachers and other field staff.
- Workshops for the development of test items.
- Discussion of pupil assessment procedures in CRC meetings.

7. COVERAGE OF SPECIAL FOCUS GROUPS

7.1 Girls Education

The Planning process taken up as a part of pre-project activities revealed the presence of 6642 girls who are out of school. Majority of these girls children are in the age group of 5-14 years, who either never enrolled or dropped out after some time.

GIRLS EDUCATION — MAINSTREAMING

P.E. Block	Total School Children			Total No. of out of School Children	Total No. of out of School Girls	Residential Bridge Course for girls
	6-11	6-14	Total			
1. Faridkot-I	6622	2987	9609	782	330	6
2. Faridkot-II	12456	5542	17998	1328	607	12
3. Faridkot-III	6103	2294	8397	993	441	13
4. Kotkapura	12226	4828	17094	2297	1067	21
5. Jaitu	10276	4830	15551	1929	846	17
Total	48168	20481	68649	7329	3291	69

Table-49

Education of Girls especially those belonging to the SC, ST and other backward classes is the primary focus of SSA. Following are the strategies proposed for mainstreaming of girl children who are out of school.

- Mobilization at the village, urban slums level using women groups and other self-help groups for sensitizing the community, parents on child rights for elimination of child labour and for universalisation of elementary education.
- Convening meetings and gram sabhas, discussion on issues of girl children who are involved in sibling care, domestic work wage earner etc., and their educational issues.
- Conduct of back to school camps (Residential) for adolescent girls.
- Conduct of village based alternative schools/back to school camps (Non-residential) exclusively for girls keeping in view of various minority groups.
- Conduct of regular attendance monitoring of the children especially girls and involving the community to take up the issue of irregular girl children.
- Monitoring the school children especially girls for their regular schooling especially in case of children who mainstreamed through alternative types of systems.
- Improved classroom environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the upper primary schools).

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- Special focus on deprived pockets such as Bet/kandi/border areas etc.
- Developing a forum of women teachers to take up awareness campaigns on girls education especially low female literacy blocks.

7.2 Early Childhood Care and Education

ECCE is an important initiative for achieving the UEE by reducing the gaps in enrolment, dropout and learning achievement between gender and social groups.

ECCE is an effort for the school readiness of the children in the age group of 3 to 5 and a support service for working women of the disadvantaged sections of the society.

No. of Block	No. of Village	No. of Children 3-6			ECCE Proposed	Anganwaries existing
		Boys	Girls	Total		
5	181	10458	8722	19180	34	170

Table-50

BLOCKWISE LIST OF CHILDREN WITH AGE GROUP 3-5 YEARS & ECCE CENTRES, ANGANWARIES PROPOSED

No. of Block	No. of Village	No. of Children 3-6			ECCE Proposed	Anganwaries existing
		Boys	Girls	Total		
Faridkot-I	35	1457	1290	2747	1	34
Faridkot-II	49	2564	2062	4626	8	46
Faridkot-III	31	1556	1274	2830	7	27
Kotkapura	36	2521	2092	4593	14	28
Jaitu	37	2360	2004	4364	4	35
Total	188*	10458	8722	19160	34	170

Table-51

* 3-6 Data Pertains to 188 habitations

Inputs under ECCE

- Establishment of new ECCE centres in the habitations wherever ICDS Anganwaries are not in existence.
- Assisting voluntary organizations for conduct of ECCE centres.
- Strengthening of pre-school component of ICDS by way of convergence and to provide a stimulating environment for the children through strengthening of training and TLM component.
- Running the ECCEs and Anganwaries in school premises during school hours under the supervision of Headmasters.

7.3 Intervention of Disabled Children

The list of disabled children village-wise has been generated based on the village Survey conducted as a part of pre-project activities. In view of guidelines provided under SSA following initiatives have been proposed

- Identification of children with Special Educational Needs.
- Assessment of disability in all the village of the block through camps.
- Mainstreaming of Disabled children into special schools depending upon the type and extent of disability.
- Efforts for integrating the disabled with the mainstreaming schools.

- Development of TLM and other training material for the teachers and as well as pupil.
- Providing resource support to schools through Special Resource Teachers.
- Convergence with other departments working for the disabled viz. Health, Disabled Welfare, Social Welfare, Women & Child Welfare Tribal Welfare etc.,
- Procurement and supply of aids and appliances through various sources of GO Punjab and GOI.
- Conduct of trainings and capacity building programmes to the district resource groups on SEN activities.

8. RESEARCH, EVALUATION, SUPERVISION AND MONITORING

8.1 Research

Adequate studies will be sponsored on various interventions to guide the future activities of the SSA for UEE. Research under the project will be viewed as a guiding force for taking up of various new initiatives for realizing the objectives of UEE. Small scale Pilot Projects for the implementation of programmes on emerging issues will be taken up as follows:

Mainstreaming of out of school children, Improvement of Pupil abilities in the Language, Arithmetic, creating interesting classrooms, Disabled children's education, Networking of Teachers. Education of focused groups i.e., SC, Girls, ECCE, Minorities etc.

Further teachers will be encouraged to take up action researches to solve problems faced in their day-to-day professional practice. Necessary training programmes will be conducted to the field staff i.e., BEOs, BRPs, Teachers, DIET Staff, DRG and BRG groups.

Inputs

- Sponsoring research studies/pilot programmes to the staff of DIETs, NGOs and other University based Resource Institutions with district specific focus.
- Conduct of School mapping and micro planning exercises.
- Provision of travel grant and honorarium for the personal involved in researches & innovations.

8.2 Evaluation Aspects

The impact of the project in the field in terms of progress in achievement of the objectives laid down under SSA in terms of indicators of implementation and progress and evaluating these at regular intervals. It is a sort of reflection and as well as consolidation of various initiatives both in terms of process and as well as outcome. Evaluation of following aspects will be taken up during the project.

- Functional aspects of various initiatives and their impact.
- Progress in terms of achievement of objectives of SSA.
- Participatory evaluation through community participation.
- Conduct of pupil achievement surveys i.e., base line and mid terms surveys

Inputs

- Capacity building of the field staff viz., DIET, BRC, DRG, BRG for conducting evaluation activities.
- Conduct of pupil achievement surveys.
- Orientation to community management structures for participatory evaluation.

8.3 Supervision and Monitoring

It is proposed to strengthen the DIETs and constitution of Block Resource Centres and creation of CRCS in addition to community based management structures. For providing effective professional support to the schools.

- The entire focus of monitoring and supervision is the child. Therefore knowing the status of the child in terms of achievement of competencies will be the starting point and the entire process will be back mapped

to the availability and efficiency of teachers and their professional practice and other conditions of schools and outside schools respectively.

- The DIET staff will take up Academic Monitoring of schools and provide on job support/training to the teachers of Primary and Upper Primary schools.
- The District Resource Group will also visit the schools and track the progress of various schools categorized as A, B & C and provides guidance.
- The proposed structures for professional support at Block Level i.e., BRC with 3 Block Resource Persons who assist the Block Education Officer shall also monitor the schools and classroom practices and provide on job support to the teachers.
- Adequate initiatives will be taken up for the capacity building of community level structures i.e., VEDCs Panchayat Committees, Block Committees to own and monitor the schools for its effectiveness and developing enabling atmosphere for the interfacing of VEDCs and other Panchayat Raj Bodies.

8.4 Management Information System (MIS)

The MIS is an important component of Planning and Implementation of Sarva Shiksha Abhiyan Programmes.

- Basic information on schools like infrastructure facilities, TLM, furniture, equipment etc., of the schools of Primary and Upper Primary.
- Total children in the age group of 5-14 , Name-wise.
- Name wise particulars of children those who are in school and out of school.
- Teacher information.
- Pupil achievement in various school subjects for Primary and Upper Primary schools.
- Enrolment, retention and actual completion rates.
- School pupil ratio, Classroom pupil ratio, Teacher pupil ratio.
- Progress in terms of project activities.
- Progress in terms of SSA objectives, quantitative data and analysis.
- Updation of available data base (Village and School survey) as a result of initiatives of SSA.

8.5 Objectives of MIS

- To create comprehensive data base at primary education level in the district and review the status every year.

- To monitor enrolment and retention.
- To monitor performance in respect of students and achievement with special reference of girls and social groups.
- To monitor to implementation of all programmes and schemes under SSA.

8.6 Inputs under SSA

- Provision of computers and peripherals.
- Provision of data entry operators (3), and Programmer
- Provision of support agency.
- Training to MIS staff.
- Printing of Data collecting formats, collection of data, analysis, output
- Networking with districts and provision of Internet facilities.

9. IMPROVING SCHOOL INFRASTRUCTURE FACILITIES AND OTHER CIVIL WORKS

Several initiative have been taken up for providing an atmosphere of school to the existing schools by way of providing minimum required build-

ing/classrooms and other infrastructure facilities like compound wall, toilets, drinking water, classroom furniture, storage facilities etc. Schools and classrooms must be attractive to provide an interesting and stimulating climate to the children.

The planning process taken up as a part of pre-project activities revealed over crowded classrooms, in adequate classrooms, running multiple classes simultaneously in single classrooms/verandah with two teachers etc. Majority schools do not possess proper space for storage and also security for the available audiovisual equipment and other TLM.

Execution of Civil Works

Community participation will be the means for undertaking Civil works in the improvement of school facilities. The VEDC will be given the responsibility of undertaking construction work of new school buildings additional classrooms and Block resource centres in addition to repair and maintenance of school buildings.

Community contribution

In addition to execution of civil works, the community will contribute in following ways as decided in the Grama Sabhas while developing habitation educational plans.

- Providing land for the construction of new school buildings.
- Participation of the community/school community for the quality construction and monitoring for progress.
- Support for providing local material and other cost effective material (Cash Kind & Service)

Civil Works

9.1 Buildings to New Schools

As a part of expansion of access for the schooling facilities to all the children in the age group of 6-14, it is proposed to open 30 formal primary schools in larger villages. In addition to provision of two regular teachers per school it is also proposed to provide a building viz., five rooms, verandha to each of the 30 primary schools. It is also proposed to provide new building to building to buildingless primary schools. An amount of Rs. 15 lakhs is estimated for the construction of new building. The school committees will be the executive agencies for the construction of school buildings.

No. of New Primary School buildings	No. of New School Buildings for buildingless schools	Implementation Agency School Committees
25	1	VEDCC

Buildings to New Schools

Sr. No.	Blocks	No. of New School Buildings	New buildings to buildingless schools	Implementation Agency
1.	Faridkot-I	5	—	VEDC
2.	Faridkot-II	5	—	VEDC
3.	Faridkot-III	5	—	VEDC
4.	Kotkapura	5	—	VEDC
5.	Jaitu	5	1	VEDC
	Total	25	1	

9.2 Additional Classrooms

It is proposed to provide a room for every teacher in primary and three rooms for upper primary schools as per SSA norms. The planning process i.e. village education plans reveals the requirement of minimum 197 additional classrooms in all the 5 blocks. This provides minimum required space for each child for interaction and for other learning processes. Provision for a Headmaster's room is being made in each upper primary school/section in the district as per norm of SSA. The VEDC will be executive agency of construction work.

No. of Additionall Rooms		Implementation Agency
H.M. Room	(Class Rooms	School Committees
134	197	VEDC

Additional Classrooms to existing schools

Sr. No.	Block Name	No. of Additional Classrooms		Head Master room in upper primary school	Implementation agency
		Pry.	U. Pry.		
1.	Faridkot-I	16	3	21	VEDC
2.	Faridkot-II	56	9	42	VEDC
3.	Faridkot-III	30	3	18	VEDC
4.	Kotkapura	34	2	24	VEDC
5.	Jaitu	41	3	29	VEDC
	Total	177	20	134	

9.3 Construction of Building to Block Resource Centre (BRC)

BRCs have been formulated school support structures.

Therefore it is proposed to provide Block Resource Centres at Block level to cater to the needs of providing inservice training to the teachers and other field functionaries along with functioning of BRPs from this office and to provide on job support to the teachers. In addition it is a centre for various resources such as library books, TLM etc., and teachers will be regularly using these centres for their professional growth and for interaction. BEO and BRPs will be functioning from this BRC. BRC will be supported with other add on facilities such as computers, furniture, equipment, stationery and other contingencies.

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Therefore it is proposed to provide buildings to all the 6 blocks which serves as office cum training centre, The BEOs and BRPs will function from the BRC.

No of Blocks	No. of BRC Buildings	Implementation Agency
5	5	Block Education Committees

**CONSTRUCTION OF BUILDING TO
BLOCK RESOURCE CENTRES (MRC)**

Sr. No.	Blocks Name	BRC Buildings	Implementation Agency
1.	Faridkot-I	1	Block Education Committees
2.	Faridkot-II	1	Block Education Committees
3.	Faridkot-III	1	Block Education Committees
4.	Kotkapura	1	Block Education Committees
5.	Jaitu	1	Block Education Committees
	Total	5	

An amount of Rs. 6.00 lakhs is estimated for the construction of each BRC building. The Block Education Committee is the executing agency for the construction of BRC building.

9.4 Maintenance and repairs of school buildings

The village education plans were developed by the active participation of the community, revealed requirement of assistance towards maintenance and repairs of school buildings. This includes

- Repairs to windows and doors
- Cement work on walls and doors
- White washing
- Providing storage facilities
- Repairs to furniture, black boards etc.

Minore @ 15000/- per School	Major @ 15000/- per School	Total	Maintenance Grand @ 5000 per School
57,15,000	60,60,000	1,17,75,000	64,10,000

Sr. No.	Blocks	No. of Rooms		No. of Schools	Implementing Agency
		Minor Repair	Major Repair		
1.	Faridkot-I	37	17	59	VEDC
2.	Faridkot-II	62	26	108	VEDC
3.	Faridkot-III	18	16	55	VEDC
4.	Kotkapura	41	19	87	VEDC
5.	Jaitu	45	39	77	VEDC
	Total	203	117	386	
	Total U. Pry.	178	85	—	
	G. Total	381	202	386	

Table-54

10. IMPLEMENTATION ARRANGEMENTS

10.1 Organisation responsible for the implementing of the programme

The activities under SSA will be implemented by an autonomous organization i.e. SSAS (Sarav Shiksha Abhiyan Society, Punjab). The SSAS has been registered under the societies registration Act for planning implementing and monitoring the project formulated for achieving the objectives of the District SSAS Elementary Education Programme as outlined in the project document. The SSAS has a General Council and Executive Committee with defined powers, functions and responsibilities. There is a well-structured State level office as well as District level offices.

10.2 Executing Agencies at various levels:

SSAS will execute project components through the following outside agencies in SSA districts.

Village Level	:	VEDC
Block Level	:	Block Education Committee/BEO, Block Resource Centre
Cluster Level	:	Cluster Resource Centre (CRC)/CHT
District Level	:	DIET, District Education Committees/DEO(P)
State Level	:	SCERT, SISE

I. Village Level

Village-level management structures viz., VEDC have been formulated for all the schools, consisting of 7 members out of which, two are women members.

Following are the functions of VEDC at village level with reference to executing project components:

a) VEDC

- VEDC takes a lead role in executing all types of civil works at village level. the VEDC shall identify and provide the free land to new schools and invite other contributions in cash and kind from the community.
- Participate in the preparation of village educational plan.
- VEDC members prepare village social map to record unenrolled and dropped out children and other resources.
- Takes responsibility for mobilizing community and parents to sensitize them on the issues of child labour and their educational issues and also supports the school for improving the infrastructure facilities by contributing in terms of cash, kind, service.
- Manage the school education fund for school development.
- Ensure enrolment and retention of all the children.

- Arrange for the services of local persons as teachers or instructors, where there a felt need, on voluntary basis or on payment of fixed honorarium meeting the cost from school education fund as well as assistance from government.
- Ensure excellence in the over all performance of the school and the children.
- Ensure effective use of educational equipment supplied to the schools under various central/state schemes.
- Monitor the ECCE Centres in the other Alternative educational facilities in the habitation for mainstreaming the out of school children.

II. Block Level

Block is available basic unit and an immediate sub-level to monitor and support all the primary and upper primary schools under its jurisdiction.

a) Block Resource Centres:

- BRC is an alternative structure proposed at block level to look after in-service training requirement of primary school & Upper primary School teachers and other functionaries at block level. In addition to training BRCs are responsible for monitoring and supervision of schools and providing on-job support to the teachers. Each BRC will be provided with 3 Resource persons, viz., Block Resource Persons, who support and assist Block Education Officer.

- BRPs regularly visit the school and monitor the attendance of pupils and as well as the teachers in addition to providing professional support to schools.
- Guide and monitor the utilization of A.V. equipment and other teaching learning material.
- Monitor all types of SSA viz., grants utilization, awareness campaigns, TC meetings, etc., and its impact.
- The training programmes proposed at BRC are
 - a) In-service teacher training and
 - b) Induction and recurrent training to EGS/ECE volunteers
 - c) Training to VEDC members on community mobilisation and for their participation in school matters.
 - d) Conducts meetings with village-wise youth members. VEDC and other self-help groups for conducting campaigns and other mobilisation activities sensitising the community on child labour and their educational issues.

b) Block Education Committee (BEC)

Block committee will be formed for all the blocks in the district to ensure active participation of the local community for the effective functioning of the school system and achieving the national goal of UEE in its

true spirit. Block Education Officer will be the Member Convenor for Block Education Committee.

The BEC shall monitor the functioning of the schools under the control of the Block and take necessary corrective steps wherever necessary.

- Under take annual evaluation of the performance of the schools, and its facilities and provide for academic supervision and inspection of schools under the control of BEC.
- Prepare Block Education Plan and monitor the UEE interventions.

III. District Level

District Education Committee

District Education committee will be constituted under the chairmanship of the District Education Officer (P). the District Committee will be represented with parents, HMs, educationists. NGOs representatives from other welfare departments etc.

The committee shall have to undertake annual evaluation of the performance of the schools and prepare annual budget and operate district education fund. It reviews all the initiatives of UEE and monitors the progress in achieving the UEE in scheduled time.

District Institutes of Education & Training

DIET is a premier academic institute at district level which provide all types of professional support to the teachers, supervisors and resource persons at block level and play a vital role for the enhancement of quality of elementary education.

The role of DIET in the light of UEE (SSA) interventions is as follows.

- Academic resource centre in the field of elementary education, alternative education, pre-primary/ECCE, etc.
- Training of BRPs in the key areas if Pedagogy, community mobilisation, planning, multi-grade teaching, child-centred pedagogy.
- Development of district specific training strategies.
- Conduct process as well as impact evaluation of UEE (SSA) interventions.
- The faculty members of DIET will be the some of the core team members of District Resource Groups.
- Take up academic monitoring of schools.

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- Take up academic monitoring of schools.

IV. State Level

a) Universities/Other Institutes

The institute of Advance Studies in Education and University departments of education are proposed as resource bases at State level. Following are the proposed activities to be taken up in partnership with them:

- Development of capacities for appraisal and supervision and for an effective EMIS.
- Conduct of evaluation and achievement studies, baseline mid-term and other sustainable studies.
- Training of District Resource Groups in teacher training in areas of Pedagogy especially Multi level, multigrade teaching, activity based child centred education.
- Training of district resource group in the areas of alternative schooling.
- Training of district groups in special education and needs of special groups.
- Training of district resource group in Micro-planning and community based school management.

b) The State level institution like SCERT and SISE play a vital role in the capacity building activities of the various personnel associated with UEE (SSA) interventions.

a) SCERT/SISE

- Conduct workshops, seminars, training programmes for district level resource personnel, DIET faculty BRPs and building their capacities in the areas of gender, problems of focused groups community mobilisation teacher motivation and school effectiveness.
- Innovation for quality improvement designing of TLM, developing training packages.
- Carrying out surveys and other assessment studies.
- Taking up research projects based on the requirements of the UEE.
- Documenting the progress made in primary education as a result of UEE and other interventions.

10.3 Other Agencies

The Project management will also collaborate with outside academic institutions and NGOs with good track record and expertise in specific areas of interest which will be associated in developing strategies and for training the project staff and to work in partnership.

The State Project Office and the District Project Office will also take up activities, which require personal attention of project staff. Development of training packages, Manuals, training of various functionaries, development of textbooks etc. will be undertaken by project office directly in association with professional from reputed institutions and individual consultants.

The State Project Office and District Project Offices with its cadre of committed professional, will undertake some of the activities with the support from National/State Academic Institutions, NGOs etc.

10.4 Participation Arrangements

To ensure participation of stockholders including parents, teachers and community at large the project has carefully designed arrangements for implementation. Many of the interventions should be implemented through organisations headed and managed by the parents of the school going children. A number of training and contact programmes have been planned to ensure regular community participation. The Head Masters/Head Teachers/CHTs would be involved in almost all crucial interventions. Networking with NGOs has been envisaged as a major implementation tool.

As mentioned in the previous chapters, the local level institutes community management structures viz., VEDCs , PTAs play a lead role in the planning, monitoring and in the implementation of various school improvement programmes as follows:

Planning

- VEDCs conduct survey for village level information and prepare a list of all the children name-wise who are in school and out of school in the age-group of 6-14 years.
- VEDCs participates and prepare habitation educational plan.
- Parents/Mother Association identifies location, volunteers and Ayah for starting ECCE centres.
- These committees identify major resources for support of elementary education activities in the villages.

Implementation

- School Committees takes a lead role in executing all types of civil works at village level. The VEDC shall identify free land.
- VEDC members take responsibility of specific unenrolled dropped out children for schooling.
- Mother/Parents Association takes the responsibilities of running the centre by providing accommodation, teaching learning material, along with identification of local educated Youth as volunteer and Ayah and provide monthly salaries to them from SSA funds.

Monitoring

- VEDC shall monitor the utilisation of school and teacher grants and progress of civil works and its quality.
- VEDC monitors the efforts for releasing child labour from the work and mainstreaming them through various types of EGS Courses
- Monitor the regular attendance and retention of the children who are already in the school and also mainstreamed from child labour.
- VEDC monitors the attendance of the pupil and teachers from time to time.
- Mothers/Parents Association shall monitor and supervise the functioning of ECCE centres.
- VEDC monitor the utilisation of teaching learning equipment supplied to school under various central and State schemes.
- VEDCs also mobilise community support to provide necessary site and accommodation for establishing EGS centre in school less habitations, which are not viable to start a Formal primary schools.
- Further these committees mobilise public support for enhancing school infrastructure facilities like building requirements, drinking water, toilets, school gardens etc.

- Training to VEDC members for developing awareness on school related issues, along with preparation of participatory village education plans.
- Conduct of model VEDC meetings and organisation of Grama Sabha (Village meetings).
- Inter district and inter State tours of VEDC members for observing good practices.
- VEDC members from each village construction activity will be given training by PRI institutions exposing them on day today construction techniques and other cost effective techniques.
- Training to the members of Mothers/Parents Associations on monitoring and supervision of ECCE centres.

The Project Management will operate and facilitate at State/District level. At the village level, the project will be solely run by the parents and members of the community. This ensures commitment of management to the goal of UEE. At state and district levels project management will consist of persons with proven expertise, dedication to the organisation goals and willingness to work hard for the organisation.

Functional groups which will interact with each other for common objectives and goals will be set up with scope to contribute to spheres which may not be directly with them. Main areas will be teacher education MIS. Civil works wing, gender, disadvantaged groups and general management.

Accountability will be the motto of all the functionaries. They will hold themselves accountable to the assigned tasks as per project goals. Accountability includes efficiency in use of financial resources also. The project will aim for high degree of effectiveness and efficiency in deploying all resources.

For achieving the project goals, the management will cooperate the other convergent goal, departments, NGOs and other resource institutions. This will ensure sustainability of many components the initiatives the project also.

Following will constitute policy and working strategies of the Management

State Project Office is already established and working at the state level for SSAS. In SPO where people meet frequently in small manageable groups, discuss milestones, recall successes and analyse failures to perform and achieve UEE objectives.

10.5 District Project Office (DPO)/DEO(P)

The District Education Officer will be the ex-officio District Project Coordinator (DPC) of district SSA. DPC will be assisted by Addl. Project Coordinator who will be appointed by the Department of Education, Government of Punjab DPO shall have the powers and responsibilities to carry out the various initiatives for UEE, subject to entitlement, jurisdictional competence and delegation of financial and administrative powers as decided by the Executive Committee of the SSA.

Functional aspects of DPO

- Development of Annual Work Plan & Budget in decentralised participatory mode.
- DPO is responsible for the implementation of all the activities under SSA and submits progress reports from time to time as desired by the State/Central Govt.
- Publication of reports, newsletters, etc.

Inputs

The DPO project will be located in the DEO office. The DPO office will be supported with required furniture, equipment, salaries, vehicles and other MIS equipment along with stationery and other contingencies.

10.6 Flow of Fund

The process of fund will be from SSAS to DPO.

- Funds flow from SSAS to District SSA by Accounts Payee Cheque or Accounts Payee DD.
- All funds from DPO to executing agencies like VEDC DIETs, BRCs, CRCs will be through Accounts Payee cheque or Accounts Payee DD.
- Accounts will be maintained as per the statutory requirements for societies. Reports will be sent to SPO/GOI as per requirement.

- Audit
 - a) Statutory audit every year, by the auditor appointed by Executive Committee.
 - b) Annual Audit by Chartered Accountant General.

General

Expenditure Payment will be sanctioned by

- Competent authority
- Subject to Budget Provision
- Within approved workplan
- In accordance with rules/procedure

Bank Transactions will be made by

- Authorised signatory/signatories
- With delegated competence
- Based on competent sanction

In all financial Transactions

- Prudent
 - Cost effectiveness
 - Transparency
- will be maintain.

Bugets Summary						
Intervention-wise Bugets Estimates- District- Faridkot						
S.no	Intervention Name	2001-02	2002-03	2003-04	2004-05	Total
1	Project Management	8.300	6.050	4.700	4.700	23.750
2	Planning & Management <i>consider CA</i>	5.400	4.300	4.300	4.300	18.300
3	Research Evaluation, Montioring & Supervision	8.710	6.210	6.210	6.210	27.340
4	Community mobilization & Participation	30.098	31.140	31.140	31.140	123.518
5	Access & Alternative Schooling	594.699	594.699	594.699	594.699	2378.796
6	Civil works	560.000	560.000	268.400	5.000	1393.400
7	Pedagogy & School Improving	509.632	70.304	86.708	56.300	722.944
8	Education of Focussed Groups					
	a) Girl Child Education	65.697	66.950	76.700	46.450	255.797
	b) Early Childhood Education	7.968	5.928	7.968	5.928	27.792
	c) Children with special Educational needs	14.851	0.403	0.403	0.403	16.060
	d) Scheduled cast children	17.818	18.750	19.500	20.250	76.318
	Total	1823.173	1364.734	1100.728	775.380	5064.015

11. ANNUAL WORK PLAN & BUDGET FOR 2001-02

Intervention-wise activities

Following activities are proposed based on the requirements reflected through village Education Plans. The discussion and the rationale behind the proposed activities have already been discussed in the perspective plan under various major interventions. The budget pages are annexed separately to this.

Project Management

- Furniture for DPO
- Equipment for DPO
- Hire charges for vehicles for DPO
- Salary for DPO staff
- DPO consumables
- Water, Electricity, Telephone Etc.
- Rent for DPO
- TA & DA to the DPO Staff and for other review meetings
- Equipment maintenance and operation at DPO
- Consultants to DPO

Planning & Management

- Planning process, Campaigns and Village level conventions.
- Training of BRPs in School Mapping and Micro Planning
- Orientation to the BRPs on planning
- Exposure visits to District Block and village Planning Teams

Research Evaluation, Monitoring and Supervision

- Action Research Programmes by the practitioners
- Smaller Scale classroom based Researches - Impact Assessment
- Orientation on Research/Project Evaluation
- Conduct of Pupil Achievement Survey
- Baseline & Midterm Assessment
- Procurement of MIS Equipment
- EMIS/DISE collection of data, analysis and output generation.
- Operation & Maintenance of MIS equipment/agency.
- Computer Stationery, Peripherals
- Academic monitoring of schools by DIET staff
- Attendance monitoring and Academic supervision by BRPs

Community Mobilization & Participation

- Orientation to VEDC Members.
- Bal Melas at Village/Clusters
- Block level melas for VEDC/Teachers/Parents
- Community Mobilization, Campaigns at village level

Access & Alternative Schooling

- Mainstreaming of out of school children through EGS centres.
- Induction training to EGS voluntary teachers
- Induction training to volunteers
- Recurrent training of EGS volunteers on multi level activity based teaching
- Training of BRPs
- Opening of 30 New Primary Schools
- Upgradation of 22 Primary Schools to Upper Primary Schools
- TLM grants for EGS courses

Civil works

- Construction of Additional classrooms
- Building for building less schools
- Construction of building to Block Resources centres/CRCS
- Construction of building to New Schools
- Construction of Toilets/compound wall/Gates/Verandas
- Provision of Drinking water.

Pedagogy & School Improvement

- Teacher training in multi level/activity based teaching
- Training of BRPs in methods & BRGs
- Constitution of District Resource Groups and Block Resource Groups and their capacity building.
- Grants to schools, teachers and CRCs.
- Strengthening of DIET viz., providing furniture, computer, equipment, library books etc.

- Strengthening of BRC viz., providing Furniture, equipment, library books, Video Library, Computer and other contingencies.
- Exposure visit to DRGs and BRGs
- Conduct of Academic review meetings @ one per month
- Repairs and maintenance of schools
- Orientation to CRC coordinators
- Holding Academic conventions and developing teacher networking for the improved professional practice.
- Conduct of TLM Melas
- Block-level TLM workshops
- Documentation at DPO
- Supply of TLE for UP Schools/Primary schools

Education of Focused Groups

a) Girls Education

- Conduct of long-term residential Bridge Course Camps for adolescent girls.
- Community Mobilization and conventions on Gender issues

b) Early Childhood Education

- Opening of Early Childhood Education Centres
- Convergence with Anganwadi Centres and functioning these centres in school premises during school hours.
- Induction training of ECCE instructors
- Training of Mothers/Parents Association Members
- Training of BRPs and other groups on ECCE
- Training of teachers where ECCE is being opened
- Convergence workshop for ECCE
- Play and learn material for ECCE

c) Children with special Educational Needs (SEN)

- Provision of TLM to IED Schools
- Provision of Resource Staff at DPO for assisting IED schools.
- Conduct of assessment camps at Block Level

Distance Education

- Maintenance of TV and VCPs
- Distance Education (Workshop and Seminars)
- Procurement of cassettes and maintenance of Video Libraries at BRC.

Proposed Budget for 4 year-District Faridkot, Punjab

Intervention Name: Project Management												(Rs.in lakhs)	
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Furniture for DPO	2.000	1	1.500	1	0.500	-	-	-	-	1	2.000	
2	Equipment for DPO	4.000	1	2.500	1	1.500	-	-	-	-	1	4.000	
3	Hire charges for vehicles for DPO	0.1000	4	0.400	3	0.300	3	0.300	3	0.300	3	1.300	
4	Salary for DPO staff	-	-	-	-	-	-	-	-	-	-	-	
5	DPO consumables	-	1	2.000	1	2.000	1	2.500	1	2.500	1	9.000	
6	Water, Electricity, Telephone etc.	0.050	12	0.600	12	0.600	12	0.600	12	0.600		2.400	
7	Rent DPO	-	-	-									
8	TA & DA	0.080	12	0.760	12	0.760	12	0.760	12	0.760	12	3.040	
9	Equipment maintenance and operation at DPO		1	0.400	1	0.250	1	0.400	1	0.400	1	1.450	
10	Consultant	0.070	2	0.140	2	0.140	2	0.140	2	0.140	2	0.560	
11													
12													
<i>Total</i>				8.300		6.050		4.700		4.700		23.750	

Proposed Budget for 4 year-District Faridkot, Punjab

Intervention Name: Planning												Rs. In lakhs	
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Planning Exercise	0.100	20	2.000	20	2.000	20	2.000	20	2.000	20	8.000	
2	Training of BRPs in School Mapping and Macro Planning 5 Blocks x 10 x 2	0.001	100	0.100	-	-	-	-	-	-	100	0.100	
3	Orientation to the BRPs in planning 5 Blocks x 5 x 2	0.001	50	0.050	50	0.050	50	0.050	50	0.050	50	0.200	
4	Exposure visits 5 Blocks x 5	0.010	25	0.250	25	0.250	25	0.250	25	0.250	25	1.000	
5	Family Survey	3.000	1	3.000							1	3.000	
6	Survey updation	2.000			1	2.000	1	2.000	1	2.000	1	6.000	
7													
8													
9													
10													
	Total	5.112		5.400		4.300		4.300		4.300		18.300	

Proposed Budget for 4 year-District Faridkot, Punjab

Intervention Name: Research, Evaluation, Monitoring and Supervision												Rs. In lakhs	
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Action Research 5 Blocks x 5	0.030	25	0.750	25	0.750	25	0.750	25	0.750	25	3.000	
2	Smaller Scale Classrooms Based Researches 5 Blocks x 5	0.020	25	0.500	25	0.500	25	0.500	25	0.500	25	2.000	
3	Orientation on Research and Evaluation	0.001	50	0.300		0.300		0.300		0.300		1.200	
4	Conduct of Pupil Achievement Survey 10% of schools	0.020	40	0.800	40	0.800	40	0.800	40	0.800	40	3.200	
5	Baseline & Midterm Assessment			0.500		0.500		0.500		0.500		2.000	
6	MIS Equipment		1	2.000							1	2.000	
7	MIS agency works and development		1	3.000	1	2.500	1	2.500	1	2.500	1	10.500	
8	MIS Equipment operation and maintenance		1	0.200	1	0.200	1	0.200	1	0.200	1	0.800	
9	Computer Stationery Peripherals		1	0.100	1	0.100	1	0.100	1	0.100	1	0.400	
10	Academic monitoring of schools by DIET staff by travelling		1	0.200	1	0.200	1	0.200	1	0.200	1	0.800	
11	Academic supervision by BRCs 15 x 24 units	0.001	360	0.360	360	0.360	360	0.360	360	0.360	360	1.440	
12													
13													
	Total			8.710		6.210		6.210		6.210		27.340	

Proposed Budget for 4 year-District Faridkot, Punjab

Intervention Name: Community Mobilization and Participation												Rs. In lakhs	
S. No.	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Orientation to VEDC Members 385 x 8 x 2	0.0003	6160	1.848	6300	1.890	6300	1.890	6300	1.890	6300	7.518	
2	Bal Melas at village/Cluster 163	0.050	163	8.150	163	8.150	163	8.150	163	8.150	163	32.600	
3	Block level melas for VEC/Panchyat and teachers/Parents 5	0.100	5	0.500	5	0.500	5	0.500	5	0.500	5	2.000	
4	Community Mobilization at village level	0.100	163	16.300	163	16.300	163	16.300	163	16.300	163	65.200	
5	Campaign material	0.010	230	2.300	230	2.300	230	2.300	230	2.300	230	9.200	
6	News letter	0.500	2	1.000	4	2.000	4	2.000	4	2.000	4	7.000	
7													
8													
9													
10													
	Total			30.098		31.140		31.140		31.140		123.518	

Proposed Budget for 4 year-District Faridkot, Punjab

Intervention Name: Access Alternate Schooling												Rs. In lakhs	
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Residential Bridge Courses												
2	Induction training of EGS voluntary teachers/Bridge course volunteers 390 x 60 x 70	0.042	390	16.380	390	16.380	390	16.380	390	16.380	390	65.520	
3	Induction training of EGS volunteers												
4	Training of BRPs in AS AS teacher 15 x 5 <i>for monitoring of</i>	0.0007	90	0.063	90	0.063	90	0.063	90	0.063	90	0.252	
5	Salary for and for new school teacher(Primary) 113 x 12	0.070	113	94.920	113	94.920	113	94.920	113	94.920		379.680	
6	Salary of upper primary schools teachers 67 x 12	0.082	67	65.928	67	65.928	67	65.928	67	65.928	67	263.712	
7	Salary for Head master 136 x 12	0.096	136	156.672	136	156.672	136	156.672	136	156.672	136	626.688	
	New Schools <i>Additional schools needed</i>												
8	Salary for primary teachers 50 x 12	0.070	50	42.000	50	42.000	50	42.000	50	42.000	50	168.000	
9	Salary for upper teachers 186 x 12	0.082	186	183.024	186	183.024	186	183.024	186	183.024	186	732.096	
10	Salary for Head master 31 x 12	0.096	31	35.712	31	35.712	31	35.712	31	35.712	31	142.848	
	Total <i>-11=20</i>			594.699		594.699		594.699		594.699		2378.796	

Proposed Budget for 4 year-District Faridkot, Punjab

Intervention Name: Civil works												Rs. In lakhs
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Additional classrooms and HM rooms (331)	1.200	131	157.200	200	240.000						397.200
2	Buildings for building less school	15.000	1	15.000								15.000
3	Block Resource centre buildings-5	6.000	5	30.000								30.000
4	CRC Buildings 27	2.000	27	54.000								54.000
5	New Primary school buildings (25)	15.000	5	75.000	10	150.000	10	150.000				375.000
6	upgraded and proposed UP school Buildings 31	5.000	10	50.000	10	50.000	10	50.000	1	5.000		155.000
7	Sanitary Blocks and drinking water facilities 140+117=257	1.200	100	120.000	100	120.000	57	68.400				308.400
8	Compound wall	1.200	24	28.800							24	28.800
9												
10												
11												
12												
	Total			560.000		560.000		268.400		5.000		1363.400

Proposed Budget for 4 year-District Faridkot, Punjab

Intervention Name: Pedagogy and school improvement

(in lakhs)

S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Teachers training in multi level/ activity based teaching 1936	0.0014	1936	27.104	236	3.304	2172	30.408				60.816
2	Training of BRPs in methods & BRCs 30+15+20=65	0.010	65	0.650	65	0.650	65	0.650	65	0.650	65	2.600
3	Training of DRG 10	0.010	10	0.100	10	0.100	10	0.100	10	0.100	10	0.400
4	TLM grant for teachers of formal schools 1936	0.005	1936	9.680	2172	10.860	2172	10.860	2172	10.860	2172	42.260
5	School grants 386	0.020	386	7.720	386	7.720	386	7.720	386	7.720	386	30.880
6	TLE grant to new UP schools 31	0.500			31	15.500					31	15.500
7	CRC grant 27	0.025	27	0.675	27	0.675	27	0.675	27	0.675	27	2.700
8	Furniture for DIET	1.000	1	1.000							1	1.000
9	Furniture for BRC	1.000	5	5.000								5.000
10	Equipment for DIET	2.000	1	2.000							1	2.000
11	Equipment for BRC	2.000	5	10.000								10.000
12	Exposure visit to DRC and BRC	0.005	30	0.150	30	0.150	30	0.150	30	0.150	30	0.600
13	Academic review meetings @ one per month (5+1) 7 x 12	0.005	6	0.030	6	0.030	6	0.030	6	0.030	6	0.120
14	Repairs and maintenance of school 386+31+25	0.050	386	19.300	386	19.300	482	24.100	482	24.100	482	86.800
15	Library Books for DIET	0.250	1	0.250							1	0.250
16	Library Books for BRCs	0.100	5	0.500							5	0.500
17	Printing for modules	0.100	5	0.500							5	0.500

Proposed Budget for 4 year-District Faridkot, Punjab

Intervention Name: Pedagogy and school Improvement

Rs. In lakhs

S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
18	CRC coordinator Training	0.005	38	0.190	38	0.190	38	0.190	38	0.190	38	0.760
19	Academic conventions(teachers)	0.500	2	1.000	3	1.500	3	1.500	3	1.500		5.500
20	TLM for primary school 252	0.500	252	126.000							252	126.000
21	Block level TLM workshop 5x3	0.500	15	7.500	15	7.500	15	7.500	15	7.500	15	30.000
22	Equipment maintenance and operation for DIET	0.200			1	0.200	1	0.200	1	0.200	1	0.600
23	Equipment maintenance and operation for BRCs and contingency	0.200			5	1.000	5	1.000	5	1.000	5	3.000
24	Documentation <i>at DPO</i>	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
25	TLE for UP schools 134	0.500	134	67.000							134	67.000
26	Furniture for CRC 27	0.100	27	2.700							27	2.700
27	BRC grant	0.125	5	0.625	5	0.625	5	0.625	5	0.625	5	2.500
28	Electric connection in primary and Upper primary school-91	0.050	91	4.550							91	4.550
29	Electric fitting in classrooms-566	0.020	566	11.320							566	11.320
30	Electric fans-1404	0.012	1404	16.848							1404	16.848
31	Electric tubes-1421	0.003	1421	4.263							1421	4.263
classrooms furniture												
32	chairs-257	0.006	257	1.542							257	1.542
33	tables-1404	0.009	1404	12.636							1404	12.636
34	Desk-899	0.009	899	8.091							899	8.091

35	Tat Patti-718	0.001	718	0.718							718	0.718
36	Alimrah-1012	0.030	1012	30.360							1012	30.360
37	Blackboards 460+900	0.008	1360	10.880							1360	10.880
38	minor repair class rooms-381	0.150	381	57.150							381	57.150
39	major repair class rooms-202	0.300	202	60.600							202	60.600
	Total			509.632		70.304		86.708		56.300		722.944

Proposed Budget for 4 year-District Faridkot, Punjab

Intervention Name: Education of Focussed Groups (Rs. in lakhs)												
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
	a) Girl Child Education											
1	Residential Bridge Course Camps for girls	1.000	20	20.000	20	20.000	29	29.000			69	69.000
2	Gender issues workshops	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.800
3	Printing of modules			2.000		2.000		2.000				6.000
4	TLM for bridge camps	0.100	20	2.000	20	2.000	20	2.000	20	2.000	20	8.000
5	Free text books for all girls 27665	0.0015	27665	41.497	28500	42.750	29000	43.500	29500	44.250	29500	171.997
	<i>Sub total</i>			65.697		66.950		76.700		46.450		255.797
	b) Early Childhood Education											
1	Induction training of ECCE instructors 34 x 60	0.0007	2040	1.428	2040	1.428	2040	1.428	2040	1.428	2040	5.712
2	Training of mothers association members 21 x 8 x 2	0.0003	336	0.1008	336	0.1008	336	0.1008	336	0.1008	336	0.4032
3	Training of BRPs and Girl child officers on ECCE (15+ 5) x 5	0.0007	100	0.070	100	0.070	100	0.070	100	0.070	100	0.280
4	Training of teachers where ECCE is being opened 21 x 5	0.0007	105	0.0735	105	0.0735	105	0.0735	105	0.0735	105	0.294
5	Convergence workshop for ECCE	0.100	4	0.400	4	0.400	4	0.400	4	0.400	4	1.600
6	TLM for ECCE and Anganwaris 34 + 170	0.010	204	2.040			204	2.040			204	4.080

7	ECCE workers Honorarium 34 x 12	0.007	408	2.856	408	2.856	408	2.856	408	2.856	408	11.424
8	Printing of modules			1.000		1.000		1.000		1.000		4.000
9	ECCE helper Honorarium 34 x 12	0.004										0.000
10	AWC workers/Ayash Honorarium 34 x 12	0.003										0.000
11												
12												
	<i>Sub Total</i>			7.968		5.928		7.968		5.928		27.793
	<i>c) Childhood with special educational needs</i>											
1	TLM for special education/IED centers	0.020	5	0.100	5	0.100	5	0.100	5	0.100	5	0.400
2	IED Training to BRC staff 15 x 5	0.0007	75	0.0525	5	0.0525	5	0.0525	5	0.0525	5	0.210
3	IED assessment camps	0.020	5	0.100	5	0.100	5	0.100	5	0.100	5	0.400
4	Resource persons honorarium	0.050	3	0.150	3	0.150	3	0.150	3	0.150	3	0.600
5	Special assistance to disabled children 598+606=1204	0.0012	1204	14.448							1204	14.448
6												
	<i>Sub total</i>			14.851		0.403		0.403		0.403		16.058
	<i>d) Scheduled cast children</i>											
1	Free text books(Males)	0.0015	11879	17.818	12500	18.750	13000	19.500	13500	20.250	13500	76.318
	<i>Subtotal</i>											76.318
	Focus group total			88.516		92.031		85.071		52.781		375.966

Implementation Schedule for 2001-02, District Faridkot, Punjab

Intervention Name: Pedagogy and school improvement

(Rs.in lakhs)

S. No	Item	Unit cost	Physical	Financial	2001-2002												
					Apr.	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
1	Teachers training in multi-level/ activity based teaching 1936	0.0014	1936	27.104								✓	✓	✓	✓	✓	✓
2	Training of BRPs in methods & BRCs 30+15+20=65	0.010	65	0.650								✓	✓	✓	✓	✓	✓
3	Training of DRG 10	0.010	10	0.100								✓					
4	TLM grant for teachers of formal schools 1936	0.005	1936	9.680								✓					
5	School grants 386	0.020	386	7.720								✓					
6	TLE grant to new UP schools 31	0.500										✓					
7	CRC grant 27	0.025	27	0.675								✓					
8	Furniture for DIET	1.000	1	1.000								✓	✓				
9	Furniture for BRC	1.000										✓	✓				
10	Equipment for DIET	2.000	1	2.000								✓	✓				
11	Equipment for BRC	2.000										✓	✓				
12	Exposure visit to DRC and BRC	0.005	30	0.150								✓	✓	✓	✓	✓	✓
13	Academic review meetings @ one per month (5+1) 7 x 12	0.005	6	0.030								✓	✓	✓	✓	✓	✓
14	Repairs and maintenance of school 386+31+25	0.050	386	19.300								✓	✓				
15	Library Books for DIET	0.250	1	0.250								✓	✓				
16	Library Books for BRCs	0.100	5	0.500								✓	✓	✓	✓	✓	✓
17	Printing for modules	0.100	5	0.500								✓	✓	✓			

Implementation Schedule for 2001-02, District Faridkot, Punjab

Intervention Name: Pedagogy and school Improvement

(Rs.in lakhs)

S. No	Item	Unit cost	Physical	Financial	2001-2002												
					Apr.	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
18	CRC coordinator Training	0.005	38	0.190								✓	✓				
19	Academic conventions(teachers)	0.500	2	1.000									✓			✓	
20	TLM for primary school 252	0.500	252									✓					
21	Block level TLM workshop 5x3	0.500	15									✓			✓		✓
22	Equipment maintenance and operation for DIET	0.200															
23	Equipment maintenance and operation for BRCs and contingency	0.200															
24	Documentation at DPO	1.000	1	1.000								✓	✓	✓	✓	✓	✓
25	TLE for UP schools 134	0.500	134	67.000								✓					
26	Furniture for CRC 27	0.100	27	2.700								✓					
27	BRC grant	0.125	5	0.625									✓				
28	Electric connection in primary and Upper primary school-91	0.050	91	4.550								✓	✓	✓			
29	Electric fitting in classrooms-566	0.020	566	11.320													
30	Electric fans-1404	0.012	1404	16.848								✓	✓	✓			
31	Electric tubes-1421	0.003	1421	4.263								✓	✓	✓			
	classrooms furniture											✓	✓	✓			
32	chairs-257	0.006	257	1.542								✓	✓	✓			
33	tables-1404	0.009	1404	12.636								✓	✓	✓			

34	Desk-899	0.009	899	8.091							✓	✓	✓			
35	Tat Patti-718	0.001	718	0.718							✓	✓	✓			
36	Alimrah-1012	0.030	1012	30.360							✓	✓	✓			
37	Blackboards 460+900	0.008	1360	10.880							✓	✓	✓			
38	minor repair class rooms-381	0.150	381	57.150							✓	✓	✓			
39	major repair class rooms-202	0.300	202	60.600							✓	✓	✓			
	Total			361.132												

Implementation Schedule for 2001-02, District Faridkot, Punjab

Intervention Name: Education of Focussed Groups (Rs. in lakhs)																
S. No	Item	Unit cost	Physical	Financial	2001-2002											
					Apr.	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
	a) Girl Child Education															
1	Residential Bridge Course Camps for girls	1.000	20	20.000								✓	✓	✓	✓	✓
2	Gender issues workshops	0.200	1	0.200									✓			
3	Printing of modules			2.000								✓		✓		✓
4	TLM for bridge camps	0.100										✓	✓	✓		✓
5	Free text books for all girls 27665	0.0015	27665	41.497												✓
	<i>Sub total</i>															
	b) Early Childhood Education															
1	Induction training of ECCE instructors 34 x 60	0.0007	2040	1.428								✓	✓	✓	✓	✓
2	Training of mothers association members 21 x 8 x 2	0.0003	336	0.1008								✓	✓	✓	✓	✓
3	Training of BRPs and Girl child officers on ECCE (15+ 5) x 5	0.0007	100	0.070								✓	✓			
4	Training of teachers where ECCE is being opened 21 x 5	0.0007	105	0.0735								✓	✓			
5	Convergence workshop for ECCE	0.100	4	0.400								✓		✓		✓
6	TLM for ECCE and Anganwaris 34 + 170	0.010	204	2.040								✓	✓	✓	✓	✓

7	ECCE workers Honorarium 34 x 12	0.007	408	2.856							✓	✓	✓			
8	Printing of modules			1.000							✓	✓	✓	✓	✓	✓
9	ECCE helper Honorarium 34 x 12	0.004										✓		✓	✓	✓
10	AWC workers/Ayash Honorarium 34 x 12	0.003									✓		✓	✓		✓
11																
12																
	<i>Sub Total</i>			7.968												
	c) Childhood with special educational needs															
1	TLM for special education/IED centers	0.020	5	0.100							✓					
2	IED Training to BRC staff 15 x 5	0.0007	75	0.0525							✓	✓				
3	IED assessment camps	0.020	5	0.100							✓	✓	✓	✓	✓	✓
4	Resource persons honorarium	0.050	3	0.150							✓	✓	✓	✓	✓	✓
5	Special assistance to disabled children 598+606=1204	0.0012	1204	14.448									✓			
6																
	<i>Sub total</i>			14.851												
	d) Scheduled cast children															
1	Free text books(Males)	0.0015	11879	17.818												✓
	<i>Subtotal</i>															
	Focus group total			22.819												

Implementation Schedule Proposed Budget for 4 years-District Faridkot, Punjab

Intervention Name: Project Management *(Rs.in lakhs)*

S. No	Item	2001-2002	2002-2003	2003-2004	2004-2005
1	Furniture for DPO	✓	✓	-	-
2	Equipment for DPO	✓	✓	-	-
3	Hire charges for vehicles for DPO	✓	✓	✓	✓
4	Salary for DPO staff	-	-	-	-
5	DPO consumables	✓	✓	✓	✓
6	Water, Electricity, Telephone etc.	✓	✓	✓	✓
7	Rent DPO	-			
8	TA & DA	✓	✓	✓	✓
9	Equipment maintenance and operation at DPO operation at DPO	✓ .	✓ .	✓ .	✓ .
10	Consultant	✓	✓	✓	✓
11					
12					
<i>Total</i>					

Implementation Schedule Proposed Budget for 4 years-District Faridkot, Punjab

Intervention Name: Planning Management		(Rs. in lakhs)			
S. No	Item	2001-2002	2002-2003	2003-2004	2004-2005
1	Planning Exercise	✓	✓	✓	✓
2	Training of BRPs in School Mapping and Macro Planning 5 Blocks x 10 x 2	✓			
3	Orientation to the BRPs in planning 5 Blocks x 5 x 2	✓	✓	✓	✓
4	Exposure visits 5 Blocks x 5	✓	✓	✓	✓
5	Family Survey	✓			
6	Survey updation		✓	✓	✓
7					
8					
9					
10					
	Total				

Implementation Schedule Proposed Budget for 4 years-District Faridkot, Punjab					
Intervention Name: Research, Evaluation, Monitoring and Supervision				(Rs. in lakhs)	
S. No	Item	2001-2002	2002-2003	2003-2004	2004-2005
1	Action Research 5 Blocks x 5	✓	✓	✓	✓
2	Smaller Scale Classrooms Based Researches 5 Blocks x 5	✓	✓	✓	✓
3	Orientation on Research and Evaluation	✓	✓		✓
4	Conduct of Pupil Achievement Survey 10% of schools	✓	✓	✓	✓
5	Baseline & Midterm Assessment		✓		✓
6	MIS Equipment	✓			
7	MIS agency works and development	✓	✓	✓	✓
8	MIS Equipment operation and maintenance	✓	✓	✓	✓
9	Computer Stationery Peripherals	✓	✓	✓	✓
10	Academic monitoring of schools by DIET staff by travelling	✓	✓	✓	✓
11	Academic supervision by BRCs 15 x 24 units	✓	✓	✓	✓
12					
13					
	Total				

Implementation Schedule Proposed Budget for 4 years-District Faridkot, Punjab

Intervention Name: Community Mobilization and Participation

(Rs. in lakhs)

S. No	Item	2001-2002	2002-2003	2003-2004	2004-2005
1	Orientation to VEDC Members 385 x 8 x 2	✓	✓	✓	✓
2	Bal Melas at village/Cluster 163	✓	✓	✓	✓
3	Block level melas for VEC/Panchyat and teachers/Parents 5	✓	✓	✓	✓
4	Community Mobilization at village level	✓	✓	✓	✓
5	Campaign material	✓	✓	✓	✓
6	News letter	✓	✓	✓	✓
7					
8					
9					
10					
	Total				

Implementation Schedule Proposed Budget for 4 years-District Faridkot, Punjab

Intervention Name: Accesse Alternate Schooling

(Rs. in lakhs)

S. No	Item	2001-2002	2002-2003	2003-2004	2004-2005
1	Residential Bridge Courses				
2	Induction training of EGS voluntary teachers/Bridge course volunteers 390 x 60 x 70	✓	✓	✓	✓
3	Induction training of EGS volunteers				
4	Training of BRPs in VV and AS teacher 15 x 5	✓			
5	Salary for and for new school teacher(Primary) 113 x 12	✓	✓	✓	✓
6	Salary of upper primary schools teachers 67 x 12	✓	✓	✓	✓
7	Salary for Head master 136 x 12	✓	✓	✓	✓
	New Schools				
8	Salary for primary teachers 50 x 12	✓	✓	✓	✓
9	Salary for upper teachers 186 x 12	✓	✓	✓	✓
10	Salary for Head master 31 x 12	✓	✓	✓	✓
	Total				

Implementation Schedule Proposed Budget for 4 years-District Faridkot, Punjab

Intervention Name: Civil works

(Rs. in lakhs)

S. No	Item	2001-2002	2002-2003	2003-2004	2004-2005
1	Additional classrooms and HM rooms 331	✓	✓		
2	Buildings for building less school	✓			
3	Block Resource centre buildings-5	✓			
4	CRC Buildings 27	✓			
5	New Primary school buildings (25)		✓	✓	✓
6	upgraded and proposed UP school Buildings 31	✓	✓	✓	
7	Sanitary Blocks and drinking water facilities 140+117=257	✓	✓	✓	
8	Compound wall	✓			
9					
10					
11					
12					
	Total				

Implementation Schedule Proposed Budget for 4 years-District Faridkot, Punjab					
Intervention Name: Pedagogy and school improvement				(Rs. in lakhs)	
S. No	Item	2001-2002	2002-2003	2003-2004	2004-2005
1	Teachers training in multi level/ activity based teaching 1936	✓	✓	✓	
2	Training of BRPs in methods & BRCs 30+15+20=65	✓	✓	✓	✓
3	Training of DRG 10	✓	✓	✓	✓
4	TLM grant for teachers of formal schools 1936	✓	✓	✓	✓
5	School grants 386	✓	✓	✓	✓
6	TLE grant to new UP schools 31			✓	
7	CRC grant 27		✓	✓	✓
8	Furniture for DIET	✓			
9	Furniture for BRC	✓			
10	Equipment for DIET	✓			
11	Equipment for BRC	✓			
12	Exposure visit to DRC and BRC	✓	✓	✓	✓
13	Academic review meetings @ one per month (5+1) 7 x 12	✓	✓	✓	✓
14	Repairs and maintenance of school 386+31+25	✓	✓	✓	✓
15	Library Books for DIET	✓			
16	Library Books for BRCs	✓			
17	Printing for modules	✓			

Implementation Schedule Proposed Budget for 4 years-District Faridkot, Punjab					
Intervention Name: Pedagogy and school Improvement					(Rs. in lakhs)
S. No	Item	2001-2002	2002-2003	2003-2004	2004-2005
18	CRC coordinator Training	✓	✓	✓	✓
19	Academic conventions(teachers)	✓	✓	✓	✓
20	TLM for primary school 252	✓			
21	Block level TLM workshop 5x3	✓	✓	✓	✓
22	Equipment maintenance and operation for DIET		✓	✓	✓
23	Equipment maintenance and operation for BRCs and contingency		✓	✓	✓
24	Documentation at DPO	✓	✓	✓	✓
25	TLE for UP schools 134	✓			
26	Furniture for CRC 27	✓			
27	BRC grant	✓	✓	✓	✓
28	Electric connection in primary and Upper primary school-91	✓			
29	Electric fitting in classrooms-566	✓			
30	Electric fans-1404	✓			
31	Electric tubes-1421	✓			
classrooms furniture					
32	chairs-257	✓			
33	tables-1404	✓			
34	Desk-899	✓			
35	Tat Patti-718	✓			

36	Alimrah-1012	✓			
37	Blackboards 460+900	✓			
38	minor repair class rooms-381	✓			
39	major repair class rooms-202	✓			
	Total				

Implementation Schedule Proposed Budget for 4 years-District Faridkot, Punjab

Intervention Name: Education of Focussed Groups

(Rs. in lakhs)

S. No	Item	2001-2002	2002-2003	2003-2004	2004-2005
a) Girl Child Education					
1	Residential Bridge Course Camps for girls	✓	✓	✓	✓
2	Gender issues workshops	✓	✓	✓	✓
3	Printing of modules	✓	✓	✓	✓
4	TLM for bridge camps	✓	✓	✓	✓
5	Free text books for all girls 27665	✓	✓	✓	✓
	<i>Sub total</i>	✓	✓	✓	✓
b) Early Childhood Education					
1	Induction training of ECCE instructors 34 x 60	✓	✓	✓	✓
2	Training of mothers association members 21 x 8 x 2	✓	✓	✓	✓
3	Training of BRPs and Girl child officers on ECCE (15+ 5) x 5	✓	✓	✓	✓
4	Training of teachers where ECCE is being opened 21 x 5	✓	✓	✓	✓
5	Convergence workshop for ECCE	✓	✓	✓	✓
6	TLM for ECCE and Anganwaris 34 + 170	✓		✓	
7	ECCE workers Honorarium 34 x 12	✓	✓	✓	✓
8	Printing of modules	✓	✓	✓	✓
9	ECCE helper Honorarium 34 x 12	✓	✓	✓	✓

10	AWC workers/Ayash Honorarium 34 x 12	✓	✓	✓	✓
11					
12					
	<i>Sub Total</i>				
	c) Childhood with special educational needs				
1	TLM for special education/IED centers	✓	✓	✓	✓
2	IED Training to BRC staff 15 x 5	✓	✓	✓	✓
3	IED assessment camps	✓	✓	✓	✓
4	Resource persons honorarium	✓	✓	✓	✓
5	Special assistance to disabled children 598+606=1204	✓			
6					
	<i>Sub total</i>				
	d) Scheduled cast children				
1	Free text books(Males)	✓	✓	✓	✓
	<i>Subtotal</i>				
	Focus group total				

Household Location (Rural)

		Total	SC Houses
PE051	Inside Lal Dora	4669	1989
	Outside Lal Dora but Inside 1.5Km	3044	1606
	Outside Lal Dora and beyond 1.5Km	632	271
	Total	8345	3866
PE052	Inside Lal Dora	9970	4078
	Outside Lal Dora but Inside 1.5Km	3479	1818
	Outside Lal Dora and beyond 1.5Km	1552	807
	Total	15001	6703
PE053	Inside Lal Dora	4061	1605
	Outside Lal Dora but Inside 1.5Km	1716	929
	Outside Lal Dora and beyond 1.5Km	566	183
	Total	6343	2717
PE054	Inside Lal Dora	10184	3365
	Outside Lal Dora but Inside 1.5Km	2030	1034
	Outside Lal Dora and beyond 1.5Km	662	288
	Total	12876	4687
PE055	Inside Lal Dora	11193	3825
	Outside Lal Dora but Inside 1.5Km	2580	1445
	Outside Lal Dora and beyond 1.5Km	834	240
	Total	14607	5510
District Totals			
	Inside Lal Dora	40077	14862
	Outside Lal Dora but Inside 1.5Km	12849	6832
	Outside Lal Dora and beyond 1.5Km	4246	1789
	Total	57172	23483

Households(Rural)

		Total	Kachhe	Pachhe
PE051	Landowning Cultivators (General)	3200	32	3168
	Non-Landowning Cultivators (General)	107	17	90
	Backward Classes	85	0	85
	Scheduled Castes	51	4	47
	People engaged in service/trade	385	31	354
	Total	3828	84	3744
PE052	Landowning Cultivators (General)	6043	387	5656
	Non-Landowning Cultivators (General)	253	26	227
	Backward Classes	968	94	874
	Scheduled Castes	3703	559	3144
	People engaged in service/trade	3244	575	2669
	Total	14211	1641	12570
PE053	Landowning Cultivators (General)	3086	71	3015
	Non-Landowning Cultivators (General)	309	36	273
	Backward Classes	54	17	37
	Scheduled Castes	479	84	395
	People engaged in service/trade	2268	557	1711
	Total	6196	765	5431
PE054	Landowning Cultivators (General)	6191	58	6133
	Non-Landowning Cultivators (General)	455	106	349
	Backward Classes	582	103	479
	Scheduled Castes	1265	164	1101
	People engaged in service/trade	3311	132	3179
	Total	11804	563	11241
PE055	Landowning Cultivators (General)	7454	35	7419
	Non-Landowning Cultivators (General)	252	17	235
	Backward Classes	1163	63	1100
	Scheduled Castes	4835	573	4262
	People engaged in service/trade	848	83	765
	Total	14552	771	13781
District Totals				
	Landowning Cultivators (General)	25974	583	25391
	Non-Landowning Cultivators (General)	1376	202	1174
	Backward Classes	2852	277	2575
	Scheduled Castes	10333	1384	8949
	People engaged in service/trade	10056	1378	8678
	Total	50591	3824	46767

Households/Habitations(outside village)Rural

		DistarnceFromVillage(Km.)		Total	SC
		Min	Max.		
PE051	Habitation Of 1-5 Houses	0	3	126	17
	Habitation Of 6-10 Houses	0	2	21	11
	Habitation Of 11-25 Houses	0	1	29	2
	Habitation Of 26-50 Houses	0	0.5	48	4
	Habitation Of 51-75 Houses	0	0.5	2	1
	Habitation Of 76-100 Houses	0	0	1	
	Total			227	
PE052	Habitation Of 1-5 Houses	0	200	145	23
	Habitation Of 6-10 Houses	0	3	22	5
	Habitation Of 11-25 Houses	0	2	25	8
	Habitation Of 26-50 Houses	0	5	6	4
	Habitation Of 51-75 Houses	0	1.5	1	1
	Habitation Of 76-100 Houses	0	1	8	4
	Total			207	45
PE053	Habitation Of 1-5 Houses	0	4	51	11
	Habitation Of 6-10 Houses	0	1	24	7
	Habitation Of 11-25 Houses	0	3	23	13
	Habitation Of 26-50 Houses	0	0.5	2	2
	Habitation Of 51-75 Houses	0	0.5	1	1
	Habitation Of 76-100 Houses	0	1	2	1
	Total			103	35
PE054	Habitation Of 1-5 Houses	0	3	93	9
	Habitation Of 6-10 Houses	0	2	20	3
	Habitation Of 11-25 Houses	0	1.5	12	9
	Habitation Of 26-50 Houses	0	3	7	6
	Habitation Of 51-75 Houses	0	1	1	
	Habitation Of 76-100 Houses	0	0.5	1	1
	Total			134	
PE055	Habitation Of 1-5 Houses	0	168	537	65
	Habitation Of 6-10 Houses	0	15	82	17
	Habitation Of 11-25 Houses	0	5	32	24
	Habitation Of 26-50 Houses	0.5	1.75	4	31
	Habitation Of 51-75 Houses	0	0		
	Habitation Of 76-100 Houses	0	2	1	
	Total				

	DistanceFromVillage(Km.)		Total	SC
	Min	Max.		
District Totals				
Habitation Of 1-5 Houses	0	200	952	125
Habitation Of 6-10 Houses	0	15	169	43
Habitation Of 11-25 Houses	0	5	121	56
Habitation Of 26-50 Houses	0	5	67	47
Habitation Of 51-75 Houses	0	1.5	5	3
Habitation Of 76-100 Houses	0	2	13	6
Total			671	80

Availability of Public Transport

Conveyance	No.
PE051	
Bus	1
Bus,Minibus,Te	4
Bus,Tempo	4
Minibus	3
Minibus,Tempo	6
Others	4
Tempo	13
Total	35
PE052	
Bus	1
Bus,Minibus	1
Bus,Minibus,Te	5
Bus,Tempo	1
Minibus	7
Minibus,Tempo	26
Others	3
Rail,Bus,Minibus	1
Tempo	7
Total	52
PE053	
Bus,Minibus,Te	1
Minibus	13
Minibus,Tempo	7
Others	3
Rail,Bus,Minibus	2
Tempo	4
Total	30
PE054	
Bus	4
Bus,Minibus	5
Bus,Minibus,Te	5
Minibus	10
Minibus,Tempo	2
Others	4
Rail,Bus,Minibus	1
Rail,Minibus,Te	1

Conveyance	No.
Tempo	3
Total	35
PE055	
Bus	5
Bus,Minibus	5
Bus,Minibus,Te	4
Bus,Tempo	1
Minibus	4
Minibus,Tempo	6
Others	5
Rail,Bus	1
Rail,Bus,Minibus	1
Rail,Minibus,Te	1
Tempo	2
Total	35
Grand Total	187

Location of Villages viz. Pucca Road

	Distance		No.
PE051			
	0	Kms.	31
	2-5	Kms.	3
	Total		34
PE052			
	0	Kms.	50
	2-5	Kms.	2
	Total		52
PE053			
	0	Kms.	27
	2-5	Kms.	2
	Total		29
PE054			
	0	Kms.	33
	2-5	Kms.	4
	Total		37
PE055			
	0	Kms.	33
	2-5	Kms.	3
	5-10	Kms.	1
	Total		37
	Grand Total		189

Frequency of Public Transport(Rural)

	Available Conveyancce		No.
PE051	0-15	Min.	1
	15-30	Min.	10
	.5-1	Hrs.	13
	1-2	Hrs.	4
	2-Above	Hrs.	2
	None	Hrs.	4
	Total		34
PE052	0-15	Min.	7
	15-30	Min.	15
	.5-1	Hrs.	16
	1-2	Hrs.	8
	2-Above	Hrs.	3
	None	Hrs.	4
	Total		53
PE053	0-15	Min.	2
	15-30	Min.	6
	.5-1	Hrs.	9
	1-2	Hrs.	6
	2-Above	Hrs.	4
	None	Hrs.	3
	Total		30
PE054	0-15	Min.	6
	15-30	Min.	6
	.5-1	Hrs.	14
	1-2	Hrs.	5
	None	Hrs.	5
	Total		36

PE055	Available Conveyance	No.
	0-15 Min.	7
	15-30 Min.	6
	.5-1 Hrs.	11
	1-2 Hrs.	7
	None Hrs.	5
	Total	36
	Grand Total	189

DistanceFromDisttHeadQuarter

	Distance	No. Of Villages
PE051	10-20	12
	20-30	20
	30-40	1
	40-50	1
	5-10	1
PE052	10-20	26
	20-30	2
	5-10	25
PE053	10-20	18
	20-30	6
	5-10	6
PE054	10-20	17
	20-30	20
PE055	20-30	15
	30-40	21
	40-50	2

DistanceFromDisttHeadQuarter

	Distance	No. Of Villages
PE051	10-20	12
	20-30	20
	30-40	1
	40-50	1
	5-10	1
PE052	10-20	26
	20-30	2
	5-10	25
PE053	10-20	18
	20-30	6
	5-10	6
PE054	10-20	17
	20-30	20
PE055	20-30	15
	30-40	21
	40-50	2

DistanceFromTehsilHeadQuarter

	Distance	No. of Villages
PE051	10-20	11
	20-30	20
	30-40	1
	40-50	1
	5-10	1
PE052	10-20	26
	20-30	2
	5-10	25
PE053	10-20	18
	20-30	6
	5-10	6
PE054	10-20	24
	20-30	7
	5-10	6
PE055	10-20	9
	20-30	1
	5-10	28

DistanceFromSubTehsilHeadQuarter

	Distance	No. Of Villages
PE051	10-20	4
	20-30	6
	40-50	1
PE052	10-20	16
	5-10	11
PE053	10-20	7
	20-30	3
PE054	10-20	7
	20-30	1
	5-10	22
PE055	10-20	2
	20-30	3
	5-10	10

Pre-Education(Rural)

		No.	Total	Boys	Girls
PE051	Total 3-6 AgeGroup		2747	1457	1290
	Aanganwadi's	34	1453	718	735
	Others		594	317	277
	Total		4794	2492	2302
PE052	Total 3-6 AgeGroup		4626	2564	2062
	Aanganwadi's	46	3135	1691	1444
	Others		1010	583	429
	Total		8771	4838	3935
PE053	Total 3-6 AgeGroup		2830	1556	1274
	Aanganwadi's	27	1451	755	696
	Others		644	376	268
	Total		4925	2687	2238
PE054	Total 3-6 AgeGroup		4613	2521	2092
	Aanganwadi's	28	2626	1419	1207
	Others		1363	802	561
	Total		8602	4742	3860
PE055	Total 3-6 AgeGroup		4364	2360	2004
	Aanganwadi's	35	3054	1629	1425
	Others		558	326	238
	Total		7976	4315	3667
District Totals					
	Total 3-6 AgeGroup		19180	10458	8722
	Aanganwadi's	170	11719	6212	5507
	Others		4169	2404	1773
	Total		35068	19074	16002



ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਤਹਿਤ ਵਰਕਸ਼ਾਪ ਵਿਖੇ ਲਗਾਏ ਟ੍ਰੇਨਿੰਗ ਕੈਂਪ ਦੀ ਖੁਲਾਸ਼।

ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਤਹਿਤ ਵਰਕਸ਼ਾਪ ਦਾ ਆਯੋਜਨ

ਫਰੀਦਕੋਟ/11 ਦਸੰਬਰ/ਮਿੱਸੀ

ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਤਹਿਤ ਸਰਕਾਰ 6-14 ਸਾਲ ਤੱਕ ਦੇ ਬੱਚਿਆਂ ਦੀ ਸਿੱਖਿਆ (ਐਲੀਮੈਂਟਰੀ) ਦਾ ਸਰਬ-ਵਿਆਪੀਕਰਨ ਕਰਨ ਦਾ ਫ਼ੈਸਲਾ ਕੀਤਾ ਹੈ। ਇਸ ਦੀ ਤਿਆਰੀ ਲਈ ਇਕ ਵਰਕਸ਼ਾਪ ਸ਼ੀਤ ਦਿਨੀਂ ਐਮ. ਜੀ. ਐਮ. ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਸਕੂਲ ਫ਼ਰੀਦਕੋਟ ਵਿਖੇ ਸਟੇਟ ਪ੍ਰਿੰਸੀਪਲ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਦੇ ਡਾਇਰੈਕਟਰ ਸਾਹੂ ਸਿੰਘ ਰਾਧਾਕਾ ਪੀ. ਏ. ਐਸ-1 ਦੀ ਪ੍ਰਧਾਨਗੀ ਹੇਠ ਆਯੋਜਿਤ ਕੀਤੀ ਗਈ। ਇਸ ਵਰਕਸ਼ਾਪ ਵਿਚ ਡਾਇਰੈਕਟਰ ਸਟੇਜ ਪ੍ਰਿੰਸੀਪਲ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਮਿਸਿਜ਼ ਸੁਸਮਾ ਸਰਮਾ ਨੇ ਵੀ ਭਾਗ ਲਿਆ ਅਤੇ ਫ਼ਾਇਲ ਦੇ ਕੇ ਇਸ ਮੁਹਿੰਮ ਦੀ ਮਹੱਤਤਾ ਦੱਸੀ ਅਤੇ ਇਸ ਦੇ ਟੀਚੇ ਦੱਸੇ। ਵਰਕਸ਼ਾਪ ਵਿਚ ਡੀ. ਡੀ. ਓ. (ਪ੍ਰ.) ਫ਼ਰੀਦਕੋਟ ਮਿਸਿਜ਼ ਸੁਖਮੰਦਰ ਕੌਰ ਸਹਾਇ ਅਤੇ ਡੀ. ਡੀ. ਓ. (ਪ੍ਰ.) ਸੁਰਿੰਦਰਪਾਲ ਸਿੰਘ ਸਿੱਧੂ, ਡੀ. ਡੀ. ਓ. ਮੰਗਾ ਮਿਸਿਜ਼ ਪ੍ਰਕਾਸ਼ ਡੀ. ਡੀ. ਓ. ਮੋਗਾ ਹਸ ਸਿੰਘ ਦਿਓਲ, ਪਿੰਸੀਪਲ ਡਾਇਟ ਵਰੀਦਕੋਟ ਮੁਖਤਲਾ ਗੋਇਲ ਅਤੇ ਮੁਕੇਸ਼ ਕੁਮਾਰ ਨੈਕਚਰਲ ਡਾਇਟ ਵਰੀਦਕੋਟ ਨੇ ਆਪਣੇ ਵਿਚਾਰ ਰੱਖੇ। ਵਰਕਸ਼ਾਪ ਦੀ ਸ਼ੁਰੂਆਤ ਸਿੱਖ ਸਿੰਘ ਦਾ ਵਲਾ ਪ੍ਰਿੰਸੀਪਲ ਐਮ. ਜੀ. ਐਮ. ਦੇ ਉੱਚ

ਅਧਿਕਾਰੀ ਨੂੰ ਜੀ ਆਇਆ ਆਪ ਕੇ ਕੀਤੀ। ਇਸ ਵਰਕਸ਼ਾਪ ਵਿਚ ਪਿੰਸੀਪਲ ਜ. ਕ. ਸ. ਪੁੰਝੀ, ਸੁਰਿੰਦਰ ਕੁਮਾਰ ਮਹਿਤਾ, ਜਗਬੰਦ ਸਿੰਘ ਨੈਕਚਰਲ ਡਾਇਟ ਵਰੀਦਕੋਟ, ਮੁਖੈਨ ਸਿੰਘ, ਸੀ ਸੇਠੀ ਨੈਕਚਰਲ ਡਾਇਟ ਵਿਰਜਪੁਰ, ਵਿਕਾਸ ਅਰੋੜਾ ਤੋਂ ਇਲਾਵਾ ਫ਼ਰੀਦਕੋਟ, ਫਿਰੋਜ਼ਪੁਰ ਅਤੇ ਮੋਗੇ ਜ਼ਿਲ੍ਹੇ ਦੇ ਸਾਰੇ ਹਲਾਕ ਪ੍ਰਾਇਮਰੀ ਅਫ਼ਸਰਾਂ ਨੇ ਭਾਗ ਲਿਆ। ਡਾਇਟ ਵਰੀਦਕੋਟ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਆਪਣੇ ਗੈਰੀ ਤਿਆਰ ਕੀਤੇ ਗਰੀਟਿੰਗ ਕਾਰਡ ਸਾਰੇ ਭਾਗ ਲੈਣ ਵਾਲਿਆਂ ਨੂੰ ਵੇਲ ਕੇ ਮੁਹਿੰਮ ਦੀ ਕਾਰਜਸ਼ੀਲ ਲਈ ਸੁਝਾਵਾਂ ਦਿੱਤੀਆਂ ਅਤੇ ਕੰਮਕਾਜ ਆਦਿ ਦੀ ਕਿਮਵਾਰੀ ਨਿਰਾਈ।

ਅਖਰ ਵਿਚ ਪ੍ਰਿੰਸੀਪਲ ਡਾਇਰੈਕਟਰ ਸਾਹੂ ਸਿੰਘ ਰਾਧਾਕਾ ਨੇ ਇਸ ਮੁਹਿੰਮ ਦੀ ਤਿਆਰੀ ਲਈ ਸਿੱਖਿਆ ਏਜੰਸੀ ਦੀ ਤਿਆਰੀ ਲਈ ਪ੍ਰਫ਼ਾਹਮ ਜਵਾਬਦੇ ਅਤੇ ਉਸ ਵਿਚ ਆਉਣ ਵਾਲੀਆਂ ਅਭਿਯੰਗ ਸਬੰਧੀ ਵਿਸਥਾਰਪੂਰਵਕ ਜਾਣਕਾਰੀ ਦਿੱਤੀ। ਉਨ੍ਹਾਂ ਦੱਸਿਆ ਕਿ ਮੁਹਿੰਮ ਦੀ ਤਿਆਰੀ ਲਈ ਸਿੱਖਿਆ (ਫ਼ਰੀਦਕੋਟ, ਫਿਰੋਜ਼ਪੁਰ, ਮੁਕਤਸਰ, ਬਠਿੰਡਾ, ਮਾਨਸਾ, ਸੰਗਰੂਰ) ਲਈ 90 ਲੱਖ ਰੁਪਏ ਰੱਖੇ ਗਏ ਹਨ ਅਤੇ ਇਸ ਮੁਹਿੰਮ ਵਿਚ ਤਿੰਨ ਨਵੇਂ ਜਿਲ੍ਹੇ ਅੰਮ੍ਰਿਤਸਰ, ਮੋਗਾ ਅਤੇ ਪਟਿਆਲਾ ਨੂੰ ਸ਼ਾਮਲ ਕੀਤਾ ਗਿਆ ਹੈ।







ਸੈਮੀਨਾਰ ਵਿਚ ਸਿੱਖਿਆ ਤੋਂ ਵਾਂਝੇ ਬੱਚਿਆਂ ਨੂੰ ਸਾਖਰ ਬਣਾਉਣ 'ਤੇ ਜ਼ੋਰ

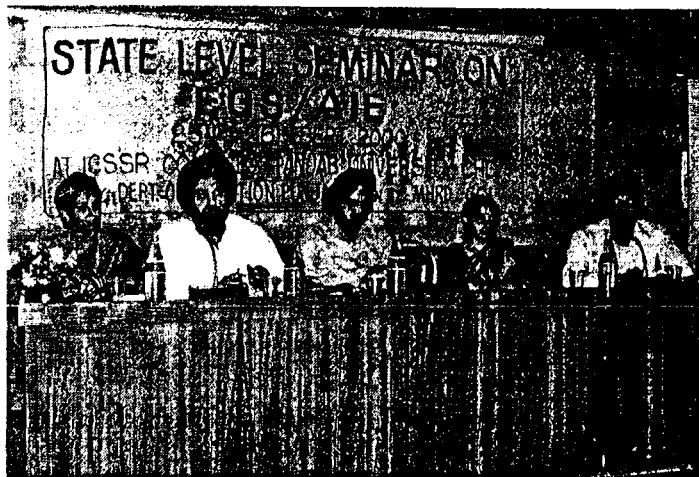
ਚੰਡੀਗੜ੍ਹ, 28 ਸਤੰਬਰ (ਨਿਜੀ ਪੱਤਰ ਪ੍ਰੇਰਕ)- ਪੰਜਾਬ ਸਰਕਾਰ ਦੇ ਸਿੱਖਿਆ ਵਿਭਾਗ ਵਲੋਂ ਐਜੂਕੇਸ਼ਨ ਗਰੰਟੀ ਸਕੀਮ ਅਤੇ ਆਲਟਰਨੇਟਿਵ ਇਨੋਵੇਟਿਵ ਐਜੂਕੇਸ਼ਨ ਉਪਰ ਇਕ ਤਿੰਨ ਦਿਨਾ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ ਗਿਆ। ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਦੇ ਆਈ.ਸੀ.ਐਸ.ਐਸ. ਆਰ. ਕੰਪਲੈਕਸ ਵਿਚ ਕਰਵਾਇਆ ਗਿਆ। ਇਸ ਸੈਮੀਨਾਰ ਦੀ ਅਗਵਾਈ ਕੇਂਦਰੀ ਸਰਕਾਰ ਦੇ ਮਾਨਵ ਸੰਸਥਾਨ ਅਤੇ ਵਿਕਾਸ ਮੰਤਰਾਲੇ ਨੇ ਕੀਤੀ।

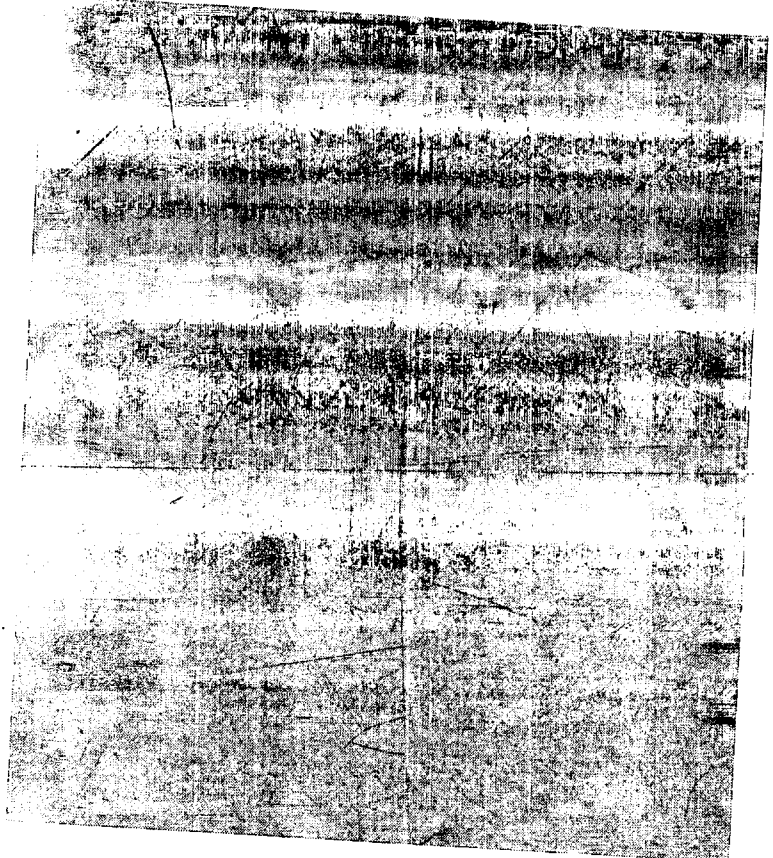
ਸੈਮੀਨਾਰ ਵਿਚ ਵਿਕਾਸ ਮੰਤਰਾਲੇ ਦੇ ਵਿਸ਼ਾ ਮਹਿਰਾ ਤੋਂ ਬਿਨਾਂ ਪੰਜਾਬ ਦੇ ਵਿਸ਼ੇਸ਼ ਸਿੱਖਿਆ ਮਹਿੰਤਰ, ਡੀ.ਪੀ.ਆਈ. ਪੰਜਾਬ ਤਰ ਦੇ ਜ਼ਿਲਾ ਸਿੱਖਿਆ ਅਫਸਰਾਂ, ਸਿਖਲਾਈ ਸੰਸਥਾਵਾਂ ਨੇ ਸਿੱਖਿਆ ਅਤੇ ਸੀ.ਪੀ.ਈ. ਓਜ਼ ਨੇ ਹਿੱਸਾ ਲਿਆ। ਸੈਮੀਨਾਰ ਦੌਰਾਨ ਸਕੂਲਾਂ ਵਿਚ ਸਿੱਖਿਆ ਪ੍ਰਾਪਤ

ਕਰ ਰਹੇ ਬੱਚਿਆਂ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਸਿੱਖਿਆ ਦੇਣ ਲਈ ਸੁਯੋਗ ਹਣੀਤੀ ਉਪਰ ਵਿਚਾਰਾਂ ਹੋਣ ਗਿਆ।

ਸੈਮੀਨਾਰ ਦੌਰਾਨ ਵਿਭਾਗ ਦੇ ਪ੍ਰਾਸੈਕਟ ਡਾਇਰੈਕਟਰ ਐਮ.ਐਸ.ਰੰਧਾਵਾ ਨੇ ਸਕੂਲਾਂ ਤੋਂ ਬਾਹਰਲੇ 6 ਤੋਂ 14 ਸਾਲ ਗਰੁੱਪ ਦੇ ਬੱਚਿਆਂ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ ਬਾਰੇ ਚਰਚਾ ਪਾਇਆ। ਮੁਢਲੀ ਸਿੱਖਿਆ ਪ੍ਰਾਪਤ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਹੀ ਸਕੂਲ ਛੱਡ ਗਏ ਬੱਚੇ ਜਿਨ੍ਹਾਂ ਵਿਚ ਗੁੱਜਰ, ਸਿਕਲੀਗਰ, ਖਾਨਾਬਦੋਸ, ਖੇਤਾ 'ਚ ਇਕੱਲੇ ਰਹਿਣ ਵਾਲੇ ਕਿਸਾਨ, ਮਜ਼ਦੂਰਾਂ ਦੇ ਬੱਚੇ, ਕਿਸੇਰ ਉਮਰ ਦੀਆਂ ਲੜਕੀਆਂ ਅਤੇ ਬਹੁਤ ਗਰੀਬ ਬੱਚਿਆਂ ਨੂੰ ਸਿੱਖਿਅਕ ਕਰਨ ਦੇ ਚੰਗੇ ਤਰੀਕਿਆਂ 'ਤੇ ਵੀ ਚਰਚਾ ਹੋਈ।

ਐਜੂਕੇਸ਼ਨ ਗਰੰਟੀ ਸਕੀਮ ਕੇਂਦਰ ਸਰਕਾਰ ਦੀ ਸਪਾਂਸਰਡ ਸਕੀਮ ਹੈ ਜਿਸ ਤਹਿਤ 6 ਤੋਂ 14 ਸਾਲ ਦੇ ਉਨ੍ਹਾਂ ਬੱਚਿਆਂ ਨੂੰ ਗੈਰ ਰਸਮੀ ਸਿੱਖਿਆ ਦਿੱਤੀ ਜਾਣੀ ਹੈ। ਜਿਹੜੇ ਇਕ ਜਾਂ ਦੂਜੇ ਕਾਰਨ ਸਕੂਲਾਂ ਵਿਚ ਸਿੱਖਿਆ ਨਹੀਂ ਲੈ ਸਕੇ ਜਾਂ ਮੁਢਲੀ ਸਿੱਖਿਆ ਪੂਰੀ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਹੀ ਸਕੂਲ ਛੱਡ ਗਏ।







सडीगढ़ में सोमवार को पंजाब विश्वविद्यालय में एजुकेशन गारंटी स्कीम तथा ए.आई.ई. पर आयोजित सेमिनार का दृश्य। (छाया : पुदी)



ਕੋਈ ਮਨੁੱਖੀ ਸ਼ਕਤੀ ਮੰਤਰਾਨੇ ਭਲੇ ਕਰਵਾਏ। ਯੇ ਸੈਮੀਨਾਰ ਵਿਚ ਬੈਠੇ ਹਨ ਸੁਖਮਾ ਸਰਮਾ ਕੋਆਰਡੀਨੇਟਰ, ਸਾਧੂ ਸਿੰਘ ਰੰਧਾਵਾ ਪ੍ਰਾਜੈਕਟ ਡਾਇਰੈਕਟਰ, ਐਸ. ਐਸ. ਪੁਰੀ ਵਿਸ਼ੇਸ਼ ਸਕੱਤਰ ਸਿੱਖਿਆ। (ਹੋਨਾ) ਸੈਮੀਨਾਰ ਵਿਚ ਬੈਠੇ ਪੰਜਾਬ ਦੇ ਬਿਨ੍ਹਾਂ ਸਿੱਖਿਆ ਅਫਸਰ ਅਤੇ ਬਲਾਕ ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਿਆ ਅਫਸਰ। ਅਜੀਰ ਤਲਵੰਡੀ

‘ਐਜੂਕੇਸ਼ਨ ਗਾਰੰਟੀ ਸਕੀਮ’ ਬਾਰੇ ਸੈਮੀਨਾਰ ਆਯੋਜਿਤ

ਚੁੰਡੀਗੜ੍ਹ, 28 ਸਤੰਬਰ (ਮਸ਼ਹੂਰੀਪ) ਸਿੱਖਿਆ ਵਿਭਾਗ ਪੰਜਾਬ ਵੱਲੋਂ ਮਨੁੱਖੀ ਸਰੋਤ ਵਿਕਾਸ ਮੰਡਲ ਦੇ ਡਾਕਟਰ ਸਰਬਜੀਤ ਦੀ ਅਗਵਾਈ ਹੇਠ ‘ਐਜੂਕੇਸ਼ਨ ਗਾਰੰਟੀ ਸਕੀਮ’ ਅਤੇ ਅਲਟਰਨੇਟਿਵ ਇਨੋਵੇਟਿਵ ਐਜੂਕੇਸ਼ਨ ਉੱਪਰ ਇਕ ਸੈਮੀਨਾਰ ਆਈ। ਸੀ. ਐਸ. ਐਸ. ਆਰ. ਕੰਪਲੈਕਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਓਰੀਐਂਟਲ ਵਿਖੇ ਆਯੋਜਿਤ ਕੀਤਾ ਗਿਆ, ਜਿਸ ਦੀ ਪ੍ਰਧਾਨਗੀ ਸਿੱਖਿਆ ਸਕੱਤਰ ਪੰਜਾਬ ਸ੍ਰੀ ਆਰ. ਐਨ. ਸੇਧੂ ਨੇ ਕੀਤੀ।

‘ਐਜੂਕੇਸ਼ਨ ਗਾਰੰਟੀ ਸਕੀਮ’ ਅਤੇ ਅਲਟਰਨੇਟਿਵ ਇਨੋਵੇਟਿਵ ਐਜੂਕੇਸ਼ਨ ਬਾਰੇ ਸਰਕਾਰ ਦੁਆਰਾ ਪ੍ਰੋਜੈਕਟ ਸਕੀਮ ਹੈ। ਇਸ ਸਕੀਮ ਤਹਿਤ 6 ਤੋਂ 14 ਸਾਲ ਉਮਰ ਵਰਗ ਦੇ ਬੱਚਿਆਂ ਨੂੰ ਗੈਰ-ਰਸਮੀ ਸਿੱਖਿਆ ਦਿੱਤੀ ਜਾਣੀ ਹੈ ਜੋ ਕਿਸੇ ਕਾਰਨ-ਕਾਰਨ ਸਕੂਲ ਵਿਚ ਦਾਖਲਾ ਨਹੀਂ ਲੈ ਸਕੇ ਜਾਂ ਮੁਢਲੀ ਸਿੱਖਿਆ ਪੂਰੀ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਹੀ ਸਕੂਲ

ਬੰਦ ਕਰੇ। ਇਸ ਸੈਮੀਨਾਰ ਵਿਚ ਮਾਨਵ ਸੰਸਾਧਨ ਵਿਕਾਸ ਮੰਡਲ, ਸਿੱਖਿਆ ਸੁਭਾਗ ਨਵੀਂ ਦਿੱਲੀ, ਸਪੈਸ਼ਲ ਸਿੱਖਿਆ ਸਕੱਤਰ ਪੰਜਾਬ, ਡਾਇਰੈਕਟਰ ਅਤੇ ਡਿਪਟੀ ਡਾਇਰੈਕਟਰ ਸਿੱਖਿਆ ਵਿਭਾਗ ਕੋਆਰਡੀਨੇਟਰ ਡੀ. ਪੀ. ਆਈ. ਸਬੂਲਜ, ਪੰਜਾਬ ਦੇ ਬਿਨ੍ਹਾਂ ਸਿੱਖਿਆ ਅਫਸਰ, ਬਿਨ੍ਹਾਂ ਸਿੱਖਿਆ ਅਤੇ ਸਿਖਲਾਈ ਸੰਸਥਾਵਾਂ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਹਾਸਟਿਸ ਡੀ. ਐ. ਓ. ਨੇ ਹਾਜ਼ਰ ਲਿਆ। ਸੈਮੀਨਾਰ ਵਿਚ ਸਕੂਲੀ ਵਿਚ ਸਿੱਖਿਆ ਨਾ ਪਾਪਕ ਕਰ ਰਹੇ ਬੱਚਿਆਂ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਸਿੱਖਿਆ ਦੇਣ ਲਈ ਸੁਝਾਅ ਰਣਨੀਤੀ ਉੱਪਰ ਵਿਚਾਰ-ਵਟਾਪਾ ਕੀਤਾ ਗਿਆ।

ਗੈਰ-ਰਸਮੀ ਸਿੱਖਿਆ ਸਬੰਧੀ ਆਯੋਜਿਤ ਕੀਤੇ ਗਏ ਇਸ ਸੈਮੀਨਾਰ ਦੇ ਹਾਨ ਇਸ ਪ੍ਰਾਜੈਕਟ ਦੇ ਡਾਇਰੈਕਟਰ ਸਾਧੂ ਸਿੰਘ ਰੰਧਾਵਾ ਨੇ ਸਕੂਲੀ ਬਾਹਰਲੇ 6 ਤੋਂ 14 ਸਾਲ ਉਮਰ ਵਰਗ ਦੇ ਬੱਚਿਆਂ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ ਬਾਰੇ ਚਾਨਣਾ ਪਾਇਆ।