

SARAV SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



District
MANSA
(Rural)

Sarav Shiksha Abhiyan Society®

PUNJAB

SARAV SHIKSHA ABHIYAN

**District Elementary
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 prepration of DEEP (District Elementary Education Plan)

Date 14.08.2001

A.S. Panna
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1. INTRODUCTION

1.1 District Mansa is located in the South-Western strip of Punjab. On the Inside it adjoins district Sangrur and Bhatinda in the north west and in east and south it has a common border with distt. Fatiabad of Haryana. River Ghaggar cuts across the district. It came in to existence in April, 1992 by ~~carving area from~~ district Bhatinda and Sangrur. District derives its name from its main city Mansa which is said to have been founded by a jat Saint called Bhai Gurdas who sacrificed his life for the cause of truth. A fair is held at Mansa in March in his sacred memory. During British period this area was part of Patiala state which after Independence was merged in to PEPSU a union of princely states. In November 1956 PEPSU was merged in to Punjab. Mansa is one of the districts of the state with only 2150 sq. kms. of area constituting 4.32% of the total area the state and supporting 2.86% of its population. From north to south it is 80 kms. long with a varying breadth of 30 kms. and 60 kms. in east and west respectively. District is divided in to three sub-divisions namely Mansa, Sardulgarh and Budhladha. There are 241 inhabited villages and three towns.

1.2 District Mansa falls in south-western part of Malwa which is a slightly undulating plain with numerous sand dunes deported by wind. The general height is 10 to 15 meters. The general slope is south-west wards and drainage inland. River Ghaggar forms a narrow and elongated flood plain intending up to 5 to 10 kms. width along both sides of its course Ghaggar is often flooded during manson and cuases a havoc. Otherwise due to low rainfall and excessive evaporation there is almost absence of surface flow of water. In the climate type classification district Mansa falls in semi-arid (dry) and

hot region. For nine months this region is hot with mean monthly temperature of more than 20 degree Celsius. Mean winter temperature for the representative area is 16.1 degree Celsius and mean summer temperature for the same is 33.5 degree Celsius. The mean normal rainfall is less than 400 mm. There are nine months in a year when the rainfall is less than 30 mm. In each month. The region has no seasonal water surplus. In no months the rainfall received is more than water need. For most of the year the soils remain dry. The three rainy months of July, August and September contribute nearly 70% of total annual rainfall. During winter cyclones also bring some rainfall.

1.3 There is predominance of sandy soils in the district. These are brown, and loamy but Dry and Calcerous. With irrigation these are able to produce a variety of crops.

For centuries the agriculture in the region had remained rainfall. With expansion of canal network and tubewell technology district has been witness to very rapid agricultural development as 98% of the gross cropped area is now irrigated. District produces 2.69% of the rice and 4.8% of wheat out of the total production of the state. District has also emerged as a large producer of cotton in the state. In the last decade district has made a good progress in horticulture about 939 hectares of lands under fruits. Kinnow, Guava, Grapes and Ber are the major fruits district produces 15.24% of total Grapes production of the state.

Industrial base of the district is negligible. Except for few thousand small scale units there is no medium or large scale unit in the district. Indus-

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try hardly absorbs 1% of the total population of the district. 85.12% of the total workers in rural area are engaged in agriculture.

Flooding of Ghaggar during monsoon and water logging are major menaces faced by the district ; Fragmented marginal land holding is the more serious problems which makes agriculture economically unliable for a large population .

VILLAGES AFFECTED BY NATURAL CALAMITIES

Sr. No.	P.E. Block	Villages affected by various Calamities				Total
		1	2	3	4	
1.	Mansa	8	11	4	2	25
2.	Jhuneer-I	16	16	3	2	37
3.	Jhuneer-II	22	7	4	4	37
4.	Budhladha-I	15	9	6	5	35
5.	Budhladha-II	14	12	1	1	28
	Total	75	55	18	14	162

Table - 1

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

1.4 Due to salinity of underground water all the villages have been declared as water scarcity villages but now clean drinking water is available in the villages of the district. There are 61 medical institutions serving the district for primary health care with 503 beds, which makes the bed availability per lac of population low and people have to depend upon private, hospitals which majority of the people cannot afford. Last decades have seen a very rapid increase in road net work. All the villages are now linked with pucca roads. District has 80 kms of road per 100 sq. kms. of its area and 266 kms. of road per lac of population which is third highest in the state.

ACCESSIBILITY OF VILLAGES THROUGH MASS TRANSPORT

Sr. No.	P.E. Block	Number of Villages						Total
		1	2	3	4	5	6	
1.	Mansa	12	13	17	21	3	–	66
2.	Jhuneer-I	5	4	17	9	1	–	36
3.	Jhuneer-II	3	8	20	10	3	4	48
4.	Budhladha-I	1	15	10	12	6	–	44
5.	Budhladha-II	2	4	11	13	3	1	34
	Total	23	44	75	65	16	5	228

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

Out of the projected 1,11,225 house holds 76.35% have electric connection which is quite low as compared to other districts of the state as in some of them 100% house holds have electric connection.

1.5 District is a part of Malwa cultural belt of Punjab. In local jargon it has been derogatory called jungal one to its backwardness. In the absence of irrigation sandy dunes were least productive. For centuries agriculture was subsistive with no surplus. Means of irrigation have brought a new life on the district is looking towards a rapid development.

1.6 District is mainly populated by Jat Sikhs. 28.91% of the population belongs to schedule casts. Some villages are inhabited by Kamboj Sikhs

which migrated from west Pakistan. Common border with Haryana has also its influence as many villages along the border are inhabited by Bagries which speak a mixture of Bagri and Punjabi languages.

Cobwebs of historical backwardness still loom large. It falls among the least urbanized districts of the state. It has only 14.70% of its population in urban area as per 1991 census. There are only 873 females per 1000 males which is very low as compared to district Hoshiarpur which has 924 females per 1000 males. The situation has improved as gender ratio has improved by 2 points in the last decade (1991-2001)

Culturally the district has all the characteristics of an agriculture economy. Modern agricultural practices have revolutionized the agricultural production but has also brought misery in its wake. Increasing cost of inputs and mechanisation do not counter balance the prices which is increasing the indebtedness of the peasants. The district top the list of indebtedness in the state and recently remained in news for indebtedness related suicides.

Apart from indebtedness, drug addiction is another abuse which is widely prevalent in the district. Use of drugs of every conceivable nature cuts across every section of society. Drive for universalisation of education should also include counseling for rehabilitaton of drug uses for both the parents and the children.

The tendency of child labour in the district also needs to be checked.

1.7 Education gender ratio primary health care, clean drinking water, empowerment of women and other weak sections of society provide indices for measure human development. Infrastructure development in the district

through not comparable with other districts is still adequate. But district is very poor in gender ratio and literacy and specifically literacy level of women and scheduled casts.

LITERACY - 1991

	Rural	Urban	Total	2001
Male	88,459	26,624	1,14,783 (44.81%)	59.12
Female	45,366	18,409	63,769 (28.50%)	45.07
Total	1,33,525	45,033	1,78,558	52.50
	(32.67%)	(63.52%)	(37.21%)	

Table - 3

The district has the lowest literacy rate of the state on all counts excepting urban literacy. It is lowest in rural literacy, female literacy and even in urban literacy it is only one step ahead of the lowest rate i.e. 60.42% of district Patiala. Female literacy has considerably improved but it still has the lowest literacy of the district.

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.

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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.~~

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
Mansa	70	70	34
Jhuneer-I	37	36	—
Jhuneer-II	50	50	13
Budhladha-I	47	46	13
Budhladha-II	35	35	11
Total	239	237	71

Table - 4

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 Bathinda Parliamentary Constituency criss-crosses the district and four assembly segments namely Mansa, Joga, Budhlada, & Sardulgarh have their foot prints in the district.

2.6 Physiographically district Mansa 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.	Mansa	8	11	4	2	25
2.	Jhuneer-I	16	16	3	2	37
3.	Jhuneer-II	22	7	4	4	37
4.	Budhladha-I	15	9	6	5	35
5.	Budhladha-II	14	12	1	1	26
	Total	75	55	18	14	162

Table -5

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

2.7 District Mansa has one among the lowest population density of the state. It has only 317 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 holds.

District Totals	Total	Kache	Pakke
Landowning Cultivators (General)	62,046	2,476	59,570
Non Landowning Cultivators (General)	13,448	2,618	10,830
Backward Classes	12,171	1,297	10,874
Scheduled Castes	37,376	7,125	30,251
People engaged in service/trade	8,915	534	8,381
Total	1,33,956	14,050	1,19,906

Table -6

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
Mansa	70	10	58	34	41	23	66	6	68	37	70
Jhuneer-I	37	5	33	16	16	8	31	4	37	11	36
Jhuneer-II	50	5	40	31	20	7	50	5	50	17	50
Budhladha-I	47	8	39	27	16	6	43	2	47	15	46
Budhladha-II	35	3	33	17	12	8	34	2	35	11	35

Table - 7

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	63,938	19,072
Outside Lal Dora	18,860	8,383
Outside Lal Dora & Beyond 1.5 km	4,319	1,077
Total	87,117	28,532

Table -8

~~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	831	77
6-10	0-5	134	40
11-25	0-75	94	41
26-50	0-3	197	96
51-75	0-200	75	95
76-100	0-5	10	5
Total		1339	354

Table - 9

2.11 Mansa being a very small district comprising of 2150 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
Mansa	21	23	20	4	2	—
Jhuneer-I	2	12	17	5	—	—
Jhuneer-II	—	—	11	15	18	6
Budhladha-I	—	12	21	12	1	—
Budhladha-II	—	—	1	15	19	—
Total	23	47	70	51	40	6

Table - 10

2.12 District has a good road networks. It has 80 kms. of roads per 100 sq. kms. of its area and 266 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.

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of 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	Number of Villages						Total
		1	2	3	4	5	6	
1.	Mansa	12	13	17	21	3	–	66
2.	Jhuneer-II	5	4	17	9	1	–	36
3.	Jhuneer-II	3	8	20	10	3	4	48
4.	Budhladha-I	1	15	10	12	6	–	44
5.	Budhladha-II	2	4	11	13	3	1	34
	Total	23	44	75	65	16	5	228

Table - 11

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 584662 persons which is predominantly rural as there is only 19.54% urban population.

POPULATION-1991

Census-1991

	Rural	Urban	Total
Male	2,55,985	50,903	3,06,888
Female	2,33,072	44,702	2,77,774
Total	4,89,057	95,605	5,84,662

Table - 12

2.14 Following is the PE Blockwise breakup of Rural Population

RURAL POPULATION Education Survey

P.E. Block	Number of Villages	Rural			Projected		
		Population-1991			Population-2000		
		Total	SC	BC	Total	SC	BC
1 Mansa	67	1,61,441	46,092	11,522	1,94,855	56,175	14,852
2. Jhuneer-I	36	63,387	17,071	5,500	73,967	20,561	7,070
3. Jhuneer-II	48	81,298	23,356	9,230	92,559	26,889	9,285
4. Budhladha-I	45	89,290	30,575	8,873	1,06,914	38,232	11,661
5. Budhladha-II	35	60,830	18,069	8,098	73,770	22,111	9,539
Total	231	4,56,246	1,17,094	43,215	5,42,065	1,63,968	5,047

Table - 13

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2.15 District has large SC population which is third highest in the state and accounts for 28.91% of the total population of the district.

TOTAL SC POPULATION-1991
Census-1991

	Rural	Urban	Total
Male	78,038	10,775	88,813
Female	68,322	9,090	77,412
Total	1,46,360	19,865	1,66,225

Table - 14

2.16 As per the provisional results of the 2001 census district now has a population of 668630 persons

POPULATION-2001

	Population			0-6 Population		
	Persons	Male	Female	Persons	Male	Female
Mansa	6,88,630	3,67,197	3,21,433	94,512	53,117	41,395
State	2,42,89,296	1,29,63,362	1,13,25,934	30,55,492	17,04,142	13,51,350

Table - 15

Young population in the district is increasing. 0-6 population at 13.72% of the total population of the district is higher than the state average of 12.57%

2.17 Population density and Sex ratio

District Mansa has the lowest population density of the state. It has 317 persons sq. kms. of its area while state average is 482 persons per sq. kms. of its area and Ludhiana has 804 persons per sq. kms. Its concentration

index is also very low it has 0.55 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 to 886 females per 1000 males.

2.18 School Education

District has a reasonably good school education network.

It has 290 primary schools, 85 middle school, 49 secondary schools and 23 senior secondary schools. As 6-8 level classes are also taken in secondary and senior secondary schools which makes 157 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 110511 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. Mansa	14,619	12,224	26,843	6,523	5,261	11,784	38,627
2. Jhuneer-I	5,633	4,537	10,170	2,438	2,020	4,458	14,628
3. Jhuneer-II	7,378	6,424	13,802	3,040	2,401	5,441	19,243
4. Budhladha-I	8,928	7,375	16,303	3,317	2,873	6,190	22,493
5. Budhladha-II	6,142	5,137	11,279	2,304	1,937	4,241	15,520
Total	42,700	35,697	78,397	17,622	14,492	32,114	1,10,511

Table - 16

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 78397 there are 29483 SC children and 9821 BC children which makes 50.13% of the total school age population. Out of five blocks two 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.	Mansa	13,627	10,208	3,008	26,843
2.	Jhuneer-II	5,286	3,805	1,079	10,170
3.	Jhuneer-II	6,566	4,864	2,372	13,802
4.	Budhladha-I	7,654	6,812	1,837	16,303
5.	Budhladha-II	5,960	3,794	1,525	11,279
	Total	39,093	29,483	9,821	78,397

Table - 17

Similarly in the 11-14 age group there are 32112 school age children and out of these 15497 belong to SC Category and 4018 to BC Category which makes 60.95% of the total school age population in the relevant age group. The same two blocks have a larger SC/BC population.

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

S.No.	P.E. Blocks	General	SC	BC	Total
1.	Mansa	6,606	3,836	1,342	11,784
2.	Jhuneer-I	2,592	1,388	476	4,456
3.	Jhuneer-II	2,760	1,757	924	5,441
4.	Budhladha-I	3,168	2,237	783	6,190
5.	Budhladha-II	2,471	1,277	493	4,241
	Total	17,597	15,497	4,078	32,112

Table - 18

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 Population	0-6	School Age		
			6-11	11-14	Total
Male	3,67,197	53,117	42,700	17,622	60,322
Female	3,21,433	41,395	35,697	14,492	50,189
Total	6,88,630	94,512	78,397	32,114	1,10,511
	% to Total Population	13.72	11.38	4.66	16.04
Female per thousand male	875	779	835	822	832

Table - 19

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 11628 children in 6-14 age group which are not attending school which makes 10.47% 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	78,397	7,427	9.47
2.	11-14	32,114	4,077	12.69
3.	Indeterminate	—	124	—
	6-14	1,10,511	11,628	10.47

Table - 20

Data pertains to 231 villages. Data of 10 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 Jhuncer-II has the largest number of out of school children.

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

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school		Total
			Male	Female	
1.	Mansa	26,843	1,012	828	1,840
2.	Jhuncer-I	10,170	650	501	1,151
3.	Jhuncer-II	13,802	1,167	1,014	2,181
4.	Budhladha-I	16,303	498	409	907
5.	Budhladha-II	11,279	697	651	1,348
	Total	78,397	4,024	3,403	7,427

Table - 21

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 Mansa 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.	Mansa	1,174	697	689	1386
2.	Jhuneer-I	4,458	229	211	440
3.	Jhuneer-II	5,441	481	438	919
4.	Budhladha-I	6,190	258	274	532
5.	Budhladha-II	4,241	350	450	800
	Total	21,504	2,015	2,062	4,077

Table - 22

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 11564 out of school children 6963 belong to scheduled cast which is 60.21% of the total out of school children. As there 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.	Mansa	884	2,008	298	3,190
2.	Jhuneer-I	454	1,075	148	1,677
3.	Jhuneer-II	891	1,770	440	3,101
4.	Budhladha-I	396	956	93	1,445
5.	Budhladha-II	644	1,154	353	2,151
	Total	3,269	6,963	1,332	11,564

Table - 23

2.26 Out of the 11430 out of school children 7224 never attended school which is 63.20% of the total children not going school and 7001 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		
Mansa	1,772	232	336	278	182	237	106	15	3,158
Jhuneer-I	1,035	91	153	116	91	81	45	46	1,658
Jhuneer-II	2,480	171	120	105	67	101	36	-	3,080
Budhladha-I	559	307	168	130	95	74	64	11	1,408
Budhladha-II	1,378	207	160	130	88	109	49	5	2,126
Total	7,224	1,008	937	759	523	602	300	77	11,430

Table - 24

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 11430 out of school children 7842 are engaged in one or other kind of work which comes out about 68.65%. 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. Mansa	830	217	665	1,712	909	202	462	1,573
2. Jhuneer-I	136	20	4	160	309	52	5	366
3. Jhuneer-II	256	47	46	349	434	99	85	618
4. Budhladha-I	662	124	344	1,130	572	83	148	803
5. Budhladha-II	255	86	93	434	350	50	302	702
Total	2,139	494	1,152	3,785	2,574	486	1,002	4,062

Table - 25

It may be noted that out of the 6-11 age group out of school children 56.43% belong to scheduled. Caste and in 11-14 age group 63.36% 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.

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	Not Known
	1		2		3		4		5		6			
	M	F	M	F	M	F	M	F	M	F	M	F		
Mansa	28	37	242	166	304	252	170	143	143	128	91	73	1777	63
Jhuneer-I	16	19	57	39	230	199	166	120	129	81	49	39	1144	7
Jhuneer-II	4	8	118	104	470	412	294	280	210	166	71	44	2181	-
Budhladha-II	50	15	115	74	126	117	97	97	38	39	11	12	791	116
Budhladha-II	41	29	20	54	260	291	237	151	107	102	32	24	1348	-
Total	139	108	552	437	1390	1271	964	791	627	516	254	192	7241	186

Table - 26

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												Not known	Income Not given
	1		2		3		4		5		6			
	M	F	M	F	M	F	M	F	M	F	M	F		
Mansa	19	29	191	167	193	191	170	133	70	99	41	48	1,351	35
Jhuneer-I	4	2	25	28	66	70	80	59	37	34	17	18	440	-
Jhuneer-II	11	15	57	46	181	165	156	135	53	49	23	28	919	-
Budhlada-I	18	12	41	41	63	56	65	78	33	40	17	30	495	37
Budhlada-II	7	5	22	27	141	212	104	134	59	58	16	11	797	3
Total	59	64	336	309	644	694	576	539	252	280	114	135	4,002	75

Table - 27

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
6 YEAR - 14 YEAR (RURAL)**

Sr. No.	P.E. Blocks	Physical Handicapped (1)	Blind (2)	Deaf & Dumb (3)	Mentally weak (4)	Others (5)	Total
1.	Mansa	44	4	30	56	52	186
2.	Jhuneer-I	17	3	7	33	32	92
3.	Jhuneer-II	31	5	15	47	55	153
4.	Budhlada-I	17	3	7	30	33	90
5.	Budhlada-II	23	5	20	36	53	137
	Total	132	20	79	202	225	658

Table - 28

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 Mansa 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.	Mansa	38,627	1,709	1,517	3,226
2.	Jhuneer-I	14,628	879	712	1,591
3.	Jhuneer-II	19,243	1,648	1,252	2,900
4.	Budhalada-I	22,493	756	683	1,439
5.	Budhalada-II	15,520	1,047	1,101	2,148
	Total	1,10,511*	6,039	5,265	11,304

Table -29

** 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 forms the basis to workout 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 ~~titles 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 alongwith 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 Shiksha 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.

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- 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~~ 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, STRATERGIES 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 reading 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.	Mansa	5	10
2.	Jhuneer-I	5	10
3.	Jhuneer-II	5	10
4.	Budhladha-I	5	10
5.	Budhladha-II	5	10
	Total	25	50

Table - 30

5.1.2 Upgradation of Primary Schools to Upper Primary Schools

To increase the accessibility of upper Primary education state has upgraded 19 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-24	96	24	24	24	72	24
Proposed- —	—	—	—	—	—	—
Total 24	96	24	24	24	72	24

Table - 31

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

Block	Primary School			No. of Teachers required			Head Master	Class-rooms Reqd	Head Master Room
	Upgr-aded	Prop-osed	Total	B.ED	PTI	Art & craft			
Mansa	9	—	9	36	13	13	9	27	9
Jhuneer-I	6	—	6	24	11	11	6	18	6
Jhuneer-II	4	—	4	16	12	12	4	12	4
Budhladha-I	3	—	3	12	9	9	3	9	3
Budhladha-II	2	—	2	8	7	7	2	6	2
Total	24	—	24	96	52	52	24	72	24

Table - 32

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.

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AGE GROUPWISE POPULATION 30-9-2000

Sr. No.	Age Group	Population	Children not going school	Percent
1.	6-11	78397	7427	9.47
2.	11-14	32114	4077	12.69
3.	Indeterminate		124	
	6-14	110511	11628	10.47

Table - 33

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 465 regular teachers to the existing primary schools wherever the TPR is more than 1:40. Accordingly estimations are worked out for positioning 465 regular teachers additionally to the existing schools.

Blockwise breakup of Primary Teacher required/classroom

Block	Total	Existing*	Required	Class Room		Total
				Ex.	Req.	
Mansa	595	451	144	—	178	178
Jhuneer-I	190	146	44	—	62	62
Jhuneer-II	309	197	112	—	136	136
Budhladha-I	334	250	84	—	92	92
Budhladha-II	234	153	81	—	97	97
Total	1662	1197	465	—	565	565

* Including Head Teacher and Centre Head Teacher

Table - 34

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 465 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.
465	—	465	—	—	—	565	—	156

* not available

Table - 35

Total Room Required
721

Blockwise Breakup Upper Primary Teach/Class room

Block	Total Enrolment	Existing Teacher	Required		Class Room		HM Room required
			Teacher	HM	Existing	Req.	
Mansa	9278	—	—	60	—	—	60
Jhuneer-I	2044	—	—	17	—	—	17
Jhuneer-II	3155	—	—	20	—	—	20
Budhladha-I	4533	—	—	38	—	—	38
Budhladha-II	2852	—	—	21	—	—	21
Total	21862	997*	—	156	—	—	156

* PE breakup not available

Table -36

Block-wise requirement of Additional Classrooms

Sr. No.	Name of the Block	No. of Teachers		No. of Classrooms available*	Additional requirement of classrooms	Head Master room for Upper primary
		Primary	Upper Primary			
	Mansa	451	—	—	178	60
	Jhuneer-I	146	—	—	62	17
	Jhuneer-II	197	—	—	136	20
	Budhladha-I	250	—	—	92	38
	Budhladha-II	153	—	—	97	21
	Total	1197	997*	—	565	156

* breakup not available

Table - 37

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	17,219	6,358	23,577
Girls Students	29,520	8,642	38,162
Total	46,739	15,000	61,739

Table - 38

Total Student eligible for free Text Book	Cost @ 150/- per annum
61,739	92,60,850

Blockwise Brakeup of SC/Girls Students

Block	1-5		6-8		Total		G. Total
	SC	Girls	SC	Girls	SC	Girls	
Mansa	6350	10467	2600	3794	8950	14261	23211
Jhuneer-I	2157	3395	660	1030	2817	4425	7242
Jhuneer-II	2312	5136	1147	1305	3459	6441	9900
Budhladha-I	3550	6137	1215	1216	4765	7353	12118
Budhladha-II	2850	4385	736	1297	3586	5682	9268
Total	17219	29520	6358	8642	23577	38162	61739

Table - 39

5.2.4 Maintenance of Repair of School Building.

Data of existing class rooms is not yet complete. As per survey 114 rooms need minor repair and 103 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
Mansa	—	—	22	19
Jhuncer-I	—	—	21	26
Jhuncer-II	—	—	19	23
Budhladha-I	—	—	25	16
Budhladha-II	—	—	27	19
Total	—	—	114	103

Table - 40

The planning process reveals that there are 11628 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	78,397	7,427	9.47
2.	11-14	32,114	4,077	12.69
3.	Indeterminate			
	6-14	1,10,511	11,628	10.47

Table - 41

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.

- 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	Mansa	3,175	159	8	1
2.	Jhuneer-I	1,530	78	4	1
3.	Jhuneer-II	3,065	154	8	1
4.	Budhladha-I	1,353	71	4	1
5.	Budhladha-II	2,131	107	6	1
	Total	11,330	569	30	5

Table - 42

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 habitations
231	1,848

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

569

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 ECC volunteers as per the financial norms of SSA. The training will be conducted in a cascade mode viz.,

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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	2194	569	20	5	20

Table-43

QUALITY - TRAININGS

S.No.	Block Name	Trainings					
		No. of Schools			No. of Teachers		
		Pry.	U. Pry.	Total	Pry.	U. Pry.	Total
1.	Mansa	93	60	153	451	—	—
2.	Jhuneer-I	39	17	56	146	—	—
3.	Jhuneer-II	57	20	77	197	—	—
4.	Budhladha-I	57	38	95	250	—	—
5.	Budhladha-II	43	21	64	153	—	—
	Total	289	156	445	1,197	997*	2194*

* breakup not available

Table-44

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	2194	569

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.	Mansa	8	451	—	159	8	1	4
2.	Jhuneer-I	8	146	—	78	4	1	4
3.	Jhuneer-II	8	197	—	154	8	1	4
4.	Budhladha-I	8	250	—	71	4	1	4
5.	Budhladha-II	8	153	—	107	6	1	4
Total		40	197	997*	569	30	5	20

*Breakup not available

Table-45

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	5

S. No.	Name of the Block	No. of BRCs	No. of BRPs
1.	Mansa	1	3
2.	Jhuneer-I	1	3
3.	Jhuneer-II	1	3
4.	Budhladha-I	1	3
5.	Budhladha-II	1	3
	Total	5	15

Table-46

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	34

BLOCKWISE LIST OF CRCS

Block	No. of BRC	No. of CRC
Mansa	1	10
Jhuneer-I	1	5
Jhuneer-II	1	7
Budhladha-I	1	8
Budhladha-II	1	4
Total	5	34

Table-47

Functional Aspects⁵

- 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	
289	156	445	1197	997	2194	34

Table-48

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.	Mansa	93	60	451	—	144	—	60	10
2.	Jhuneer-I	39	17	146	—	44	—	17	5
3.	Jhuneer-II	57	20	197	—	112	—	20	7
4.	Budhladha-I	57	38	250	—	84	—	38	8
5.	Budhladha-II	43	21	153	—	81	—	21	4
	Total	289	156	1197	997*	465	—*	156	34

* not available

Table-49

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
5	156

TLM GRANT FOR UPPER PRIMARY SCHOOLS

S. No.	Name of the Block	No of Upper Primary Schools/Section			Total
		Exist	Upgraded	Proposed	
1.	Mansa	60	9	—	69
2.	Jhuneer-I	17	6	—	23
3.	Jhuneer-II	20	4	—	24
4.	Budhladha-I	38	3	—	41
5.	Budhladha-II	21	2	—	23
Total		156	24	—*	180

*data not available

Table-50

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

It is planned to categorize all the schools into three categories '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-

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
184	180

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.	Mansa	67	10	69
2.	Jhuneer-I	22	5	23
3.	Jhuneer-II	32	7	24
4.	Budhladha-I	36	8	41
5.	Budhladha-II	27	4	23
Total (HT+CHT) 218		184	34	180

Table-51

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 procedure ~~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 filed 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	11-14	Total			
Mansa	26843	11784	38627	3226	1517	30
Jhuncer-I	10170	4458	14628	1591	712	14
Jhuncer-II	13802	5441	19243	2900	1252	25
Budhladha-I	16303	6190	22493	1439	683	13
Budhladha-II	11279	4241	15520	2148	1101	22
Total	78391	32114	110511*	11304	5265	104

* includes children of indeterminate age

Table-52

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	Anganwaris existing
		Boys	Girls	Total		
5	239	16,228	13,343	29,571	91	213

Table-53

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	Anganwaris existing
		Boys	Girls	Total		
Mansa	60	4806	3828	8634	16	44
Jhuncer-I	37	2576	2168	4744	20	37
Jhuncer-II	50	3242	2571	5813	15	50
Budhladha-I	46	2908	2544	5452	21	47
Budhladha-II	35	2696	2232	4928	19	35
Total	228	16228	13342	29571	91	213

* 3-6 Data pertains 228 habitations

Table-54

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 out side 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 Pachayat 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 Siksha Abiyan 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	2	VEDCC

Buildings to New Schools

Sr. No.	Blocks	No. of New School Buildings	New buildings to buildingless schools	Implementation Agency
1.	Mansa	5	2	VDEC
2.	Jhuneer-I	5	—	VDEC
3.	Jhuneer-II	5	—	VDEC
4.	Budhladha-I	5	—	VDEC
5.	Budhladha-II	5	—	VDEC
	Total	25	2	

. Table-55

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 242 additional classrooms in all the 6 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 Additional Rooms		Implementation Agency
H.M. Room	Class Rooms	
180	565	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.	Mansa	178	—	69	VDEC
2.	Jhuneer-I	62	—	17	VDEC
3.	Jhuneer-II	136	—	20	VDEC
4.	Budhladha-I	92	—	38	VDEC
5.	Budhladha-II	97	—	21	VDEC
Total		565	—	156	

Table-56

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.	Mansa	1	Block Education Committees
2.	Jhuneer-I	1	Block Education Committees
3.	Jhuneer-II	1	Block Education Committees
4.	Budhaladha-I	1	Block Education Committees
5.	Budhaladha-II	1	Block Education Committees
	Total	5	

Table-57

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 @ 1500 per School	Major @ 1500 per School	Total	Maintenance Grand @ 5000 per School
17,10,000	30,90,000	48,00,000	22,25,000

Sr. No.	Blocks	No. of Rooms		No. of Schools	Implementing Agency
		Minor Repair	Major Repair		
1.	Mansa	22	29	153	VEDC
2.	Jhuneer-I	21	26	56	VEDC
3.	Jhuneer-II	19	23	77	VEDC
4.	Budhaladha-I	25	16	95	VEDC
5.	Budhaladha-II	17	19	64	VEDC
	Total	114	103	445	

Table-58

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.

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.**
- Futher 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.

Budgets Summary						
Intervention-wise Budgets Estimates- District- Mansa						
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	5.400	4.300	4.300	4.300	18.300
3	Research Evaluation, Monitoring & Supervision	8.810	6.410	6.410	6.410	28.040
4	Community mobilization & Participation	39.569	40.569	40.569	40.569	161.276
5	Access & Alternative Schooling	807.077	807.077	807.077	807.077	3228.308
6	Civil works	1055.743	435.000	315.000	75.000	1880.743
7	Pedagogy & School Improving	534.821	80.311	80.811	81.561	777.504
8	Education of Focussed Groups					
	a) Girl Child Education	171.843	173.100	173.850	174.600	693.393
	b) Early Childhood Education	23.836	20.796	23.836	20.796	89.264
	c) Children with special Educational needs	10.843	0.403	0.403	0.403	12.052
	d) Scheduled cast children	35.362	35.362	35.362	35.362	141.448
	Total	2701.604	1609.378	1492.318	1250.778	7054.078

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 Mansa, 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												
Total				8.300		6.050		4.700		4.700		23.750

Proposed Budget for 4 year-District Mansa, 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 Mansa, Punjab

Intervention Name: Research, Evaluation, Monitoring												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			0.300		0.300		0.300		0.300		1.200
4	Conduct of Pupil Achievement Survey 10% of schools	0.020	45	0.900	50	1.000	50	1.000	50	1.000	50	3.900
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			8.810		6.410		6.410		6.410		28.040

Proposed Budget for 4 year-District Mansa, Punjab

Intervention Name: Community Mobilization and												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 231 x 8 x 2	0.0003	3696	1.1088	3696	1.1088	3696	1.1088	3696	1.1088	3696	4.435	
2	Bal Melas at village/Cluster 163	0.050	231	11.550	231	11.550	231	11.550	231	11.550	231	46.200	
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	231	23.100	231	23.100	231	23.100	231	23.100	231	92.400	
5	Campaign material	0.010	231	2.310	231	2.310	231	2.310	231	2.310	231	9.240	
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			39.569		40.569		40.569		40.569		161.275	

Proposed Budget for 4 year-District Mansa, Punjab

Intervention Name: Access to 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 604 x 60 x 70	0.042	604	25.368	604	25.368	604	25.368	604	25.368	604	101.472	
3	Induction training of EGS volunteers												
4	Training of BRPs in VV and AS teacher 15 x 5	0.0007	75	0.0525	75	0.0525	75	0.0525	75	0.0525	75	0.210	
5	Salary for and for new school teacher(Primary) 465 x 12	0.070	465	390.600	465	390.600	465	390.600	465	390.600	465	1562.400	
6	Salary of upper primary schools teachers 0 x 12	0.082										0.000	
7	Salary for Head master 156 x 12	0.096	156	179.712	156	179.712	156	179.712	156	179.712	156	718.848	
	New Schools												
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 144 x 12	0.082	144	141.696	144	141.696	144	141.696	144	141.696	144	566.784	
10	Salary for Head master 24 x 12	0.096	24	27.648	24	27.648	24	27.648	24	27.648	24	110.592	
	Total			807.077		807.077		807.077		807.077		3228.306	

Proposed Budget for 4 year-District Mansa, 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 721	1.200	221	265.200	300	360.000	200	240.000			721	865.200	
2	Buildings for building less school	15.000	2	30.000							2	30.000	
3	Block Resource centre buildings-5	6.000	5	30.000								30.000	
4	CRC Buildings 34	2.000	34	68.000								68.000	
5	New Primary school buildings (25)	15.000	10	150.000	5	75.000	5	75.000	5	75.000		375.000	
6	upgraded and proposed UP school Buildings 24	5.000	24	120.000							24	120.000	
7	Sanitary Blocks and drinking water facilities 140+117=257	1.200	243	291.600							243	291.600	
8	Compound wall 32+45	1.200	77	26.943							77	26.943	
9	Varanda 46+28	1.000	74	74.000							74	74.000	
10													
11													
12													
	Total			1055.743		435.000		315.000		75.000		1880.743	

Proposed Budget for 4 year-District Mansa, 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
1	Teachers training in multi level/ activity based teaching 2194	0.0014	2194	30.716	2194	30.716	2194	30.716	2194	30.716	2194	122.864
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 2194	0.005	2194	10.970	2194	10.970	2194	10.970	2194	10.970	2194	43.880
5	School grants 445	0.020	445	8.900	445	8.900	445	8.900	445	8.900	445	35.600
6	TLE grant to new UP schools 24	0.500	24	12.000							24	12.000
7	CRC grant 34	0.025	34	0.850	34	0.850	34	0.850	34	0.850	34	3.400
8	Furniture for DIET	1.000	1	1.000							1	1.000
9	Furniture for BRC	1.000	5	5.000							5	5.000
10	Equipment for DIET	2.000	1	2.000							1	2.000
11	Equipment for BRC	2.000	5	10.000							5	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 445+24+25	0.050	445	22.250	469	23.450	479	23.950	497	24.700	494	94.350
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 Mansa, Punjab

Intervention Name: Pedagogy and school												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 34	0.005	34	0.170	34	0.170	34	0.170	34	0.170	34	0.680
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 289	0.500	289	144.500							289	144.500
21	Block level TLM workshop 5x3	0.500	15		15		15		15			0.000
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 at DPO	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
25	TLE for UP schools 156	0.500	156	78.000							156	78.000
26	Furniture for CRC 34	0.100	34	3.400							34	3.400
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-164	0.050	164	8.200							164	8.200
29	Electric fitting in classrooms-476	0.020	476	9.520							476	9.520
30	Electric fans-1158	0.012	1158	13.896							1158	13.896
31	Electric tubes-1210	0.003	1210	3.774							1210	3.774
	classrooms furniture											
32	Patre-14971	0.001	14971	14.971							14971	14.971
33	Bench-1699	0.007	1699	11.893							1699	11.893
34	Desk-2167	0.009	2167	19.503							2167	19.503

35	Tat Patti-33587	0.001	33587	33.587								33.587
36	Alimrah-870	0.030	870	26.100							870	26.100
37	Blackboards 567+785	0.008	1352	10.816							1352	10.816
38	minor repair class rooms- 114	0.150	114	17.100							114	17.100
39	major repair class rooms- 103	0.300	103	30.900							103	30.900
	Total			534.821		80.311		80.811		81.561		777.504

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	104	104.000	104	104.000	104	104.000	104	104.000	104	416.000
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											0.000
4	TLM for bridge camps	0.100	104	10.400	104	10.400	104	10.400	104	10.400	104	41.600
5	Free text books for all girls 38162	0.0015	38162	57.243	39000	58.500	39500	59.250	40000	60.000	40000	234.993
	<i>Sub total</i>			171.843		173.100		173.850		174.600		693.393
	b) Early Childhood Education											
1	Induction training of ECCE instructors 91 x 60	0.0007	91	3.822	91	3.822	91	3.822	91	3.822	91	15.288
2	Training of mothers association members 26 x 8 x 2	0.0003	26	0.1248	26	0.1248	26	0.1248	26	0.1248	26	0.4992
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 26 x 5	0.0007	26	0.091	26	0.091	26	0.091	26	0.091	26	0.364
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 91 + 213 +170	0.010	304	3.040			304	3.040			304	6.080

	ECCE WORKERS											
	Honorarium 91 x 12	0.007	91	7.644	91	7.644	91	7.644	91	7.644	91	30.576
8	Printing of modules			1.000		1.000		1.000		1.000		4.000
9	ECCE helper Honorarium 91 x 12	0.004	91	4.368	91	4.368	91	4.368	91	4.368	91	17.472
10	AWC workers/Ayash Honorarium 91 x 12	0.003	91	3.276	91	3.276	91	3.276	91	3.276		13.104
11												
12												
	Sub Total			23.836		20.796		23.836		20.796		89.263
	c) Childhood with special educational needs											
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 870	0.0012	870	10.440							870	10.440
6												
	Sub total			10.843		0.403		0.403		0.403		12.050
	d) Scheduled cast children											
1	Free text books(Males)	0.0015	23575	35.362	23575	35.362	23575	35.362	23575	35.362	23575	141.450
	Subtotal			35.362		35.362		35.362		35.362		141.450
	Focus group total			241.883		229.660		233.450		231.160		936.156

S. No	Item	Unit cost	Physical	Financial	2001-2002											
					Apr.	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1	Furniture for DPO	2.000	1	1.500								✓	✓			
2	Equipment for DPO	4.000	1	2.500								✓	✓			
3	Hire charges for vehicles for DPO	0.1000	4	0.400								✓	✓	✓	✓	✓
4	Salary for DPO staff	-	-	-												
5	DPO consumables	-	1	2.000								✓	✓	✓	✓	✓
6	Water, Electricity, Telephone etc.	0.050	12	0.600								✓	✓	✓	✓	✓
7	Rent DPO	-	-	-												
8	TA & DA	0.080	12	0.760								✓	✓	✓	✓	✓
9	Equipment maintenance and operation at DPO		1	0.400								✓	✓	✓	✓	✓
10	Consultant	0.070	2	0.140								✓	✓			
11																
12																
Total				8.300												

Project Name: Research, Evaluation, Monitoring and Supervision		(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	Action Research 5 Blocks x 5	0.030	25	0.750								✓	✓	✓	✓	✓	
2	Smaller Scale Classrooms Based Researches 5 Blocks x 5	0.020	25	0.500											✓	✓	
3	Orientation on Research and Evaluation			0.300									✓	✓		✓	
4	Conduct of Pupil Achievement Survey 10% of schools	0.020	45	0.900									✓	✓		✓	
5	Baseline & Midterm Assessment			0.500												✓	
6	MIS Equipment		1	2.000									✓	✓		✓	
7	MIS agency works and development		1	3.000								✓		✓		✓	
8	MIS Equipment operation and maintenance		1	0.200								✓		✓		✓	
9	Computer Stationery Peripherals		1	0.100								✓		✓	✓	✓	
10	Academic monitoring of schools by DIET staff by travelling		1	0.200											✓	✓	
11	Academic supervision by BRCs 15 x 24 units	0.001	360	0.360								✓	✓	✓	✓	✓	
12																	
13																	
	Total			8.810													

Implementation Schedule for 2001-02, District Mansa, Punjab

Intervention Name: Accesse Alternate Schooling

(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	Residential Bridge Courses																
2	Induction training of EGS voluntary teachers/Bridge course volunteers 604 x 60 x 70	0.042	604	25.368								✓	✓	✓	✓	✓	✓
3	Induction training of EGS volunteers																
4	Training of BRPs in VV and AS teacher 15 x 5	0.0007	75	0.0525								✓	✓	✓	✓	✓	✓
5	Salary for and for new school teacher(Primary) 465 x 12	0.070	465	390.600								✓	✓	✓	✓	✓	✓
6	Salary of upper primary schools teachers 0 x 12	0.082															
7	Salary for Head master 156 x 12	0.096	156	179.712								✓	✓	✓	✓	✓	✓
New Schools																	
8	Salary for primary teachers	0.070	50	42.000								✓	✓	✓	✓	✓	✓
9	Salary for upper teachers 144 x 12	0.082	144	141.696								✓	✓	✓	✓	✓	✓
10	Salary for Head master 24 x 12	0.096	24	27.648								✓	✓	✓	✓	✓	✓
Total				807.077													

Implementation Schedule for 2001-02, District Mansa, Punjab

Intervention Name: Civil works (Rs.in lakhs)																	
S. No	Item	Unit cost	Physical	Financial	2001-2002												
					Apr.	May	Jun	Jul	Aug	Sep	Ocf	Nov	Dec	Jan	Feb	Mar	
1	Additional classrooms and HM rooms 721	1.200	221	265.200								✓	✓	✓	✓	✓	✓
2	Buildings for building less school	15.000	2	30.000								✓	✓	✓	✓	✓	✓
3	Block Resource centre buildings-5	6.000	5	30.000								✓	✓	✓	✓	✓	✓
4	CRC Buildings 34	2.000	34	68.000								✓	✓	✓	✓	✓	✓
5	New Primary school buildings (25)	15.000	10	150.000								✓	✓	✓	✓	✓	✓
6	upgraded and proposed UP school Buildings 24	5.000	24	120.000								✓	✓	✓	✓	✓	✓
7	Sanitary Blocks and drinking water facilities 140+117=257	1.200	243	291.600								✓	✓	✓	✓	✓	✓
8	Compound wall 32+45	1.200	77	26.943								✓	✓	✓	✓	✓	✓
9	Varanda 46+28	1.000	74	74.000													
10																	
11																	
12																	
	Total			1055.743													

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 2194	0.0014	2194	30.716								✓	✓	✓	✓	✓	✓
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 2194	0.005	2194	10.970								✓					
5	School grants 445	0.020	445	8.900								✓					
6	TLE grant to new UP schools 24	0.500	24	12.000								✓					
7	CRC grant 34	0.025	34	0.850								✓					
8	Furniture for DIET	1.000	1	1.000								✓	✓				
9	Furniture for BRC	1.000	5	5.000								✓	✓	✓		✓	
10	Equipment for DIET	2.000	1	2.000								✓					
11	Equipment for BRC	2.000	5	10.000								✓	✓				
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 445+24+25	0.050	445	22.250								✓	✓				
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 Mansa, 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 34	0.005	34	0.170								✓	✓	✓		✓
19	Academic conventions(teachers)	0.500	2	1.000									✓			✓
20	TLM for primary school 289	0.500	289	144.500								✓	✓		✓	✓
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 156	0.500	156	78.000								✓	✓		✓	✓
26	Furniture for CRC 34	0.100	34	3.400								✓	✓		✓	✓
27	BRC grant	0.125	5	0.625								✓	✓	✓	✓	✓
28	Electric connection in primary and Upper primary school-164	0.050	164	8.200								✓	✓	✓	✓	✓
29	Electric fitting in classrooms-476	0.020	476	9.520								✓	✓	✓	✓	✓
30	Electric fans-1158	0.012	1158	13.896								✓	✓	✓	✓	✓
31	Electric tubes-1210	0.003	1210	3.774								✓	✓	✓	✓	✓
	classrooms furniture											✓	✓	✓	✓	✓
32	Patre-14971	0.001	14971	14.971								✓	✓	✓		
33	Bench-1699	0.007	1699	11.893								✓	✓	✓		

		0.009	2167	19.503							✓	✓	✓			
35	Tat Patti-33587	0.001	33587	33.587							✓	✓	✓			
36	Alimrah-870	0.030	870	26.100							✓	✓	✓			
37	Blackboards 567+785	0.008	1352	10.816							✓	✓	✓			
38	minor repair class rooms-114	0.150	114	17.100							✓	✓	✓			
39	major repair class rooms-103	0.300	103	30.900							✓	✓	✓			
	Total			534.821												

Implementation Schedule for 2001-02, District Mansa, 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	104	104.000								✓	✓	✓	✓	✓
2	Gender issues workshops	0.200	1	0.200									✓			
3	Printing of modules											✓		✓		✓
4	TLM for bridge camps	0.100	104	10.400								✓	✓	✓		✓
5	Free text books for all girls 38162	0.0015	38162	57.243								✓	✓	✓		✓
	Sub total			171.843												
	b) Early Childhood Education															
1	Induction training of ECCE instructors 91 x 60	0.0007	91	3.822								✓	✓	✓	✓	✓
2	Training of mothers association members 26 x 8 x 2	0.0003	26	0.1248								✓	✓	✓	✓	✓
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 26 x 5	0.0007	26	0.091								✓	✓			
5	Convergence workshop for ECCE	0.100	4	0.400								✓		✓		✓
6	TLM for ECCE and Anganwaris											✓	✓	✓	✓	✓

	Honorarium 91 x 12	0.007	91	7.644							✓	✓	✓		
8	Printing of modules			1.000							✓	✓	✓	✓	✓
9	ECCE helper Honorarium 91 x 12	0.004	91	4.368								✓		✓	✓
10	AWC workers/Ayash Honorarium 91 x 12	0.003	91	3.276							✓		✓	✓	✓
11															
12															
	Sub Total			23.836											
	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 870	0.0012	870	10.440							✓	✓	✓	✓	✓
6															
	Sub total			10.843											
	d) Scheduled cast children														
1	Free text books(Males)	0.0015	23575	35.362							✓	✓	✓	✓	✓
	Subtotal			35.362											
	Focus group total			241.883											

Proposed Budget for 4 year-District Mansa, Punjab

Intervention Name: Project Management		(Rs.in lakhs)			
S. No	Item	2001-02	2002-03	2003-04	2004-05
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	✓	✓	✓	✓
10	Consultant	✓	✓	✓	✓
11					
12					

Proposed Budget for 4 year-District Mansa, Punjab

Intervention Name: Planning Management

(Rs. in lakhs)

S. No	Item	2001-02	2002-03	2003-04	2004-05
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					

Proposed Budget for 4 year-District Mansa, Punjab

Intervention Name: Research, Evaluation, Monitoring and Supervision

(Rs. in lakhs)

S. No	Item	2001-02	2002-03	2003-04	2004-05
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					

Intervention Name: Community Mobilization and Participation (Rs. in lakhs)

S. No	Item	2001-02	2002-03	2003-04	2004-05
1	Orientation to VEDC Members 231 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					

Proposed Budget for 4 year-District Mansa, Punjab

Intervention Name: Accesse Alternate Schooling		(RS. in lakhs)			
S. No	Item	2001-02	2002-03	2003-04	2004-05
1	Residential Bridge Courses				
2	Induction training of EGS voluntary teachers/Bridge course volunteers 604 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) 465 x 12	✓	✓	✓	✓
6	Salary of upper primary schools teachers 0 x 12				
7	Salary for Head master 156 x 12	✓	✓	✓	✓
	New Schools				
8	Salary for primary teachers 50 x 12	✓	✓	✓	✓
9	Salary for upper teachers 144 x 12	✓	✓	✓	✓
10	Salary for Head master 24 x 12	✓	✓	✓	✓

Intervention Name: Civil Works (Rs. in lakhs)

S. No	Item	2001-02	2002-03	2003-04	2004-05
1	Additional classrooms and HM rooms 721	✓	✓	✓	
2	Buildings for building less school	✓			
3	Block Resource centre buildings-5	✓			
4	CRC Buildings 34	✓			
5	New Primary school buildings (25)	✓	✓	✓	✓
6	upgraded and proposed UP school Buildings 24	✓			
7	Sanitary Blocks and drinking water facilities 140+117=257	✓			
8	Compound wall 32+45	✓			
9	Varanda 46+28	✓			
10					
11					
12					

Proposed Budget for 4 year-District Mansa, Punjab

Intervention Name: Pedagogy and school improvement					(Rs. in lakhs)
S. No	Item	2001-02	2002-03	2003-04	2004-05
1	Teachers training in multi level/ activity based teaching 2194	✓	✓	✓	✓
2	Training of BRPs in methods & BRCs 30+15+20=65	✓	✓	✓	✓
3	Training of DRG 10	✓	✓	✓	✓
4	TLM grant for teachers of formal schools 2194	✓	✓	✓	✓
5	School grants 445	✓	✓	✓	✓
6	TLE grant to new UP schools 24	✓			
7	CRC grant 34	✓	✓	✓	✓
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 445+24+25	✓	✓	✓	✓
15	Library Books for DIET	✓			
16	Library Books for BRCs	✓			
17	Printing for modules	✓			

S. No	Item	2001-02	2002-03	2003-04	2004-05
18	CRC coordinator Training 34	✓	✓	✓	✓
19	Academic conventions(teachers)	✓	✓	✓	✓
20	TLM for primary school 289	✓			
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 156	✓			
26	Furniture for CRC 34	✓			
27	BRC grant	✓	✓	✓	✓
28	Electric connection in primary and Upper primary school-164	✓			
29	Electric fitting in classrooms-476	✓			
30	Electric fans-1158	✓			
31	Electric tubes-1210	✓			
classrooms furniture					
32	Patre-14971	✓			
33	Bench-1699	✓			
34	Desk-2167	✓			
35	Tat Patti-33587	✓			
36	Alimrah-870	✓			
37	Blackboards 567+785	✓			
38	minor repair class rooms-114	✓			
39	major repair class rooms-103	✓			

Proposed Budget for 4 year-District Mansa, Punjab					
Intervention Name: Education of Focussed Groups					(Rs. in lakhs)
S. No	Item	2001-02	2002-03	2003-04	2004-05
	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 38162	✓	✓	✓	✓
	b) Early Childhood Education				
1	Induction training of ECCE instructors 91 x 60	✓	✓	✓	✓
2	Training of mothers association members 26 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 26 x 5	✓	✓	✓	✓
5	Convergence workshop for ECCE	✓	✓	✓	✓
6	TLM for ECCE and Anganwaris 91 + 213 +170	✓		✓	
7	ECCE workers Honorarium 91 x 12	✓	✓	✓	✓
8	Printing of modules	✓	✓	✓	✓
9	ECCE helper Honorarium 91 x 12	✓	✓	✓	✓
10	AWC workers/Ayash Honorarium 91 x 12	✓	✓	✓	✓
11					

12					
	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 870	✓			
6					
	d) Scheduled cast children				
1	Free text books(Males)	✓	✓	✓	✓

Households(Rural)

		Total	Kachhe	Pachhe
PE242	Landowning Cultivators (General)	16298	558	15740
	Non-Landowning Cultivators (General)	2892	269	2623
	Backward Classes	1572	55	1517
	Scheduled Castes	5689	339	5350
	People engaged in service/trade	3690	77	3613
	Total		30141	1298
PE243	Landowning Cultivators (General)	6804	52	6752
	Non-Landowning Cultivators (General)	123	12	111
	Backward Classes	595	58	537
	Scheduled Castes	984	163	821
	People engaged in service/trade	3531	250	3281
	Total		12037	535
PE244	Landowning Cultivators (General)	7288	251	7037
	Non-Landowning Cultivators (General)	1185	181	1004
	Backward Classes	1381	511	870
	Scheduled Castes	3418	867	2551
	People engaged in service/trade	1873	461	1412
	Total		15145	2271
PE245	Landowning Cultivators (General)	8198	522	7676
	Non-Landowning Cultivators (General)	454	13	441
	Backward Classes	623	25	598
	Scheduled Castes	2257	324	1933
	People engaged in service/trade	5570	424	5146
	Total		17102	1308
PE246	Landowning Cultivators (General)	5673	28	5645
	Non-Landowning Cultivators (General)	470	5	465
	Backward Classes	395	25	370
	Scheduled Castes	753	110	643
	People engaged in service/trade	3316	230	3086
	Total		10607	398
District Totals				
	Landowning Cultivators (General)	44261	1411	42850
	Non-Landowning Cultivators (General)	5124	480	4644
	Backward Classes	4566	674	3892
	Scheduled Castes	13101	1803	11298
	People engaged in service/trade	17980	1442	16538
	Total	85032	5810	79222

Households(Rural)

		Total	Kachhe	Pachhe
PE242	Landowning Cultivators (General)	16298	558	15740
	Non-Landowning Cultivators (General)	2892	269	2623
	Backward Classes	1572	55	1517
	Scheduled Castes	5689	339	5350
	People engaged in service/trade	3690	77	3613
	Total	30141	1298	28843
PE243	Landowning Cultivators (General)	6804	52	6752
	Non-Landowning Cultivators (General)	123	12	111
	Backward Classes	595	58	537
	Scheduled Castes	984	163	821
	People engaged in service/trade	3531	250	3281
	Total	12037	535	11502
PE244	Landowning Cultivators (General)	7288	251	7037
	Non-Landowning Cultivators (General)	1185	181	1004
	Backward Classes	1381	511	870
	Scheduled Castes	3418	867	2551
	People engaged in service/trade	1873	461	1412
	Total	15145	2271	12874
PE245	Landowning Cultivators (General)	8198	522	7676
	Non-Landowning Cultivators (General)	454	13	441
	Backward Classes	623	25	598
	Scheduled Castes	2257	324	1933
	People engaged in service/trade	5570	424	5146
	Total	17102	1308	15794
PE246	Landowning Cultivators (General)	5673	28	5645
	Non-Landowning Cultivators (General)	470	5	465
	Backward Classes	395	25	370
	Scheduled Castes	753	110	643
	People engaged in service/trade	3316	230	3086
	Total	10607	398	10209
District Totals				
	Landowning Cultivators (General)	44261	1411	42850
	Non-Landowning Cultivators (General)	5124	480	4644
	Backward Classes	4566	674	3892
	Scheduled Castes	13101	1803	11298
	People engaged in service/trade	17980	1442	16538
	Total	85032	5810	79222

Households/Habitations(outside village)Rural

		DistanceFromVillage(Km.)		Total	SC
		Min	Max.		
PE242	Habitation Of 1-5 Houses	0	50	176	22
	Habitation Of 6-10 Houses	0	3	48	17
	Habitation Of 11-25 Houses	0	75	53	18
	Habitation Of 26-50 Houses	0	2	94	31
	Habitation Of 51-75 Houses	0	0	1	1
	Habitation Of 76-100 Houses	0	2	2	
Total				374	89
PE243	Habitation Of 1-5 Houses	0	3.5	89	10
	Habitation Of 6-10 Houses	0	4	16	6
	Habitation Of 11-25 Houses	0	0.5	5	3
	Habitation Of 26-50 Houses	0	1	3	1
	Habitation Of 51-75 Houses	0	0		
	Habitation Of 76-100 Houses	0	0		
Total				113	20
PE244	Habitation Of 1-5 Houses	0	5	377	27
	Habitation Of 6-10 Houses	0	4	33	4
	Habitation Of 11-25 Houses	0	2	10	7
	Habitation Of 26-50 Houses	0	3	45	14
	Habitation Of 51-75 Houses	0	200	64	64
	Habitation Of 76-100 Houses	0	5	3	3
Total				532	119
PE245	Habitation Of 1-5 Houses	0	5	105	15
	Habitation Of 6-10 Houses	0	5	25	7
	Habitation Of 11-25 Houses	0	4	16	7
	Habitation Of 26-50 Houses	0	3	51	47
	Habitation Of 51-75 Houses	0	0.5	7	30
	Habitation Of 76-100 Houses	0	0	3	1
Total				207	107
PE246	Habitation Of 1-5 Houses	0	4	84	3
	Habitation Of 6-10 Houses	0	4	12	6
	Habitation Of 11-25 Houses	0	3	10	6
	Habitation Of 26-50 Houses	0	3	4	3
	Habitation Of 51-75 Houses	0	3	1	
	Habitation Of 76-100 Houses	0	3	2	1
Total				113	19

	DistanceFromVillage(Km.)		Total	SC
	Min	Max.		
District Totals				
Habitation Of 1-5 Houses	0	50	831	77
Habitation Of 6-10 Houses	0	5	134	40
Habitation Of 11-25 Houses	0	75	94	41
Habitation Of 26-50 Houses	0	3	197	96
Habitation Of 51-75 Houses	0	200	73	95
Habitation Of 76-100 Houses	0	5	10	5
Total			1339	354

Availability of Public Transport

	Conveyance	No.
PE242		
	Bus	16
	Bus,Minibus	25
	Bus,Minibus,Te	7
	Bus,Minibus,Te	1
	Bus,Tempo	2
	Minibus	16
	Minibus,Tempo	1
	Rail,Bus	1
	Rail,Bus,Minibus	1
	Total	70
PE243		
	Bus	4
	Bus,Minibus	28
	Bus,Minibus,Te	4
	Minibus	1
	Total	37
PE244		
	Bus	6
	Bus,Minibus	18
	Bus,Minibus,Te	2
	Minibus	15
	Minibus,Tempo	2
	Others	5
	Total	48
PE245		
	Bus	25
	Bus,Minibus	6
	Bus,Minibus,Te	2
	Bus,Tempo	1
	Minibus	8
	Others	1
	Rail,Bus,Minibus	1
	Rail,Bus,Minibus	1
	Tempo	1
	Total	46
PE246		

Conveyance	No.
Bus	9
Bus,Minibus	8
Bus,Minibus,Te	2
Minibus	11
Rail,Bus	1
Rail,Bus,Minibus	1
Rail,Minibus	1
Total	33
Grand Total	234

Location of Villages viz. Pucca Road

	Distance		No.
PE242			
	0	Kms.	66
	2-5	Kms.	4
	Total		70
PE243			
	0	Kms.	36
	Total		36
PE244			
	0	Kms.	48
	2-5	Kms.	1
	5-10	Kms.	1
	Total		50
PE245			
	0	Kms.	46
	Total		46
PE246			
	0	Kms.	33
	2-5	Kms.	1
	Total		34
	Grand Total		236

Frequency of Public Transport(Rural)

	Available Conveyance		No.
PE242	0-15	Min.	13
	15-30	Min.	14
	.5-1	Hrs.	17
	1-2	Hrs.	22
	2-Above	Hrs.	3
	Total		69
PE243	0-15	Min.	5
	15-30	Min.	4
	.5-1	Hrs.	18
	1-2	Hrs.	9
	2-Above	Hrs.	1
	Total		37
PE244	0-15	Min.	3
	15-30	Min.	8
	.5-1	Hrs.	21
	1-2	Hrs.	10
	2-Above	Hrs.	3
	None	Hrs.	5
	Total		50
PE245	0-15	Min.	1
	15-30	Min.	15
	.5-1	Hrs.	11
	1-2	Hrs.	12
	2-Above	Hrs.	6
	None	Hrs.	1
	Total		46
PE246	0-15	Min.	2
	15-30	Min.	4
	.5-1	Hrs.	11
	1-2	Hrs.	13
	2-Above	Hrs.	3
	None	Hrs.	1
	Total		34
Grand Total			236

DistanceFromDisttHeadQuarter

	Distance	No. Of Villages
PE242	10-20	23
	20-30	20
	30-40	4
	40-50	2
	5-10	21
PE243	10-20	12
	20-30	17
	30-40	5
	5-10	2
PE244	20-30	11
	30-40	15
	40-50	18
	50-100	6
PE245	10-20	12
	20-30	21
	30-40	12
	40-50	1
PE246	20-30	1
	30-40	15
	40-50	19

DistanceFromTehsilHeadQuarter

	Distance	No. of Villages
PE242	10-20	22
	20-30	23
	30-40	4
	40-50	1
	5-10	20
PE243	10-20	13
	20-30	19
	30-40	2
	5-10	1
PE244	10-20	20
	20-30	13
	30-40	2
	5-10	15
PE245	10-20	21
	20-30	5
	5-10	21
PE246	10-20	17
	20-30	15
	5-10	3

DistanceFromSubTehsilHeadQuarter

	Distance	No. Of Villages
PE242	10-20	5
	20-30	2
	30-40	1
	5-10	8
PE243	10-20	8
	20-30	3
	30-40	1
	5-10	10
PE244	10-20	10
	20-30	4
	5-10	10
PE245	10-20	3
	20-30	2
	5-10	2
PE246	10-20	7
	5-10	21

Pre-Education(Rural)

		No.	Total	Boys	Girls
PE242	Total 3-6 AgeGroup		8634	4806	3828
	Aanganwadi's	44	4624	2508	2116
	Others		1938	1226	712
	Total		15196	8540	6656
PE243	Total 3-6 AgeGroup		4744	2576	2168
	Aanganwadi's	37	2490	1307	1183
	Others		827	516	311
	Total		8061	4399	3662
PE244	Total 3-6 AgeGroup		5813	3242	2571
	Aanganwadi's	50	3580	1949	1631
	Others		1281	785	496
	Total		10674	5976	4698
PE245	Total 3-6 AgeGroup		5452	2908	2544
	Aanganwadi's	47	2771	1439	1332
	Others		780	455	327
	Total		9003	4802	4203
PE246	Total 3-6 AgeGroup		4928	2696	2232
	Aanganwadi's	35	2051	1082	969
	Others		777	471	306
	Total		7756	4249	3507
District Totals					
	Total 3-6 AgeGroup		29571	16228	13343
	Aanganwadi's	213	15516	8285	7231
	Others		5603	3453	2152
	Total		50690	27966	22726







Chandigarh Tribune

4 Tuesday, September 26, 2000

Education Department organises seminar

From Our Correspondent
CHANDIGARH

Sept 25 — A state-level seminar on education guarantee scheme (EGS) and alternative innovative education (AIE) was organised here today by the Punjab Education Department. The seminar was sponsored by the Ministry of Human Resource Development, Government of India, New Delhi.

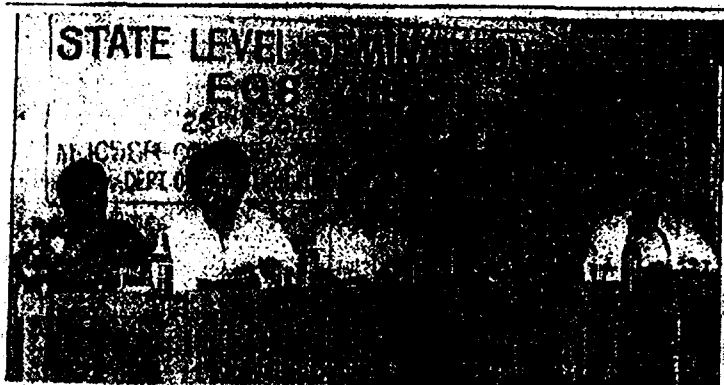
The EGS and the AIE are new centrally sponsored schemes for non-formal education of out of school children in the age group of 6 to 14 years. The delegates discussed the various categories of out-

of school children and the suitable strategies for them.

The remedial measures for the education of dropouts, migrating children, adolescent girls, children residing in slums and those belonging to unreserved small habitations were the main points of discussion.



पंजाब केसरी, अम्बाला 26 सितम्बर 2000 मंगलवार



पंजीगढ़ में सोमवार को पंजाब विश्वविद्यालय में एजुकेशन गार्डी स्कीम तथा ए.आई.ई. पर आयोजित सेमिनार का दृश्य। (छाया : पुरी)



ਕੇਂਦਰੀ ਮੁੱਖ ਮੰਤਰੀ ਮਹਾਂਸ਼ੀ ਪੁਰੀ ਨੇ ਕਿਹਾ ਕਿ ਇਹ ਸਮੇਂ ਸਿਰ ਆਉਣਾ ਜ਼ਰੂਰੀ ਹੈ। (ਰੋਣੀ) ਮਿਲਾਪ ਵਿੱਚ ਸ਼ੇਰ ਪੰਜਾਬ ਦੇ ਸਿੱਖਾਂ ਨੂੰ ਆਪਣੇ ਅਧਿਕਾਰ ਅਤੇ ਧਰਮ ਪ੍ਰਣਾਲੀ ਸੰਭਾਲਣਾ ਚਾਹੀਦਾ ਹੈ।

‘ਸੈਕੂਲਰ ਗਾਰੰਟੀ ਸਕੀਮ’ ਬਾਰੇ ਸੈਮੀਨਾਰ ਆਯੋਜਿਤ

ਪ੍ਰੋਫੈਸਰ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ-ਲਿੰਕਨ ਓਰੀਜਨਲ ਡਿਪਾਰਟਮੈਂਟ ਵਿੱਚ ਇੱਕ ਸੈਮੀਨਾਰ ਆਯੋਜਿਤ ਕੀਤਾ ਗਿਆ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਮੁੱਖ ਮੰਤਰੀ ਮਹਾਂਸ਼ੀ ਪੁਰੀ ਨੇ ਸੈਕੂਲਰ ਗਾਰੰਟੀ ਸਕੀਮ ਬਾਰੇ ਵਿਸ਼ੇਸ਼ ਤੌਰ 'ਤੇ ਗੱਲ ਕੀਤੀ। ਇਸ ਸਮੇਂ ਸਿਰ ਆਉਣਾ ਜ਼ਰੂਰੀ ਹੈ। (ਰੋਣੀ) ਮਿਲਾਪ ਵਿੱਚ ਸ਼ੇਰ ਪੰਜਾਬ ਦੇ ਸਿੱਖਾਂ ਨੂੰ ਆਪਣੇ ਅਧਿਕਾਰ ਅਤੇ ਧਰਮ ਪ੍ਰਣਾਲੀ ਸੰਭਾਲਣਾ ਚਾਹੀਦਾ ਹੈ।

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

ਚੰਡੀਗੜ੍ਹ, 28 ਸਤੰਬਰ (ਨਿੱਜੀ ਪੱਤਰ ਪ੍ਰਕਾਸ਼)- ਪੰਜਾਬ ਸਰਕਾਰ ਦੇ ਸਿੱਖਿਆ ਵਿਭਾਗ ਵਲੋਂ ਏਜ਼ੀਟੇਸ਼ਨ ਗਰੈਂਟੀ ਸਕੀਮ ਅਤੇ ਆਲਟਰਨੇਟਿਵ ਐਜੂਕੇਸ਼ਨ ਉੱਪਰ ਇਕ ਤਿੰਨ ਦਿਨਾਂ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ ਗਿਆ। ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਦੇ ਆਈ.ਸੀ.ਐਸ.ਐਸ ਅਤੇ ਕੰਪਲੈਕਸ ਵਿਚ ਕਰਵਾਇਆ ਗਿਆ। ਇਸ ਸੈਮੀਨਾਰ ਦੀ ਅਗਵਾਈ ਕੇਂਦਰੀ ਸਰਕਾਰ ਦੇ ਮਨੁੱਖ ਸੰਸਥਾਨ ਅਤੇ ਵਿਕਾਸ ਮੰਤਰਾਲੇ ਨੇ ਕੀਤੀ। ਸੈਮੀਨਾਰ ਵਿਚ ਵਿਕਾਸ ਮੰਤਰਾਲੇ ਦੇ ਵਿਸ਼ਾ ਕਾਰਜਾਂ ਦੀ ਸਿੱਖਿਆ ਦੇ ਵਿਸ਼ੇਸ਼ ਸਿੱਖਿਆ ਮਾਹਿਰਾਂ, ਡੀ.ਪੀ.ਆਈ. ਪੰਜਾਬ ਤਰ੍ਹਾਂ ਦੇ ਸਿੱਖਿਆ ਅਫਸਰਾਂ, ਸਿੱਖਲਾਈ ਸਿਧਾਨਤਾ ਨੂੰ ਪ੍ਰਿਥਿਵੀ ਅਤੇ ਸੀ.ਪੀ.ਐ. ਵਿੱਚ ਸਿੱਖਿਆ ਦੇ ਸੈਮੀਨਾਰ ਦੌਰਾਨ ਸਕੂਲਾਂ ਵਿਚ ਸਿੱਖਿਆ ਪ੍ਰਾਪਤ

ਕਰ ਰਹੇ ਬੱਚਿਆਂ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਸਿੱਖਿਆ ਦੇਣ ਲਈ ਸੁਝਾਅ ਰਣਨੀਤੀ ਉੱਪਰ ਵਿਚਾਰਾਂ ਹੋਣ ਤਿਆਰ।

ਸੈਮੀਨਾਰ ਦੌਰਾਨ ਵਿਭਾਗ ਦੇ ਪ੍ਰਾਜੈਕਟ ਡਾਇਰੈਕਟਰ ਐਮ.ਐਮ. ਰੰਧਾਵਾ ਨੇ ਸਕੂਲਾਂ ਤੋਂ ਸਾਹਿਤਕ 6 ਤੋਂ 14 ਸਾਲ ਗਰੁੱਪ ਦੇ ਬੱਚਿਆਂ ਦੀਆਂ ਸਿੱਖਿਆਵਾਂ ਬਾਰੇ ਚਰਚਾ ਪਾਇਆ। ਮੁਢਲੀ ਸਿੱਖਿਆ ਪ੍ਰਾਪਤ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਹੀ ਸਕੂਲ ਛੱਡ ਗਏ ਬੱਚੇ ਜਿਨ੍ਹਾਂ ਵਿਚ ਹੱਜਰ, ਸਿਕਲੀਗਰ, ਖਾਨਾਬਦੋਸ਼ ਖੇਤਰਾਂ 'ਚ ਇਕੱਲੇ ਰਹਿਣ ਵਾਲੇ ਬਿਸਾਨ, ਮਜ਼ਦੂਰਾਂ ਦੇ ਬੱਚੇ, ਸਿੱਖਿਅਕ ਉਮਰ ਦੀਆਂ ਲੜਕੀਆਂ ਅਤੇ ਬਹੁਤ ਗਰੀਬ ਬੱਚਿਆਂ ਨੂੰ ਸਿੱਖਿਅਕ ਕਰਨ ਦੇ ਵੱਡੇ ਤਰੀਕਿਆਂ 'ਤੇ ਵੀ ਚਰਚਾ ਹੋਈ।

ਐਜੂਕੇਸ਼ਨ ਗਰੈਂਟੀ ਸਕੀਮ ਕੇਂਦਰ ਸਰਕਾਰ ਦੀ ਸਪਾਂਸਰਡ ਸਕੀਮ ਹੈ ਜਿਸ ਤਹਿਤ 6 ਤੋਂ 14 ਸਾਲ ਦੇ ਉਨ੍ਹਾਂ ਬੱਚਿਆਂ ਨੂੰ ਚੋਰ ਵਸਤੀ ਸਿੱਖਿਆ ਦਿੱਤੀ ਜਾਂਦੀ ਹੈ। ਜਿਹੜੇ ਇਕ ਜਾਂ ਦੋ ਦੋ ਸਕੂਲਾਂ ਵਿਚ ਸਿੱਖਿਆ ਨਹੀਂ ਲੈ ਸਕੇ ਜਾਂ ਮੁਢਲੀ ਸਿੱਖਿਆ ਪੂਰੀ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਹੀ ਸਕੂਲ ਛੱਡ ਗਏ।

