

SARAV SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



Revised Plan
Year 2001-2002

District
MANSA

Sarav Shiksha Abhiyan Society®

PUNJAB

SARAV SHIKSHA ABHIYAN

**District Elementary
Education Plan**

District
MANSA

Sarav Shiksha Abhiyan Society ®
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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. Pannu
Joint Secretary
Deptt. of Education
Govt. of Punjab
Chandigarh.

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DISTRICT MANSA

AT A GLANCE

1. Planning Process

1.1 DEMOGRAPHIC INFORMATION

1.1.1 Population/Sex Ratio/School Age Population

Following Table gives the census, 1991 population details of the district.

POPULATION-1991

Census-1991

	Rural	Urban	Total
Male	2,55,985	50,903	3,06,888
Female	2,23,072	44,702	2,67,774
Total	4,79,057	95,605	5,74,662
percentage	83.36%	16.64%	100%

Following Table given the census, 1991 population details of the Scheduled caste population of the 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

Following Table gives the 2001 census, population (provisional) of the district school age population comes from the village.

	Total Population 2000	0-6 2001	School Age		
			6-11	11-14	Total
Male	3,67,197	53,117	53,674	21,777	75,451
Female	3,21,433	41,395	45,182	17,691	62,873
Total	6,88,630	94,512	98,856	39,468	1,38,324
	% to Total	13.72	14.35%	5.73%	20.08%
Female per thousand male	Population 875	779	842	812	833

1.1.2 Habitations/Wards

Following is the P.E. Block wise details of the habitations and Municipal wards of the district.

P.E. Block	No. of habitations/ wards	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

1.2 Educational profile

1.2.1 No. of teachers/schools

Following Table gives the PE block wise details of the number of schools and no. of teacher in Government schools.

S.No.	Block Name	State Govt. Schools					
		No. of Schools			No. of Teachers		
		Pry.	U. Pry.	Total	Pry.	U. Pry.	Total
1.	Mansa	93	60	159	451	401	852
2.	Jhuneer-I	39	17	56	146	107	253
3.	Jhuneer-II	57	20	77	197	125	322
4.	Budhladha-I	57	38	95	250	233	483
5.	Budhladha-II	43	21	64	153	131	284
Total		289	156	451	1,197	997	2,194

1.2.2 Enrolment,

Following table gives the enrollment details of upper primary classes.

Enrolment of Primary Classes(I-V)															
District : Mansa												Year 30-9-1999			
Class	Government Schools			Recognised			Unrecognised			Total			SC Students		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	9744	8484	18228	762	447	1209	3237	2260	5497	13743	11191	24934	5120	4492	9612
II	6454	6210	12664	482	356	838	1866	1209	3075	8802	7775	16577	3275	3091	6366
III	5979	5682	11661	489	352	841	1503	978	2481	7971	7012	14983	2692	2623	5315
IV	5500	5120	10620	471	376	847	1416	938	2354	7387	6434	13821	2298	2209	4507
V	4978	4776	9754	548	411	959	1506	1126	2631	7031	6313	13344	1843	1821	3664
VI	5271	4455	9726	255	229	484				5526	4684	10210	1503	1220	2723
VII	4068	3437	7505	252	186	438				4318	3623	7941	1108	750	1858
VIII	3965	3066	7031	250	215	465				4215	3281	7496	1088	574	1662
Total	45957	41230	87187	3509	2572	6081	9527	6511	16038	58993	50313	109306	18927	16780	35707

1.2.3 Retention

Following Table gives the retention of school children in primary classes from 1996 to 2000

Retention																
Year	District : Mansa															
	Class	Government Schools			Recognised Schools			Unrecognised Schools			Total			SC Students		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1996	I	9940	8654	18594	232	187	419	2053	1591	3644	12225	10432	22657	4467	3917	8384
1997	II	5884	6102	12986	315	247	562	1370	975	2345	8569	7324	15893	2916	2677	5593
1998	III	6085	5537	11622	501	367	868	1143	800	1943	7729	6704	14433	2596	2438	5034
1999	IV	5500	5120	10620	471	375	847	1415	938	2354	7387	6434	13821	2298	2209	4507
2000	V	5314	5077	10391	397	297	694	1250	847	2097	6961	6221	13182	2121	2051	4172
	Total	33723	30490	64213	1916	1474	3390	7232	5151	12383	42871	37115	79986	14396	13292	27688

1.2.4 Drop-out rates for primary Schools

Following Table gives the dropout in primary classes.

Dropout																
Year	District : Mansa															
	Class	Government Schools			Recognised Schools			Unrecognised Schools			Total			SC Students		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1997	II	3056	2552	5608	83	60	143	683	616	1299	3822	3228	7050	1551	1240	2791
1998	III	799	483	1282	188	120	308	227	175	402	1212	778	1990	320	239	559
1999	IV	585	417	1002	30	9	39	273	138	411	888	564	1452	298	229	527
2000	V	186	43	229	74	79	153	166	91	257	426	213	639	177	158	335
	Total	4626	3495	8121	373	268	641	1349	1020	2369	6348	4783	11131	2346	1866	4212

Bold Entries are all for positive values

1.2.5. No. of institues by type, primary, upper primary, private, aided

Following Table gives the breakup of number of institutions by management.

Type	Primary	Upper Primary Sections
Central Govt.	—	—
State Govt.	289	156
Recognised	12	6
Total	301	172

- v) Bank A/c of all VEDC's were opened which will be jointly operated upon by chairman and member secretary of VEDC.
- vi) Formats for conducting surveys of village & school level and that of out of school children were developed by state team. The formats were discussed with DEO's and DIET personal by calling 3 meeting at state Head Quarter in order to review, revise and finalise the survey formats.
- vii) Orientation Program District levels for DEO's DIET personal BPEO's CHT's were conducted by state team to impart familiarity about SSA/EGS & AIE and to explain the methodology of conducting all the aforementioned surveys.
- viii) The surveys for village & school level and that of out of school children were conducted by school teachers.
- ix) The entire survey reports were consolidated block wise and then District wise.
- x) Computerisation was not possible at District level because of non availability of computers and computer personnel. Hence entire data was consolidated and processed at Chandigarh to generate educational scenario of the respective district for ultimate formulation of DEEP by district teams.

1.5 Teacher appointment - whether according to guidelines 1:40

Teacher appointment is made as per norm of 1:40 and minimum the teacher in a school. As per latest guideline of operation Black Board proposal for minimum 3 teachers in each school has been submitted to Government of India.

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1.6 Basis for additional classrooms.

Minimum one class room for one teacher in primary classes and minimum 3 rooms for upper classes/sections and further each room for each additional section created as per enrolment

1.7 Upgradation from primary to middle

Upgradation from primary to middle is based on non-availability of upper primary section within 3 kms. and where sufficient number of students are available. Persistent public demand and availability of physical infrastructure is also considered.

1.8 Training of BRC/CRC/VEC members

Training at all levels from VEDC members to District personnel is comprehensively provided in the plan for various components of Sarav Sikhya Abhiyan.

1.9 Planning for special focus groups

1.9.1 Strategies

1. Identification of special focus groups.
2. Identification of individuals.
3. Identification of specific needs of individuals.
4. Sensitisation at all levels about the **psychologic/pedagogic/physical** needs of the special focus children.
5. Preparing curriculum/teacher manuals for the specific needs of the special focus groups.
6. Creating resources. capacities to look after the needs of special focus groups.

1.9.2 institutional linkages

All organisations/Institutions/Departments/ NGOs will be involved in the task especially the organisations engaged in providing support to disadvantaged groups.

2. QUALITY ASPECTS

2.1 Curriculum

The Punjab School Education Board is following the same syllabi as those of NCERT in the subjects of science and mathematics. In other subjects the Punjab School Education Board has its own syllabus.

2.2 Text Books

The books in Punjab are nationalised and these are prepared by the Board. In science and mathematics, NCERT text books are translated into Punjabi for the students of the state.

Process of developing text books

The books are developed with the help of teachers from the field. The draft syllabus is approved by the subject committee, followed by the academic council and the Board. Each subject committee includes teachers of the respective subject. Text books are then prepared by the teachers through experts of the Board.

2.3 Teaching Learning Material

The school teachers are involved in the preparation of text books from the very beginning i.e. in the preparation and formulation of syllabus.

The Punjab School Education Board prepares the text books teacher's guide lines instructions to paper setters in different subjects.

Teaching Learning material for disabled children and slow learners

The Board has assisted a press in Ludhiana to develop the learning material in braille for the blind students.

2.4 Transaction of the curriculum

The scheme as developed or renewed whenever it is changed at the national level or whenever needed in the state. The process and involvement in the development of curriculum are as follows:–

1. Preparation of draft syllabi.
2. Workshops and seminars on the draft curriculum.
3. Subject committee meetings.
4. Approval from the Academic council.
5. Approval by the Board.

2.4.2 Process of evaluating the progress of learners

The task is mainly done by or under the guidance of SCERT.

The Punjab School Education Board holds public examination at class 8th, 10th and 12th and certifies the students.

2.4.3 Use of local specific situations and low cost teaching aids in class rooms teaching.

Workshops will be organised to develop and disseminate low cost teaching aids.

2.5 Teachers training

2.5.1 Teachers profile

All the teachers employed in the Education Department Punjab are trained teacher with the following qualification.

Head teacher centre Head Teachers and Block Primary Education officers are sequential promotional positions of primary teachers. Headmasters are also promoted from relevant cadres. 25% of all promotions is through direct recruitment. Following is the academic qualification for various cadres.

Sr. No.	Category of Teacher	Qualification	Level of teaching
1.	Primary Teacher	10+2 with ETT course	Class I-V
2.	Masters	BA/BSC with B.Ed	Class VI-X
3.	PTI's	Matric with one year diploma in physical edu.	Class VI-VIII
4.	Art & craft Teacher	Matric with one year diploma in Art & Craft	Class VI-VIII
5.	ECE Instruments	Matric	Age group 3-6 in pre-primary
6.	EGS/AIE volunteers	10-2 pass	Class I-V

2.5.2 Need Assessment of teachers for their training (training needs)

Workshops will be conducted at DPO/DIET level to finalise the content/quantum of training programmes after making an in-depth assessment of training needs

2.5.3 Number of training programmes

1. Motivational
2. Centextual/methodology
3. Sensitisation
4. Teaching/Learning aids

2.5.4 Context of training/for primary and upper primary teacher

1. Motivational training of teachers on psychological handling of special focus group children like SCs/girls/ handicapped/economically pour children and children of lower age group i.e. 3-6 year.
2. Training on sensitization of community on child labour and Gender issues.
3. Training on participatory/Interactive mode of teaching learning.
4. Training on use of teaching aids.
5. Planning for exposure visits.
6. Training on play way teaching methods for primary classes.
7. Subject wise training on teaching methodology with a view to

develop competencies and abilities of children.

8. Basic training on computers.
9. On planning of course- contents vis a vis scheduling its coverage so that terminal course is completed within prescribed time and scope of revision, of course is there.
10. Training on evaluation of achievement levels.
11. Training on review of curriculum and development of text books.
12. Training on conduct of examinations.
13. Management training to CHTs, BPEO's DIET, District & State level personnel.

2.5.5 Duration training

From 5 days for 20 days for regular teachers as per various programmes and 60 days for EGS/ECCE volunteers in a phased manner.

2.5.6 Selection of resource persons

A process based selection will be done to meet the needs of the Resource persons to aid/assist the planning/implementation mode of all SSA programmes. As far as possible Resource persons will be drawn from all the directorates of the department. Help will be taken from the universities and other educational institutions of the state. If need be persons retired from Central Education Bodies will also be recruited, wherever available.

2.5.7 Training of Resource Persons

SRG and DRG would be Trained by NCERT and NIEPA on all the training components and SRG & DRG will in turn train BRGS and CRG's. The BRGs and CRGs will train the entire teaching community and VEDC's.

2.5.8 Follow up/feed back of training programmes

1. Surprise checks to monitor the way of handling of children and to see the methodology of teaching being adopted by teachers in the class.
2. The entire class room process would be monitored by teams from block, district and state level.
3. Short term evaluations to test the achievement levels of children.
4. Baseline and Mid term assessment.

2.5.9 Details of training cost

Provided in the plan

2.5.10 Prioritization/phasing of training programmes

1. Planning/Management
2. Workshops
3. Motivational training.
4. Senisitation programme.
5. Content/Methodology.

3. SPECIAL FOCUS GROUPS

3.1 Detailed break-up of special education needs children (mild/moderate and severely disabled)

Girl child/scheduled cast children /physically/mentally challenged/pre-school children will be covered under the special education needs. In workshops specific issues help of resource persons. Finalisation of survey inputs will provide the details of individual children and their specific needs.

3.2 Strategy for mainstreaming and implementable interventions (multioption approach / single approach etc.)

Implementable interventions would be motivation of special group children and their parents. Education guarantee schools, remedial coaching and bridge courses.

3.3 Convergence (with existing NGOs/agencies working in this area (IEDC, schemes of ministry of social justice)

State is not getting any funds under IEDC scheme for the last 10 years.

3.4 Convergence with ALIMCO, rehabilitation council of India etc.

NGO's like ALIMCO and Rehabilitation Council of India etc. would be approached for training (motivational & content based both) of teachers for special education of handicap children.

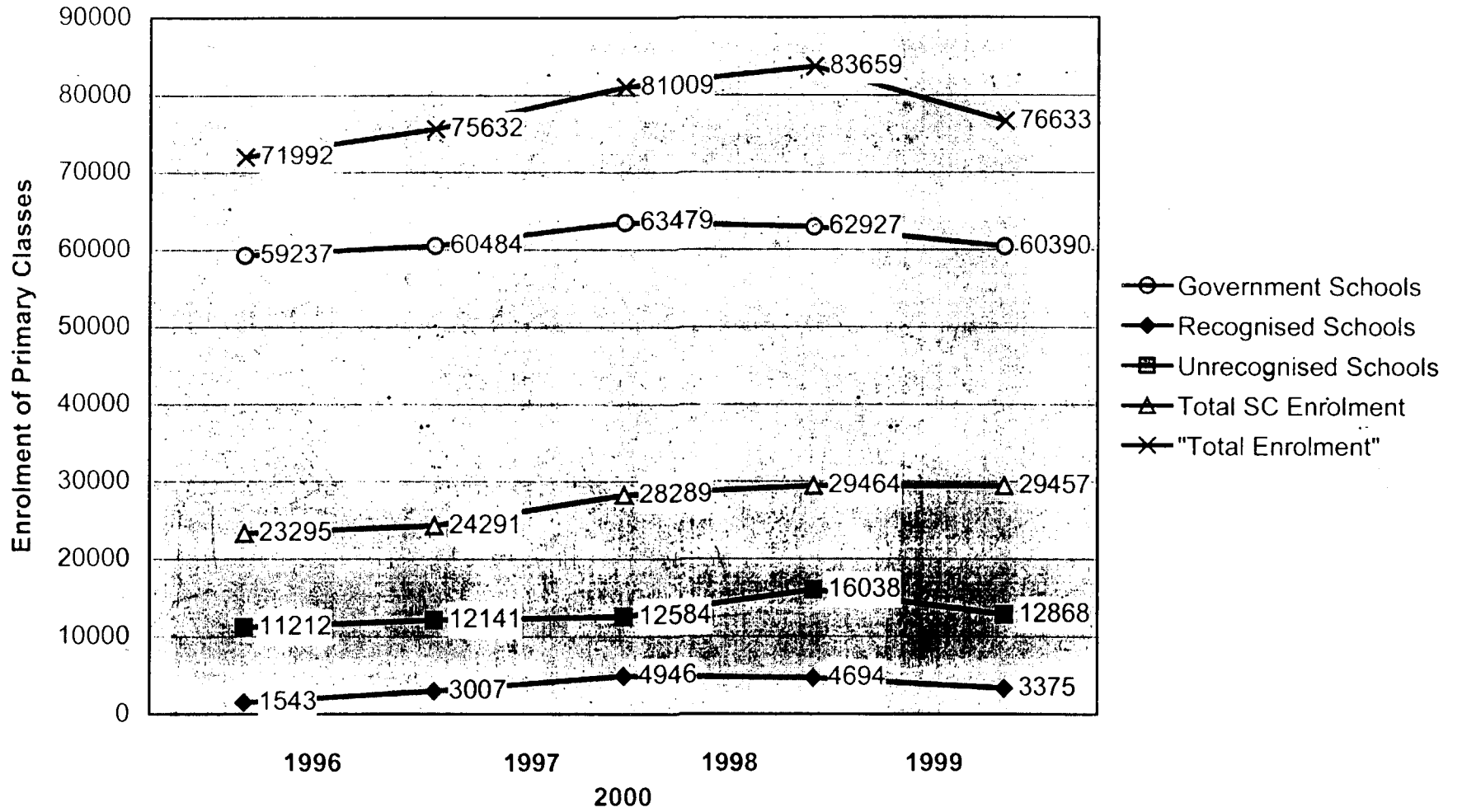
3.5 Costing break-up for each component should be provided taking into account fund flow from other schemes.

Provided in the plan

3.6 Awareness campaigns for SEN children.

Special educational Need children would be motivated for education by way of disclosing various physical & financial incentives being given by Govt. Component of their special reservations in Higher/Technical education & Govt. jobs would also be highlighted.

District Mansa Enrolment From 1996 to 2000



Enrolment of Primary Classes(I-V)															
District : Mansa													Year 30-9-1996		
Class	Government Schools			Recognised Schools			Unrecognised Schools			Total			SC Students		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	9940	8654	18594	232	187	419	2053	1591	3644	12225	10432	22657	4467	3917	8384
II	7250	6526	13776	176	143	319	1290	951	2241	8716	7620	16336	2941	2836	5777
III	5329	4926	10255	165	121	286	1055	754	1809	6549	5801	12350	2036	1815	3851
IV	4630	4175	8805	123	118	241	920	684	1604	5673	4977	10650	1687	1285	2972
V	4241	3566	7807	142	136	278	1089	825	1914	5472	4527	9999	1328	983	2311
Total	31390	27847	59237	838	705	1543	6407	4805	11212	38635	33357	71992	12459	10836	23295

Enrolment of Primary Classes(I-V)															
District : Mansa													Year 30-9-1997		
Class	Government Schools			Recognised Schools			Unrecognised Schools			Total			SC Students		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	9547	8443	17990	473	291	764	2380	1763	4143	12400	10497	22897	4338	3911	8249
II	6884	6102	12986	315	247	562	1370	975	2345	8569	7324	15893	2916	2677	5593
III	6160	5736	11896	305	259	564	1130	775	1905	7595	6770	14365	2271	2207	4478
IV	4832	4539	9371	307	242	549	1006	723	1729	6145	5504	11649	1701	1564	3265
V	4304	3937	8241	318	250	568	1111	908	2019	5733	5095	10828	1521	1185	2706
Total	31727	28757	60484	1718	1289	3007	6997	5144	12141	40442	35190	75632	12747	11544	24291

Table

Class]

Enrolment of Primary Classes(I-V)															
District : Mansa													Year 30-9-1998		
Class	Government Schools			Recognised Schools			Unrecognised Schools			Total			SC Students		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	10027	9143	19170	848	537	1385	2620	1891	4511	13495	11571	25066	5158	4813	9971
II	6641	6365	13006	547	374	921	1421	903	2324	8609	7642	16251	3077	2981	6058
III	6085	5537	11622	501	367	868	1143	800	1943	7729	6704	14433	2596	2438	5034
IV	5493	5198	10691	478	405	883	1055	701	1756	7026	6304	13330	2024	2058	4082
V	4638	4352	8990	493	396	889	1145	905	2050	6276	5653	11929	1642	1502	3144
Total	32884	30595	63479	2867	2079	4946	7384	5200	12584	43135	37874	81009	14497	13792	28289

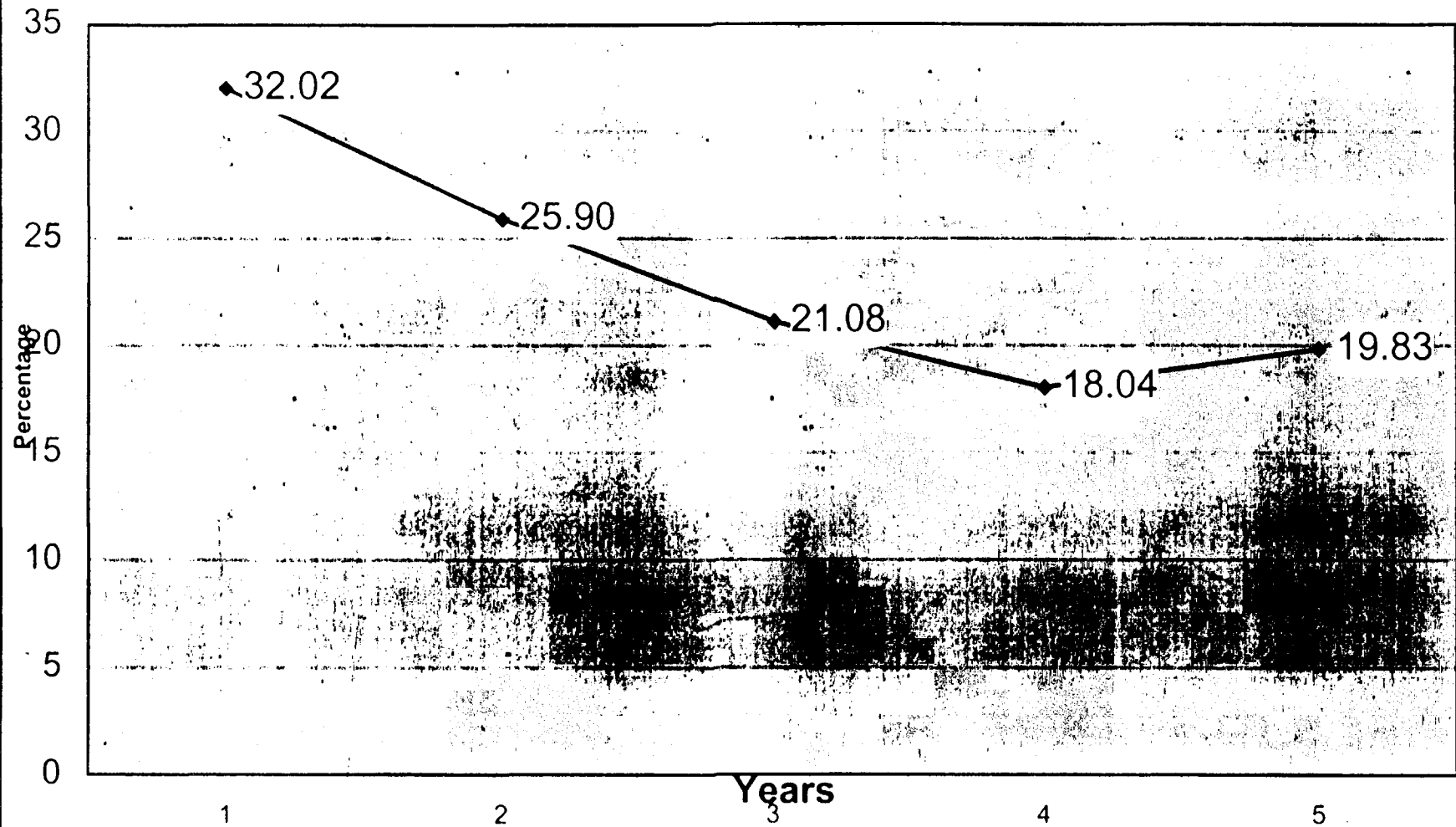
Enrolment of Primary Classes(I-V)															
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Class	Government Schools			Recognised			Unrecognised			Total			SC Students		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	9744	8484	18228	762	447	1209	3237	2260	5497	13743	11191	24934	5120	4492	9612
II	6454	6210	12664	482	356	838	1866	1209	3075	8802	7775	16577	3275	3091	6366
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IV	5500	5120	10620	471	376	847	1416	938	2354	7387	6434	13821	2298	2209	4507
V	4978	4776	9754	548	411	959	1505	1126	2631	7031	6313	13344	1843	1821	3664
Total	32655	30272	62927	2752	1942	4694	9527	6511	16038	44934	38725	83659	15228	14236	29464

Enrolment of Primary Classes(I-V)

District : Mansa															Year 30-9-2000		
Class	Government Schools			Recognised Schools			Unrecognised Schools			Total			SC Students				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
I	8584	7658	16242	569	337	906	2531	1677	4208	11684	9672	21356	4739	4226	8965		
II	6411	5874	12285	375	243	618	1431	950	2381	8217	7067	15284	3389	3086	6475		
III	5616	5519	11135	328	244	572	1355	843	2198	7299	6606	13905	2765	2604	5369		
IV	5257	5080	10337	316	269	585	1187	797	1984	6760	6146	12906	2300	2176	4476		
V	5314	5077	10391	397	297	694	1250	847	2097	6961	6221	13182	2121	2051	4172		
Total	31182	29208	60390	1985	1390	3375	7754	5114	12868	40921	35712	76633	15314	14143	29457		

District Mansa

Percentage decadal variation in Population since 1951



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. As per survey there are 239 habitation and 71 munisipal wards.

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 mansoon 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 brownish 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 .

HABITATIONS/WARDS AFFECTED BY NATURAL CALAMITIES

Sr. No.	P.E. Block	Habitations/wards affected by various Calamities					Total
		1	2	3	4	5	
1.	Mansa	8	11	4	2	45	70
2.	Jhuneer-I	16	16	3	2	—	37
3.	Jhuneer-II	22	7	4	4	13	50
4.	Budhladha-I	15	9	6	5	12	47
5.	Budhladha-II	14	12	1	1	7	35
	Total	75	55	18	14	77	239

Table - 1

1 = affected by floods; 2 = affected by water logging; 3 = affected by draught; 4 = any other. 5 = unknown.

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 HABITATIONS/WARDS THROUGH
MASS TRANSPORT**

Sr. No.	P.E. Block	Number of Habitations/Wards							
		1	2	3	4	5	6	7	Total
1.	Mansa	12	13	17	21	3	–	4	70
2.	Jhuneer-I	5	4	17	9	1	–	1	37
3.	Jhuneer-II	3	8	20	10	3	4	2	50
4.	Budhladha-I	1	15	10	12	6	–	3	47
5.	Budhladha-II	2	4	11	13	3	1	1	35
	Total	23	44	75	65	16	5	11	239

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 = No transportation; 7= unknown.

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 rehabilitation 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

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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	88,159	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.

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 habitations/ wards	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.

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HABITATIONS/WARDS AFFECTED BY NATURAL CALAMITIES

Sr. No.	P.E. Block	Habitations/wards affected by various Calamaties					Total
		1	2	3	4	5	
1.	Mansa	8	11	4	2	45	70
2.	Jhuneer-I	16	16	3	2	—	37
3.	Jhuneer-II	22	7	4	4	13	50
4.	Budhladha-I	15	9	6	5	12	47
5.	Budhladha-II	14	12	1	1	7	35
	Total	75	55	18	14	77	239

Table -5

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

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

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

FACILITIES/AMENITIES AVAILABLE

No. of Habitations/Wards											
P. E. Block	No. of habitations 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

A part 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 Habitations/wards (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 HABITATIONS/WARDS

Block	5-10	10-20	20-30	30-40	40-50	50-100	unknown	Total
Mansa	21	23	20	4	2	—	—	70
Jhuneer-I	2	12	17	5	—	—	1	37
Jhuneer-II	—	—	11	15	18	6	—	50
Budhladha-I	—	12	21	12	1	—	1	47
Budhladha-II	—	—	1	15	19	—	—	35
Total	23	47	70	51	40	6	2	239

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 20% villages do not have adequate public transport

**ACCESSIBILITY OF HABITATIONS/WARDS
THROUGH MASS TRANSPORT**

Sr. No.	P.E. Block	Number of Habitations/wards							Total
		1	2	3	4	5	6	7	
1.	Mansa	12	13	17	21	3	–	4	70
2.	Jhuneer-II	5	4	17	9	1	–	1	37
3.	Jhuneer-II	3	8	20	10	3	4	2	50
4.	Budhladha-I	1	15	10	12	6	–	3	47
5.	Budhladha-II	2	4	11	13	3	1	1	35
	Total	23	44	75	65	16	5	11	239

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 = No transportation; 7 = unknown.

2.13 Population

As per the 1991 census district has a population of 574662 persons which is predominantly rural as there is only 16.64% urban population, while the state average population is 29.77%.

POPULATION-1991
Census-1991

	Rural	Urban	Total
Male	2,55,985	50,903	3,06,888
Female	2,23,072	44,702	2,67,774
Total	4,79,057	95,605	5,74,662
percentage	83.36%	16.64%	100%

Table - 12

2.14 District has large SC population which is third highest in the state and accounts for 28.91% of the total population of the district, while is higher than the state average of 28.35% of the total state population.

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 - 13

2.15 As per the provisional results of the 2001 census district now has a population of 6,88,360 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 - 14

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%

2.16 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. Sex ratio in the district has also marginally improved from 873 females in 1991 to 875 females per thousand males as per census 2001

2.17 School Education

District has a reasonably good school education network.

It has 289 primary schools, and 162 middle schools and middle sections working in state govt. schools.

2.18 Initial survey under SSA has been completed in the district. As per the provisional figures there are 138324 school age children in the district.

TOTAL SCHOOL AGE POPULATION 30-09-2000

PE Block	6-11			11-14			Total
	Male	Female	Total	Male	Female	Total	
1. Mansa	20,365	17,367	37,732	8,791	7,023	15,814	53,546
2. Jhuneer-I	5,897	4,781	10,678	2,542	2,119	4,661	45,339
3. Jhuneer-II	8,503	7,283	15,786	3,628	2,831	6,459	22,245
4. Budhladha-I	11,688	9,681	21,369	4,032	3,416	7,448	28,817
5. Budhladha-II	7,221	6,070	13,291	2,784	2,302	5,086	18,377
Total	53,674	45,182	98,856	21,777	17,691	39,468	1,38,324

Table - 15

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

2.19 Castewise breakup of the school age population throws up a larger social challenge out of the total 6-11 age group population of 98,856 there are 35,317 SC children and 12,965 BC children which makes 48.94% 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**

S.No.	P.E. Blocks	SC	BC	Total
1.	Mansa	13,860	4,529	37,732
2.	Jhuneer-II	4,011	1,113	10,678
3.	Jhuneer-II	5,470	2,925	15,786
4.	Budhladha-I	7,430	2,567	21,369
5.	Budhladha-II	4,546	1,831	13,291
	Total	35,317	12,965	98,856

Table - 16

Similarly in the 11-14 age group there are 39,468 school age children and out of these 12,075 belong to SC Category and 5,085 to BC Category which makes 43.48% of the total school age population in the relevant age group. The same two blocks have a larger SC/BC population.

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

S.No.	P.E. Blocks	SC	BC	Total
1.	Mansa	4,731	1,861	15,814
2.	Jhuneer-II	1,491	489	4,661
3.	Jhuneer-II	1,920	1,088	6,459
4.	Budhladha-I	2,479	1,014	7,448
5.	Budhladha-II	1,454	633	5,086
	Total	12,075	5,085	39,468

Table - 17

2.20 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	53,674	21,777	75,451
Female	3,21,433	41,395	45,182	17,691	62,873
Total	6,88,630	94,512	98,856	39,468	1,38,324
	% to Total Population	13.72	14.35%	5.73%	20.08%
Female per thousand male	875	779	842	812	833

Table - 18

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.

2.21 Out of School Children

Village level survey for out of school children in the district reveals that there are 24,760 children in 6-14 age group which are not attending school which makes 17.90% 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	98,856	16,319	16.51
2.	11-14	39,468	8,441	21.39
3.	Indeterminate	—	—	—
	6-14	1,38,324	24,760	17.90

Table - 19

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

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

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school		Total
			Male	Female	
1.	Mansa	37,732	3,278	2,970	6,248
2.	Jhuneer-I	10,678	1,146	1,032	2,178
3.	Jhuneer-II	15,786	1,306	1,149	2,455
4.	Budhladha-I	21,369	2,038	1,693	3,731
5.	Budhladha-II	13,291	894	813	1,707
	Total	98,856	8,662	7,657	16,319

Table - 20

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**CASTE WISE DETAIL OF CHILDREN NOT
ATTENDING SCHOOL 6-11YEAR**

Sr. No.	P.E. Blocks	Others	S.C.	B.C.	Total
1.	Mansa	2,761	2,941	546	6,248
2.	Jhuneer-I	777	1,130	271	2,178
3.	Jhuneer-II	762	1,168	525	2,455
4.	Budhladha-I	1,805	1,469	451	3,731
5.	Budhladha-II	558	891	258	1,707
	Total	6,663	7,599	2,057	16,319

Table - 21

**CASTE WISE DETAIL OF CHILDREN NOT
ATTENDING SCHOOL 11-14 YEAR**

Sr. No.	P.E. Blocks	Others	S.C.	B.C.	Total
1.	Mansa	1,080	1,655	404	3,139
2.	Jhuneer-I	447	601	159	1,207
3.	Jhuneer-II	300	817	252	1,369
4.	Budhladha-I	454	791	140	1,385
5.	Budhladha-II	594	605	142	1,341
	Total	2,875	4,469	1,097	8,441

Table - 21

2.23 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**

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school		Total
			Male	Female	
1.	Mansa	15,814	1,729	1,410	3,139
2.	Jhuneer-I	4,661	636	571	1,207
3.	Jhuneer-II	6,459	687	682	1,369
4.	Budhladha-I	7,448	739	646	1,385
5.	Budhladha-II	5,086	680	661	1,341
	Total	39,468	4,471	3,970	8,441

Table - 23

2.24 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 24,760 out of school children 12,068 belong to scheduled cast which is 48.74% of the total out of school children. As there children are socially and economically backward there may necessitate an earnest state intervention.

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

S.No.	P.E. Blocks	Others	SC	BC	Total
1.	Mansa	3,841	4,596	950	9,387
2.	Jhuneer-I	1,224	1,731	430	3,385
3.	Jhuneer-II	1,062	1,985	777	3,824
4.	Budhladha-I	2,259	2,260	597	5,116
5.	Budhladha-II	1,152	1,496	400	3,048
	Total	9,538	12,068	3,154	24,760

Table - 24

2.25 It may be noted that majority of the children left school in IIInd 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

2.26 Child labour is not an aberration but quite rampant in the district. Out of the 24,760 out of school children 8,260 are engaged in one or other kind of work which comes out about 33.36%. Following table gives the PE Block wise break up.

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WORKING CHILD POPULATION

PE Block	6-11				11-14			
	S/C	B/C	Others	Total	S/C	B/C	Others	Total
1. Mansa	716	231	728	1,675	927	218	544	1,689
2. Jhuneer-I	136	20	4	160	317	53	5	375
3. Jhuneer-II	359	68	136	563	365	109	117	591
4. Budhladha-I	509	143	471	1,123	604	96	195	895
5. Budhladha-II	266	86	93	445	392	50	302	744
Total	1,986	548	1,432	3,966	2,605	526	1,163	4,294

Table - 25

It may be noted that out of the 6-11 age group out of school children 50.07% belong to scheduled. Caste and in 11-14 age group 60.66% belong to scheduled caste.

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

DISADVANTAGE CHILDREN NOT ATTENDING SCHOOLS
6YEAR -14 YEAR

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 - 26

2.28 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

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school*		Total
			Male	Female	
1.	Mansa	53,546	5,007	4,380	9,387
2.	Jhuneer-I	15,339	1,782	1,603	3,385
3.	Jhuneer-II	22,249	1,993	1,831	3,824
4.	Budhalada-I	28,817	2,777	2,339	5,116
5.	Budhalada-II	18,377	1,574	1,474	3,048
	Total	1,38,324	13,133	11,627	24,760

Table -27

** 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 titled as 'Children out of school network' to capture the information of children aged 0-14 yr. family-wise and habitation-wise in each village and municipal ward. The information pertains to dropout, reasons for out of school children, nature of the handicap if any social status, in addition to capturing children's family background.

Training and capacity building

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

The block level teams conducted orientation programmes at block headquarters 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 Siksha Abhiyan (UEE).

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

Access

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

Enrolment and Retention

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

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

Quality initiatives

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

- Establishment of Block Resource Centres (like BRCs) alongwith formation of Block Resource Team with 3 Block Resource Persons (BRP) who assist Block Education Officer for monitoring and supervision of project initiatives.
- Establishment of CRCs (Sub Block structures like CRCs) — one for every 10 to 15 schools for professional exchange among teachers.
- Strengthening of BRCs by way of providing infrastructure facilities viz. Building, Furniture, Equipment and contingencies on a recurring basis.
- Strengthening of CRCs by providing a TLM grant of Rs.2000 per annum. and convening monitoring meeting with teachers for professional exchange.
- Strengthening of DIETs, which monitor the academic activities of the schools and take up various capacity building programmes to the teachers.
- Conduct of Pupil Achievement Survey.
- Conduct of exposure visits
- Library facilities at DIET, BRCs
- Video library facilities at BRCs
- Action Research programme by the practitioner.

Improvement of infrastructure facilities

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

5. ISSUE, STRATEGIES AND ACTIVITIES

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

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

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

5.1 Access

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

5.1.1 New Primary Schools

To meet the difficulty of children in 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 habitations/Wards	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 - 28

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 - 29

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**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	9	9	9	27	9
Jhuneer-I	6	—	6	24	6	6	6	18	6
Jhuneer-II	4	—	4	16	4	4	4	12	4
Budhladha-I	3	—	3	12	3	3	3	9	3
Budhladha-II	2	—	2	8	2	2	2	6	2
Total	24	—	24	96	24	24	24	72	24

Table - 30

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	98,856	16,319	16.50%
2.	11-14	39,468	8,441	21.38%
3.	Indeterminate		124	
	6-14	1,38,324	24,760	17.90%

Table - 31

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

Table - 32

* Including Head Teacher and Centre Head Teacher

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 less rooms. 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 565 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.
1,197	997	2,194	—	—	—	565	—	162

* not available

Table - 33

Total Room Required
727

Blockwise Breakup Upper Primary Teach/Class room

Block	Existing Teacher	Required		Class Room		HM Room required
		Teacher	HM	Existing	Req.	
Mansa	401	—	60	—	—	60
Jhuneer-I	107	—	17	—	—	17
Jhuneer-II	125	—	20	—	—	20
Budhladha-I	233	—	38	—	—	38
Budhladha-II	131	—	21	—	—	21
Total	997	—	156	—	—	156

Table - 34

**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			
1.	Mansa	451	401	—	178	60
2.	Jhuneer-I	146	107	—	62	17
3.	Jhuneer-II	197	125	—	136	20
4.	Budhladha-I	250	233	—	92	38
5.	Budhladha-II	153	131	—	97	21
	Total	1197	997	—	565	156

Table - 35

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.

	1-5	6-8	Total
SC Students male	15,314	3,699	19,013
Girls Students	35,712	10,958	46,670
Total	51,026	14,657	65,683

Table - 36

Total Student eligible for free Text Book	Cost @ 150/- per annum
65,683	98,52,450

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 113 class rooms need major repair for their effective utilisation. Blockwise breakup is as follow.

P.E. Block	Total	In good Condition	Need minor repair	Need major repair
Mansa	—	—	22	29
Jhuneer-I	—	—	21	26
Jhuneer-II	—	—	19	23
Budhladha-I	—	—	25	16
Budhladha-II	—	—	27	19
Total	—	—	114	113

Table -37

The planning process reveals that there are 24,760 out of school children in the proposed 5 blocks.

AGE GROUPWISE POPULATION 30-9-2000

Sir. No.	Age Group	Population	Children not going school	Percent
1.	6-11	98856	16319	16.50%
2.	11-14	39468	8441	21.38%
3.	Indeterminate			
	6-14	1,38,324	24760	17.90%

Table - 38

Strategies for mainstreaming

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

Objective

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

OUT OF SCHOOL CHILDREN 6-14YEAR

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school*		Total
			Male	Female	
1.	Mansa	53,546	5,007	4,380	9,387
2.	Jhuneer-I	15,339	1,782	1,603	3,385
3.	Jhuneer-II	22,249	1,993	1,831	3,824
4.	Budhalada-I	28,817	2,777	2,339	5,116
5.	Budhalada-II	18,377	1,574	1,474	3,048
	Total	1,38,324	13,133	11,627	24,760

Table - 39

5.2.6 Child Labour

During the planning process 24,760 , out of school children were identified alongwith nature of work they are involved in..

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.

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- Street theatre, child-to-child campaigns and use of children as resource persons.
- Support to VEDCs for mobilization and for campaign.

WORKING CHILD POPULATION

PE Block	6-11				11-14			
	S/C	B/C	Others	Total	S/C	B/C	Others	Total
1. Mansa	716	231	728	1,675	927	218	544	1,689
2. Jhuneer-I	136	20	4	160	317	53	5	375
3. Jhuneer-II	359	68	136	563	365	109	117	591
4. Budhladha-I	509	143	471	1,123	604	96	195	895
5. Budhladha-II	266	86	93	445	392	50	302	744
Total	1,986	548	1,432	3,966	2,605	526	1,163	4,294

Table-40

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
310	2,480

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-41

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	159	451	401	852
2.	Jhuneer-I	39	17	56	146	107	253
3.	Jhuneer-II	57	20	77	197	125	322
4.	Budhladha-I	57	38	95	250	233	483
5.	Budhladha-II	43	21	64	153	131	284
	Total	289	156	451	1,197	997	2,194

Table-42

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	401	159	8	1	4
2.	Jhuneer-I	8	146	107	78	4	1	4
3.	Jhuneer-II	8	197	125	154	8	1	4
4.	Budhladha-I	8	250	233	71	4	1	4
5.	Budhladha-II	8	153	131	107	6	1	4
	Total	40	197	997	569	30	5	20

Table-43

6.3 School Support - Professional support Structures

a) District Institute of Education and Training (DIET)

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

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

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

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

b) Block Resource Centres (BRC)

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

The details of BRCs and BRPs as follows:

BRCs	BRPs
5	15

S. No.	Name of the Block	No. of BRCs	No. of BRPs
1.	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-44

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-45

Functional Aspects

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

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

Inputs

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

6.4 Quality Teaching-School, Teacher and CRC Grants

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

Particulars of Grants-School, Teacher & CRC

No of School			No. of Teachers			No of CRCS
Primary	U.Primary	Total	Primary	U.Primary	Total	
289	156	451	1197	997	2194	34

Table-46

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	401	144	401	60	10
2.	Jhuneer-I	39	17	146	107	44	107	17	5
3.	Jhuneer-II	57	20	197	125	112	125	20	7
4.	Budhladha-I	57	38	250	233	84	233	38	8
5.	Budhladha-II	43	21	153	131	81	131	21	4
	Total	289	156	1197	997	465	997	156	34

Table-47

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	—	75
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	—	186

Table-48

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-

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

No. of Primary School Head Teachers	No. of Upper Primary School H.Ms after proposed posts are filled
184	156

SCHOOL MANAGEMENT TRAININGS-HEAD MASTERS HT/CHT

S. No.	Block Name	No. of Primary School		No. of Upper Primary
		HT	CHT	H. Ms (proposed)
1.	Mansa	67	10	60
2.	Jhuneer-I	22	5	17
3.	Jhuneer-II	32	17	20
4.	Budhladha-I	36	8	38
5.	Budhladha-II	27	14	21
Total (HT+CHT) 218		184	54	156

Table-49

6.8 Academic monitoring of schools by DIETs

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

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

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

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

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

6.9 Pupil assessment procedures

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

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

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

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

Inputs

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

- Orientation to teachers and other 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 11,627 girls who are out of school. Majority of these girls children are in the age group of 6-14 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 in urban areas
	6-11	11-14	Total			
Mansa	37,732	15,814	53,496	9,387	4,380	34
Jhuneer-I	10,678	4,661	15,339	3,385	1,603	—
Jhuneer-II	15,786	6,459	22,245	3,824	1,831	13
Budhladha-I	21,369	7,448	28,817	5,116	2,339	13
Budhladha-II	13,291	5,086	18,317	3,048	1,474	11
Total	98,856	39,468	1,38,324	24,760	11,627	71

* includes children of indeterminate age

Table-50

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).
- 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 habitation/wards	No. of Children 3-6			ECCE Proposed	Anganwaries existing
		Boys	Girls	Total		
5	239	16,228	13,343	29,571	74	216

Table-51

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

No. of Block	No. of habitation & wards	No. of Children 3-6			ECCE Proposed		Anganwaries existing	Pre Primary schools/un-recognised
		Boys	Girls	Total	Rural	Urban		
Mansa	70	4806	3828	8634	26	14	44	70
Jhuneer-I	37	2576	2168	4744	—	—	37	23
Jhuneer-II	50	3242	2571	5813	—	10	53	41
Budhladha-I	47	2908	2544	5452	—	13	47	33
Budhladha-II	35	2696	2232	4928	—	11	35	32
Total	239	16,228	13,343	29,571	26	48	216	199

Table-52

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.

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- 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 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-53

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	School Committees
180	565	VEDC

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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	144	—	69	VDEC
2.	Jhuneer-I	44	—	23	VDEC
3.	Jhuneer-II	112	—	24	VDEC
4.	Budhladha-I	84	—	41	VDEC
5.	Budhladha-II	81	—	23	VDEC
	Total	565	—	156	

Table-54

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-55

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.

Minor @ 1500 per School	Major @ 30,000 per School	Total	Maintenance Grand @ 5000 per School
17,10,000	33,90,000	51,00,000	22,25,000

Sr. No.	Blocks	No. of Rooms		No. of Schools	Implementing Agency
		Minor Repair	Major Repair		
1.	Mansa	22	29	159	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	27	19	64	VEDC
	Total	114	113	451	

Table-56

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.
- Further these committees mobilise public support for enhancing school infrastructure facilities like building requirements, drinking water, toilets, school gardens etc.

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

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

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

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

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

Following will constitute policy and working strategies of the Management

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

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

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

Functional aspects of DPO

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

Inputs

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

10.6 Flow of Fund

The process of fund will be from SSAS to DPO.

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

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

General

Expenditure Payment will be sanctioned by

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

Bank Transactions will be made by

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

In all financial Transactions

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

Bugets Summary		
Intervention-wise Bugets Estimates- District- Mansa		
S.n o	Intervention Name	2001-02
1	Project Management	10.083
2	Planning & Management	6.281
3	Research Evaluation, Montioring & Supervision	8.776
4	Community mobilization & Participation	53.049
5	Access & Alternative Schooling	456.106
6	Civil works	931.720
7	Pedagogy & School Improving	361.172
8	Education of Focussed Groups	
	a) Girl Child Education	15.500
	b) Early Childhood Education	12.177
	c) Children with special Educational needs	6.271
	d) Scheduled cast children	14.700
	Total	1875.835

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.

Implementation Schedule for 2001-02, District Mansa, Punjab

Intervention Name: Project Management					(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	Furniture for DPO	2.000	1	1.500							✓	✓	✓				
2	Equipment for DPO	4.000	1	2.500							✓	✓	✓				
3	Hire charges for vehicles for DPO 20 times x 7 months	0.010	140	1.400							✓	✓	✓	✓	✓	✓	✓
4	Salary for DPO staff	-	-	-													
5	DPO consumables	2.000	7	2.000							✓	✓	✓	✓	✓	✓	✓
6	Water, Electricity, Telephone etc.	0.050	7	0.350							✓	✓	✓	✓	✓	✓	✓
7	Rent DPO	-	-	-													
8	TA & DA	0.150	7	1.050							✓	✓	✓	✓	✓	✓	✓
9	Equipment maintenance and operation at DPO 10% of the equipment	0.400	7/12	0.233							✓	✓	✓	✓	✓	✓	✓
10	Consultant(7 months) x 3	0.050	21	1.050							✓	✓	✓	✓	✓	✓	✓
11																	
12																	
<i>Total</i>				10.083													

Implementation Schedule for 2001-02, District Mansa, Punjab

Intervention Name: Planning Management

(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	Workshop finding procedure strategies and personel for planning and planning management 40 x 5	0.002	200	0.400							✓	✓	✓	✓	✓	✓	✓
2	Training of BRPs in School Mapping and Macro Planning 5 Blocks x 10 x 5 days	0.0007	250	0.175							✓	✓	✓	✓	✓	✓	✓
3	Planning Exercise	0.100	20	2.000							✓	✓	✓	✓	✓	✓	✓
4	Orientation to the BRPs in planning 5 Blocks x 3 x 5	0.0007	75	0.052							✓	✓	✓	✓	✓	✓	✓
5	Exposure visits 5 Blocks x 5 visits	0.010	25	0.250							✓	✓	✓	✓	✓	✓	✓
6	Family Survey 113466 households x Rs.3	3.404	1	3.404								✓	✓	✓	✓	✓	✓
7	Survey updation																
8																	
9																	
10																	
11																	
	Total			6.281													

Implementation Schedule for 2001-02, District Mansa, Punjab

Intervention Name: Project Management					(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	Furniture for DPO	2.000	1	1.500						✓	✓	✓				
2	Equipment for DPO	4.000	1	2.500						✓	✓	✓				
3	Hire charges for vehicles for DPO 20 times x 7 months	0.010	140	1.400						✓	✓	✓	✓	✓	✓	✓
4	Salary for DPO staff	-	-	-												
5	DPO consumables	2.000	7	2.000						✓	✓	✓	✓	✓	✓	✓
6	Water, Electricity, Telephone etc.	0.050	7	0.350						✓	✓	✓	✓	✓	✓	✓
7	Rent DPO	-	-	-												
8	TA & DA	0.150	7	1.050						✓	✓	✓	✓	✓	✓	✓
9	Equipment maintenance and operation at DPO 10% of the equipment	0.400	7/12	0.233						✓	✓	✓	✓	✓	✓	✓
10	Consultant(7 months) x 3	0.050	21	1.050						✓	✓	✓	✓	✓	✓	✓
11																
12																
<i>Total</i>				10.083												

Implementation Schedule For 2001-02, District Mansa, Punjab

Intervention Name: Planning Management

(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	Workshop finding procedure strategies and personel for planning and planning management 40 x 5	0.002	200	0.400							✓	✓	✓	✓	✓	✓
2	Training of BRPs in School Mapping and Macro Planning 5 Blocks x 10 x 5 days	0.0007	250	0.175							✓	✓	✓	✓	✓	✓
3	Planning Exercise	0.100	20	2.000							✓	✓	✓	✓	✓	✓
4	Orientation to the BRPs in planning 5 Blocks x 3 x 5	0.0007	75	0.052							✓	✓	✓	✓	✓	✓
5	Exposure visits 5 Blocks x 5 visits	0.010	25	0.250							✓	✓	✓	✓	✓	✓
6	Family Survey 113466 households x Rs.3	3.404	1	3.404								✓	✓	✓	✓	✓
7	Survey updation															
8																
9																
10																
11																
	Total			6.281												

Implementation Schedule for 2001-02, District Mansa, Punjab

Intervention 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 5 Blocks x 10	0.001	50	0.500							✓	✓	✓	✓	✓	✓
4	Conduct of Pupil Achievement Survey 10% of schools	0.020	45	0.900											✓	✓
5	Baseline & Midterm Assessment	0.500	1	0.500								✓	✓	✓	✓	✓
6	MIS Equipment	2.000	1	2.000							✓	✓	✓	✓	✓	✓
7	MIS work and development of software/ applications and analysis	2.000	1	2.000							✓	✓	✓	✓	✓	✓
8	MIS Equipment operation and maintenance	0.200	0.58	0.116							✓	✓	✓	✓	✓	✓
9	Computer Stationery Peripherals 7 months	0.100	1	0.100							✓	✓	✓	✓	✓	✓
10	Academic monitoring of schools by DIET staff by travelling	0.050	7	0.350							✓	✓	✓	✓	✓	✓
11	Academic supervision by BRCs 15 x 24 units	0.001	360	0.360							✓	✓	✓	✓	✓	✓
12	Hiring of Vehicles for Academic supervision 10 visits x 7 months	0.010	70	0.700							✓	✓	✓	✓	✓	✓

Intervention Name: Community Mobilization and Participation (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	Development and printing of modules for VEDC members about the objectives conduct, responsibilities, rules of VEDCs	0.500	1	0.500												
2	Orientation to VEDC Members 310 x 8 members x 2	0.0003	4960	0.1488							✓	✓	✓	✓	✓	✓
3	Bal Melas at habitation/Cluster/ward 310	0.050	310	15.500							✓	✓	✓	✓	✓	✓
4	Block level melas for VEC/Panchyat and teachers/Parents 5 x 2	0.100	10	1.000								✓	✓	✓	✓	✓
5	Community Mobilization at habitation/ward level	0.100	310	31.000							✓	✓	✓	✓	✓	✓
6	Development and provision of Campaign material	0.010	310	3.100							✓	✓	✓			
7	News letter	0.700	2	1.400										✓		✓
8	Workshop for capacity buildings for preparation and printing of news letter 40 persons x 5 days	0.002	200	0.400								✓				
9																
10																
11																
	Total			53.049												

Intervention Name: Access 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															
3	Induction training of EGS volunteers															
4	Training of BRPs for monitoring of volunteers and AS teacher 40 Persons x 5 blocks	0.0007	200	0.140							✓	✓	✓			
5	Salary for additional Primary school teachers in existing schools 465 x 7	0.070	3255	227.850							✓	✓	✓	✓	✓	✓
6	Salary of additional upper primary schools teachers 0 x 7	0.082	0	0.000							✓	✓	✓	✓	✓	✓
7	Salary for Head master 156 x 7	0.096	1092	104.832							✓	✓	✓	✓	✓	✓
	New Schools															
8	Salary for primary teachers 50 x 7	0.070	350	24.500							✓	✓	✓	✓	✓	✓
9	Salary for upper primary teachers 144 x 7	0.082	1008	82.656							✓	✓	✓	✓	✓	✓
10	Salary for Head master 24 x 7	0.096	168	16.128							✓	✓	✓	✓	✓	✓
	Total			456.106												

Intervention Name: Civil works

(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	Additional classrooms and HM rooms (565 primary + 0 upper primary + 156 HM rooms)= 721(in phases)	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(these building will be used as additional classrooms also)	2.000	34	68.000								✓	✓	✓	✓		
5	New Primary school buildings (25)	15.000															
6	upgraded and proposed UP school Buildings (24 upgraded+ 0 proposed)=24	5.000	24	120.000								✓	✓	✓	✓	✓	✓
7	Sanitary Blocks and drinking water facilities (140 primary + 117 upper primary) =257	1.200	257	308.400								✓	✓	✓	✓	✓	✓
8	Compound wall 32+45	1.200	77	92.400								✓	✓	✓	✓		
9	Electric connection in primary and Upper primary school-164	0.050	164	8.200								✓	✓	✓			
10	Electric fitting in classrooms-476	0.020	476	9.520								✓	✓	✓			
11																	
12																	
	Total			931.720													

Intervention Name: Pedagogy and school improvement

(Rs.in lakhs)

S. No	Item	Unit cost	Physical	Financial	2001-2002												
					Apr.	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
1	Workshop for training of teacher educators in motivational training 40 x 5 days x 3 workshop	0.003	600	1.800							✓	✓	✓	✓	✓	✓	✓
2	Training of DRG 40 persons x 5 days	0.002	200	0.400							✓	✓	✓	✓			
3	Development and Printing of modules for motivational training of teachers	1.000	5	5.000							✓						
4	Teachers training in multi level/activity based teaching (1197 primary + 997 upper primary)=2194 x 20 days	0.0007	43880	30.716							✓						
5	Training of BRPs in processes and methods at BRCs 5 x 3 x 5 days	0.0007	75	0.0525							✓						
6	Development and printing of modules for activity based teaching	1.000	4	4.000								✓					
7	TLM grant for teachers of formal schools 2194	0.005	2194	10.970							✓						
8	School grants for existing schools (289 primary + 156 upper primary)=445	0.020	445	8.900													
9	TLE grant to new UP schools 24	0.500	24	12.000							✓	✓					
10	CRC grant 34	0.025	34	0.850													
11	Furniture for BRC-6	1.000	5	5.000							✓	✓					

12	Equipment for BRC computers and peripherals	2.000	5	10.000						✓	✓	✓	✓	✓	✓	✓
13	Exposure visit to DRC and BRC 5 blocks x 6 visits	0.005	30	0.150						✓	✓	✓	✓	✓	✓	✓
14	Academic review meetings @ one per month (5 Blocks+ 1 DPO)x 7 =49	0.005	42	0.210						✓	✓	✓				
15	Repairs and maintenance of school 445	0.050	445	22.250						✓	✓	✓				
16	Library Books for DIET	0.250	1	0.250						✓	✓	✓	✓	✓	✓	✓
17	Library Books for BRCs	0.100	5	0.500						✓	✓	✓	✓			
18	CRC coordinator Training 34 persons x 5 days	0.0007	170	0.119						✓	✓	✓				
19	Academic conventions(teachers)	0.100	2	2.000								✓			✓	
20	TLM for new primary school															
21	Block level TLM workshop 5blocks x 3 workshops x 40 persons x 3 days	0.0007	1800	1.260						✓	✓			✓		✓
22	Equipment maintenance and operation for DIET															
23	Equipment maintenance and operation for BRCs and contingency 7 months	0.0166	35	0.581						✓	✓	✓	✓	✓	✓	✓
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	34.000						✓	✓					
27	BRC grant	0.125	5	0.625						✓	✓					
classrooms furniture for primary and upper primary schools																
28	Patre-14971 (P)	0.001	14971	14.971						✓	✓	✓				
29	Bench-1699 (P+UP)	0.007	1699	11.893						✓	✓	✓				
30	Desk-2167 (P+UP)	0.009	2167	19.503						✓	✓	✓				
31	Tat Patti-33587 Primary	0.001	33587	33.587						✓	✓	✓				
32	Alimrah-(567+785)	0.020	1352	27.040						✓	✓	✓				
33	Blackboards 567 primary + 785 upper primary	0.008	1352	10.816						✓	✓	✓				
34	Free text books for SC girls Primary 14143 @ Rs. 90/- each after adjusting funding by S.W.Dept.	0.00090	14143	12.728												✓
35	Free text books for SC Boys Primary 15314 @ Rs.90/- each after adjusting funding by S.W. dept.	0.00090	15314	13.782												
36	Free text books for other girls primary 15065 @ Rs. 150/- each	0.00150	15065	22.597												
Total																

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															
2	Gender issues workshops 40 persons x 5 days x 200 per person x 2 workshop	0.400	1	0.400							✓		✓	✓	✓	
3	Development and Printing of modules (I) gender sensitisation(ii) out of school girls child	2.000	1	2.000							✓	✓	✓			
4	TLM for bridge camps															
5	Training of teachers in gender sensitisation 2194 x 5 days(in parts)	0.0007	1000	0.700							✓	✓	✓	✓	✓	✓
6	Remedial coaching for girls children in primary and upper primary schools 445 schools x 4 months	0.005	1780	8.900									✓	✓	✓	✓
7	Special enrolment drives for girl children in 310 habitation/wards for 5 days (in phases)	0.025	40	3.500												✓
	<i>Sub total</i>			15.500												
	b) Early Childhood Education															

1	Induction training of ECCE instructors 74 x 60(in phases)	0.0007	1200	0.840							✓	✓				
2	Training of mothers association members 74 x 20 x 2	0.0003	2960	0.888							✓	✓	✓			
3	Training of BRPs and Diet personnels on ECCE 40 persons x 5 days	0.0007	200	0.140						✓	✓					
4	Training of teachers where ECCE is being opened 74 x 5 days	0.0007	370	0.259						✓	✓					
5	Convergence workshop for ECCE	0.100	4	0.400						✓		✓		✓		✓
6	TLM for ECCE and Anganwaris 74 + 170	0.008	244	1.952								✓	✓			
7	Developing and Printing of modules	1.000	2	2.000							✓	✓				
8	ECCE workers Honorarium 74 x 7	0.007	518	3.626						✓	✓	✓	✓	✓	✓	✓
9	ECCE helper Honorarium 74 x 7	0.004	518	2.072						✓	✓	✓	✓	✓	✓	✓
10																
11																
	<i>Sub Total</i>			12.177												
	<i>c) Childhood with special educational needs</i>															
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 5 blocks x 7 months(3 only)	0.050	21	1.050						✓	✓	✓	✓	✓	✓	✓

5	Special assistance to disabled children primary 523	0.0095	523	4.9685							✓	✓	✓	✓	✓	✓
6																
	<i>Sub total</i>			6.271												
	d) Scheduled cast children															
1	Enrolment drives in 310 habitation/wards for SC children specially in SC Bastis(in phases)	0.050	170	8.500							✓	✓	✓	✓	✓	✓
2	Remedial coaching for SC students in 310 habitation/wards for 4 months each year	0.005	1240	6.200									✓	✓	✓	✓
	<i>Subtotal</i>			14.700												
	Focus group total			48.648												

Annexure-I

Copy of Letter No. 8/14/97-2Edu.6/29949-952 dated Chandigarh the 29-9-1998 from the Govt. of Punjab Department of Education(Education-6 Branch) to The Director of Public Instruction (P)Pb, Chandigarh and others.

Subject: Naming of Govt. Educational institutions after important personalities.

Reference Govt. Memo No. 24/12/80-3Edu.5/1765 to 1758 dated 13.8.84 on the subject noted above.

Case, relating to naming of Govt. Educational Institutions after the name of eminent personalities, was discussed in a meeting presided over by Education Minister on 1.9.1998 at 5.00P.M. Following decisions were taken:

1. While naming institutions after eminent personalities the antecedents and historical background of the personal concerned should be considered carefully.
2. As far as possible education institutions should be named after the deceased personalities by way of raising memorials.
3. For naming such institutions the basis of financial donations it was decided that in case of Primary Schools the entire cost of land and building should be borne by the donor. In case of other categories of schools 50% of the cost of the construction should be borne by the donor subject to a minimum donation of-
 - (i) Eight lakhs in case of Middle schools
 - (ii) Twelve lakhs in case of High schools
 - (iii) Fifteen lakhs in case of Higher Secondary Schools.
 - (iv) Forty Lakhs in case of colleges.

In case of smaller donation for limited projects like corporation of room, library, Sheds etc. the donor should bear 100% cost and suitable plate may be put up in the wall of the concerned room, library, laboratory, shed etc. indicating the name of the donor. If it is a separate block, it can be named after the donor's name provided 100% cost is borne by the donor.

4. Care should be taken to ensure that the donor's reputation is above board and he carried a good reputation in the Area.
5. It is therefore, requested that the above instructions be kept in view while sending such proposals to the Govt.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION(PRIMARY) PUNJAB

Endst. No.14/19-98-Budget (7)

Dated Chandigarh the;

A copy is forwarded to the following for information and necessary action:

- (1) District Education Officer (Primary) Punajb.

Deputy Controller(F.A.)
For Director of Public Instruction(P)
Punjab, Chandigarh

Village Education Development Committees

Village Education Development Committee (VEDC) is the instrument to fast track the development of primary schools. It is a sort of providing a local Managing Committee to the school which actively participates and implements the development project of the school. It provides representation to both the elected bodies of the Community as well as the public.

Following will constitute the Village Education Development Committee.

- | | |
|---|-----------|
| 1. Head Teacher (Ex official) | Secretary |
| 2. Two members from Panchayat | member |
| 3. PTA member | member |
| 4. PTA member | member |
| 5. Ex-Serviceman | member |
| 6. Retired teacher of Education
Department, Punjab | member |
| 7. Philanthropist / NRI | member |

Chairman will be elected by the members. Head Teacher will not have a vote in the election.

VEDC will be constituted and recognized by district Education Officer (Primary). Sarpanch of the village will send the nomination of a panch representatives from among the panches of village panchayat. PTA will be asked to nominate two of its members for VEDC. District Sainik Welfare Board will be asked to nominate an ex-serviceman from the village for VEDC. Rest of the nominations will be made by the DEO(P) on the recommendation of School Head Teacher. On receiving all the nominations DEO(P) will constitute the Committee. Its term will be three years. Any change of membership will also be effected by the DEO(P) who will have the overall control and responsibility for the smooth functioning of VEDC.

All the funds channelised for school development will be deposited in the VEDC's account which will be operated jointly by the chairman and the member-secretary. VEDC will participate

in planning the development project, over see the implementation and monitor its maintenance and effective use. VEDC will help the Head Teacher in all the development activities of the school.

VEDC's will be initially constituted by DEO(P). But in due course and with experiences of the ongoing project, these will be turned into legal entities.

Before starting construction work every VEDC will sign an MOU(Memorandum of Understanding) on the given format (Annexure-III). This MOU will be signed between DEO(Pr.) and Chairman and Secretary, VEDC, on behalf of VEDC.

Government of Punjab
Department of Education
(Education - 7 Branch)

To

The State Project Director,
Sarva Shiksha Abhiyan Authority,
Punjab, Chandigarh.

Memo No. 10/88/99-3 Edu.7/ 28933

Dated, Chandigarh: 22-11-2000

Subject : Formation of district and block level
Committees for implementation of Centrally
Sponsored Scheme - Sarva Shiksha Abhiyan.

Reference on the subject noted above.

2. Under the Sarva Shiksha Abhiyan Scheme, the Governor
of Punjab is pleased to constitute district and block level

Committees as under :-

DISTRICT EDUCATION DEVELOPMENT COMMITTEE (DEDC)

- | | | |
|-----|---|---|
| 1) | Deputy Commissioner | Chairman |
| 2) | Distt. Education Officer (P) | Distt. Project Director-
cum-Member Secretary. |
| 3) | Distt. Education Officer (S) | Member. |
| 4) | Principal D.I.E.T. | Member. |
| 5) | Principal, Govt. in Service
Training Centre. | Member. |
| 6) | 5 Block Primary Education Officer | Member. |
| 7) | Secretary zila Parishad | Member. |
| 8) | D.D.P.O. | Member. |
| 9) | MLAs/M.P. of the Distt. | Member. |
| 10) | 2 eminent Educationists. | Member (to be nominated
by the State/DC.) |
| 11) | 2 representatives of NGOs | Member. |
| 12) | SC/ST/OBC/Minority Communities | Member (to be nominated
by the State/DC). |
| 13) | Representative of Women's Groups. | Member. -do- |

BLOCK EDUCATION DEVELOPMENT COMMITTEE (BEDC)

- | | | |
|----|--|--|
| 1) | S.D.O. (C) | Chairman |
| 2) | B.P.E.O. | Block Project Director-
cum-Member Secretary. |
| 3) | 5 Centre Head Teachers. | Member. |
| 4) | Block Social Welfare Officer. | Member. |
| 5) | Block Dev. & Panchayat Officer. | Member. |
| 6) | C.D.P.O. | Member. |
| 7) | 2 members from NGOs | Member. |
| 8) | 2 members retired or serving
Educationists. | Member. |

- 2 nd -

- 9) 1 representative of Women's Group Member.
10) 1 member SC/ST/OBC/Minority Communities. Member.

3. State Project Director, Sarva Shiksha Abhiyan Authority Punjab will be the overall State Coordinator for Centrally sponsored Schemes and will be responsible for liaising with State and Central Governments.

4. D.E.D.C. will be responsible for formation, execution and implementation of Plans/proposals distt. level proposals. Distt. Education Dev. Committee will approve the Block level and Distt. level budget for the proposals and will authorise the expenditure.

5. District Project Director will be the Drawing and Disbursing Officer (DDO) and will be responsible for release of funds to VEDCs and BEDCs and other expenditure, maintenance of accounts as per rules and for the audit of accounts.

6. B.E.D.C. will formulate Block level proposals and submit to DEEC for approval and budget allocation. BEDC will be responsible for execution and implementation at Block level.

7. The goal of achievement of universalisation of elementary education is of paramount importance. Deputy Commissioners and Sub Divisional Magistrates shall ensure the cooperation of other departments.

sshu sshu

Special Secretary Education (P)

Endst. No. 10/38/99-3Edu.7/28934 Dated, Chandigarh 12-11-2000

A copy is forwarded to Deputy Commissioners Faridkot, Muktsar, Ferozepur, Bhatinda, Mansa and Sangrur for information and necessary action.

sshu

Special Secretary Education (P)