

SARAV SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



District
MOGA
(Rural)

Sarav Shiksha Abhiyan Society®

PUNJAB

SARAV SHIKSHA ABHIYAN

**District Elementary
Education Plan**

District

MOGA

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PUNJAB

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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1. INTRODUCTION

1.1 Moga being a very big grain market of Asia is one of the prominent cities of Punjab. It is about seventy Kilometres from the Indo-Pak International border in the Ferozepur sector. It is a semi Industrial city as well, famous for its wheat thrasher industry. Nestle, a multi national Concern has a big factory in this town. District Moga was carved out of the District Faridkot in 1995, the district Faridkot itself was a part of the border District of Ferozepur till 7.8.1972. District Moga is surrounded by District Ludhiana on its east, District Jalandhar on the North, District Ferozepur on the west, District Faridkot on South-West, District Bathinda on the South and Distt. Sangrur on the South East. This district falls under the Faridkot Parliamentary Constituency. Some part of this District was a part of the Kalsian State before independence.

District Moga is spread over an area of 2217 Sq. Kilometres with a population of 781446 (as per 1991 census) Baghapurana, Nihal Singh Wala, Badhni, Dharamkot and Kot-Ise-Khan are the only towns in the district. There are 329 inhabited villages. The district constitutes 4.4% of the total area of the State and 3.84% of its total population as per 1991 census.

1.2 Climate of the District Moga is arid, semi-arid (dry), and hot. Mean summer temperature is 33.5°C and mean winter temperature is 16.2°C. Mean Monthly temperature during autumn and spring is above 20°C. The mean rainfall is approximately 400 mm. The three rainy months i.e. July, August and September contribute about 70% of the total rainfall. The Main Winter/ Summer temperature variation is due to the geographical situation of the district, as well due to its large distance from the sea.

The Land in the district is mainly agricultural being irrigated by rivers as well as tubewells. The land in the district being under intensive agriculture, natural vegetation is very rare.

1.3 Moga is accessible by train as well as by road transport from almost all the parts of India. All the villages in the District are covered under public health schemes for clean drinking water. All villages are linked with pucca roads. There are 124434 house holds in the district and all of them have electric connections which is above the State average of 85.36%

There are 52 Rural Health Centres, 5 rural Hospitals, 5 Community health centres, 5 Primary health centres, and 18 mini primary health centres besides the main civil hospital at the District Headquarters.

1.4 The climate of the District is favourable for the agriculture of crops. In addition to the irrigation by canals and rain water, tubewells are at work for irrigation purpose. The district is a big contributor in the national grain pool. 155000 Hectare of land is under the cultivation of rice. The District had 170000 hectare of land under cultivation of wheat and produced 838000 Tons of Wheat i.e. 4929 kg per hectare in the year 1999-2000. The District had 9000 hectare of land under cultivation of cotton and produced 2210000 kgs in the year 1999-2000. In this way the district contributed 4.5% of Rice 5.26% of wheat and 1.36% of cotton to the state Grain production.

The District Moga has a developed industry of agriculture equipment and the other main industry is Nestle. Mainly the district is dependent upon agriculture economy.

1.5 In the District Moga, the land holding being small is not much viable. Mechanisation, no doubt, has increased the yield and not sown area as well, Yet the development has not added much to the prosperity of the peasant, as such he is being increasingly indebted day by day. Except a few large farmers in villages majority of the peasantry is heavily under debt, which is being manifested in almost all the forms of social evils, worth mentioning among them is illiteracy and drug abuse.

Drug abuse is spreading its clutches in almost all the section of society from narcotics and alcohol, it has come down to scheduled drugs and formulations.

District Moga is the hub of the Malwai culture. Typical Malwai dialect, food and clothing is the speciality of the people of the district, no doubt some people from Haryana, U.P. and other states of India form a part of the population of the district.

As for as the sex ratio is concerned the district has 883 females per 1000 males in the rural area and 888 females per 1000 males in the Urban area. Rural Male literacy is 45.28% and Rural female literacy is 34.79% Urban male literacy is 60.91% and that of females is 52.54 as per 1991 census.

Majority of the population in Moga District is that of Sikhs i.e. 80.24% followed by Hindus 19.02% Muslims 0.36% Christian 0.18% and other 0.24% SC Population is 30.91 of the total population of the district as per 1991 census.

1.6 150 villages have been attached to Moga district recently. These villages are taken from Distt. FZR, Teh. Zira. Some of the villages are having their C.D. block Kot-Ise-Khan and their educational blocks are changed so, their information about literacy rate will be available after census (2001) information becomes available.

1.7 Due to brackish ground water 97.9% of the villages are water scarcity villages but all of these been covered under public health scheme and now clean drinking water is available.

1.8 District has a good road networks. It has 69 kms. of roads per 100 sq. kms. of its area and 24 kms. of road per one lac of population. On first count it is below the state average which is 93 kms. of road per 100 sq. kms. of area and on the second count is better that state average. Following table gives the status of accessibility of various villages by public transport. About 25% villages do not have adequate public transport

ACCESSIBILITY OF VILLAGES THROUGH MASS TRANSPORT

Sr. No.	P.E. Block	No. of Villages						Total
		1	2	3	4	5	6	
1.	Moga-I	14	15	8	6	2	1	46
2.	Moga-II	14	23	19	5	3	—	64
3.	Bagha Purana	4	12	10	4	1	3	34
4.	Nihal Singh Wala	3	18	12	2	2	—	37
5.	Dharamkot-I	5	12	17	12	9	11	66
6.	Dharamkot-II	9	9	6	6	3	8	41
	Total	49	89	72	35	20	23	288

Table - 1

1 = Transport available every 0.25 hours; 2 = Transport available every 0.50 hours; 3 = Transport available every .5-1 hours; 4 = Transport available every 2 hours; 5 = Transport available every More than two hours; 6 = Transport not available

1.9 As per 1999-2000 estimates there are 140594 house holds in the district and out of which 121048 have electric connection. Which comes out to 78.00%. It is much below the state average of 86.10%.

2. PRE-PROJECT SURVEY

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

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

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

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

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

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

P.E. Block	No. of Villages	No. of Panchayats	No. of Municipal Wards
Moga-I	47	47	13
Moga-II	67	66	—
Bagha Purana	36	36	18
Nihal Singh Wala	37	37	12
Dharamkot-I	69	62	—
Dharamkot-II	44	42	13
Total	300	290	56

Table -2

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

2.5 Faridkot Parliamentary Constituency criss-crosses the district and four assembly segments namely have their foot prints in the district.

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

VILLAGES AFFECTED BY NATURAL CALAMITIES

Sr. No.	P.E. Block	Villages affected by various Calamaties						Total
		1	2	3	4	5	6	
1.	Moga-I	—	—	2	2	51	1	56
2.	Moga-II	—	1	1	—	14	1	17
3.	Bagha Purana	—	—	—	—	—	—	—
4.	Nihar Singh wala	—	—	2	—	—	1	3
5.	Dharamkot-I	32	6	—	—	—	13	51
6.	Dharamkot-II	4	1	—	—	—	—	5
	Total	36	8	5	2	65	16	65

Table - 3

1 = affected by floods; 2 = affected by water logging; 3 = affected by draught; 4 =Kandi; 5= Bet; 6 = any other.

2.7 District Moga has the lowest population density of the state. It has only 400 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 occupation social breakup of the village house holds.

Discription	Total	Kache	Pakke
Landowning Cultivators (General)	58733	2230	56503
Non Landowning Cultivators (General)	11991	2100	9891
Backward Classes	10957	969	9988
Scheduled Castes	35703	6520	29183
People engaged in service/trade	8640	479	8161
Total	126024	12298	113726

Table - 4

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

FACILITIES/AMENITIES AVAILABLE

No. of Village											
P. E. Block	No. of Village survey	Bank	Water Works	Panc-hayat Ghar	Sports Club	Young Assoc.	Tele-phone	Lib-rary	Elect-ricity	Dís-pen-sary	Gram Panc-hayat
Moga-I	47	12	26	27	23	21	44	8	47	26	47
Moga-II	67	18	37	43	36	33	62	10	66	29	66
Bagha Purana	36	11	21	22	17	18	34	6	34	18	36
Nihal Singh Wala	37	11	30	27	18	13	35	12	37	19	37
Dharamkot-I	69	4	36	22	7	14	63	2	63	14	62
Dharamkot-II	44	5	19	20	7	13	43	3	44	10	42
Total	300	61	169	161	108	112	281	41	292	116	290

Table -5

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

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

Particulars	Total	SC Houses
Inside Lal Dora	80,205	20,908
Outside Lal Dora	34,821	16,690
Outside Lal Dora & Beyond 1.5 km	7,067	2,297
Total	1,22,093	39,895

Table - 6

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

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Habitation of Houses	Distance from village (Km) Min/Max	Total	SC
1-5	0-13	1140	84
6-10	0-50	212	47
11-25	0-3	220	55
26-50	0-2	181	98
51-75	0-5	76	69
76-100	0-5	169	8
Total		1998	361

Table - 7

2.11 Moga being a very small district comprising of 1672 sq. kms. only. Thereso distances from district and sub-division headquarters are not very large.

NO. OF VILLAGE

Block	5-10	10-20	20-30	30-40	40-50	50-100
Moga-I	21	22	3	—	—	—
Moga-II	9	29	20	6	2	—
Bagha Purana	—	—	11	16	8	—
N.S.Wala	—	2	9	21	5	—
Dharamkot-I	1	11	36	19	—	—
Dharamkot-II	4	16	18	6	—	—
Total	35	80	97	68	15	—

Table - 8

2.12 District has a good road networks. It has 69 kms. of roads per 100 sq. kms. of its area and 24 kms. of road per one lac of population. On first count it is below the state average which is 93 kms. of road per 100 sq. kms. of area and on the second count is better that 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 VILLAGES THROUGH MASS TRANSPORT

Sr. No.	P.E. Block	No. of Villages						Total
		1	2	3	4	5	6	
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2.	Moga-II	14	23	19	5	3	—	64
3.	Bagha Purana	4	12	10	4	1	3	34
4.	Nihal Singh Wala	3	18	12	2	2	—	37
5.	Dharamkot-I	5	12	17	12	9	11	66
6.	Dharamkot-II	9	9	6	6	3	8	41
	Total	49	89	72	35	20	23	288

Table - 9

1 = Transport available every 0.25 hours; 2 = Transport available every 0.50 hours; 3 = Transport available every .5-1 hours; 4 = Transport available every 2 hours; 5 = Transport available every More than two hours; 6 = Transport not available

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2.13 Population

As per the 1991 census district has a population of 7,73,889 persons which is predominantly rural as there is only 19.25% urban population.

POPULATION-1991

Census-1991

	Rural	Urban	Total
Male	3,31,947	78,765	410712
Female	2,93,144	70,033	363177
Total	6,25,091	1,48,798	7,73,889
(%)	80.77	19.23	

Table - 10

2.14 Following is the PE Blockwise breakup of Rural Population

RURAL/URBAN POPULATION* Education Survey

Sr. No.	P.E. Block	Rural				Urban			
		No. of Villages	Population-1991			No. of Wards	Population-2000		
			Total	SC	BC		Total	SC	BC
1.	Moga-I	47	130199	39330	8583	13	13492	1506	2112
2.	Moga-II	67	142164	48950	13416	—	—	—	—
3.	Bagha Purana	36	112243	34997	8747	12	14979	3138	2177
4.	Nihar Singh wala	37	127880	48417	20103	—	—	—	—
5.	Dharamkot-I	69	64717	16169	11746	13	12107	2537	503
6.	Dharamkot-II	44	52373	15828	8337	—	—	—	—
	Total	300	629576	203691	70932	38	40578	7181	4792

Table - 11

* Compilation of survey rate not complete

2.15 District has large SC population and is among the highest in the state and accounts for 30.39% of the total population of the district.

**TOTAL SC POPULATION-1991
Census-1991**

	Rural	Urban	Total
Male	1,10,150	15,786	1,25,936
Female	95,670	13,559	1,09,229
Total	2,05,820	29,345	2,35,165

Table - 12

2.16 As per the provisional results of the 2001 census district now has a population of 8,86,313 persons which shows an absolute growth of 1,12,424 persons in the decade 1991-2001.

POPULATION-2001

	Population			0-6 Population		
	Persons	Male	Female	Persons	Male	Female
Moga	886313	470712	415601	110111	60546	49565
State	24289296	12963362	11325934	3055492	1704142	1351350

Table -13

Young population in the district is increasing. 0-6 population at 13.09% of the total population of the district is higher than the state average of 12.57%.

2.17 Population density and Sex ratio

District Moga has low population density. It has 400 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 worsened from 884 in 1991 to 883 per thousand males in 2001.

2.18 School Education

District has a reasonably good school education network.

It has 301 primary schools, 80 middle school, 70 secondary schools and 34 senior secondary schools. As 6-8 level classes are also taken in secondary and senior secondary schools, schools available for 6-8 elementary classes become 184. These does not include the schools upgraded in last two years.

2.19 Initial survey under SSA has been completed in the district. As per the provisional figures there are 139430 school age children in the district.

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

PE Block	6-11			11-14			Total
	Male	Female	Total	Male	Female	Total	
Moga-I	9479	8240	17719	4454	3847	8301	26020
Moga-II	12395	10455	22856	5492	4727	10219	33069
Bagha Purana	8753	7463	16216	3722	3114	6836	23052
Nihal Singh Wala	10815	9344	20159	4967	4369	9336	29495
Dharamkot-I	6162	4867	11029	2268	2042	4310	15339
Dharamkot-II	4274	3828	8102	2361	1992	4353	12455
Total	51878	44197	96075	23264	20091	43355	139430

Table - 14

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

2.20 Castewise breakup of the school age population throws up a larger social challenge. Out of the total 6-11 age group population of 96075 there are 41572 SC children and 12152 BC children which makes them 55.91% of the total school age population. Out of six blocks three have a predominant SC/BC population.

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

S.No.	P.E. Blocks	General	SC	BC	Total
1.	Moga-I	17719	8566	1781	7372
2.	Moga-II	22850	10420	2561	9869
3.	Bagha Purana	16216	7280	1836	7100
4.	Nihal Singh Wala	20159	8868	1791	9500
5.	Dharamkot-I	11029	3443	2776	4810
6.	Dharamkot-II	8102	2995	1407	3700
	Total	96075	41572	12152	42351

Table -15

Similarly in the 11-14 age group there are 43355 school age children and out of these 15751 belong to SC Category and 6229 to BC Category which makes 50.69% of the total school age population in the relevant age group. The same three blocks have a larger SC/BC population.

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

S.No.	P.E. Blocks	General	SC	BC	Total
1.	Moga-I	8,301	3,155	962	4,184
2.	Moga-II	10,219	3,903	1,565	4,751
3.	Bagha Purana	6,836	2,310	838	3,688
4.	Nihal Singh Wala	9,336	3,744	1,064	4,528
5.	Dharamkot-I	4,310	1,249	982	2,079
6.	Dharamkot-II	4,353	1,390	818	2,145
	Total	43,355	15,751	6,229	21,375

Table - 16

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

	Total Population	0-6	School Age		
			6-11	11-14	Total
Male	470712	60546	51878	23264	75142
Female	415601	49565	44197	20091	64288
Total	886313	110111	96075	43355	139430
	% to Total Population	12.42	10.84	4.89	15.73
Female per thousand male	883	819	852	864	856

Table - 17

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

2.22 Out of School Children

Village level survey for out of school children in the district reveals that there are 16779 children in 6-14 age group which are not attending school which makes 12.03% 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	96075	9924	10.33
2.	11-14	43355	6855	15.81
3.	Indeterminate	—		
	6-14	139430	16779	12.03

Table - 18

Data pertains to 300 villages only. Complete survey will be processed shortly

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

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

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school		Total
			Male	Female	
1.	Moga-I	17719	609	626	1235
2.	Moga-II	22850	1066	1078	2144
3.	Bagha Purana	16216	862	678	1540
4.	Nihal Singh wala	20159	1099	1115	2214
5.	Dharamkot-I	11029	703	834	1537
6.	Dharamkot-II	8102	666	588	1254
	Total	96075	5005	4919	9924

Table - 19

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

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

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school		Total
			Male	Female	
1.	Moga-I	8,301	567	566	1,133
2.	Moga-II	10,219	906	790	1,696
3.	Bagha Purana	6,836	472	528	1,000
4.	Nihar Singh wala	9,336	843	746	1,589
5.	Dharamkot-I	4,310	501	377	878
6.	Dharamkot-II	4,353	276	283	559
	Total	43,355	3,565	3,290	6,855

Table -20

2.25 Castewise breakup of out of school children reveals that largest number of out of school children belong to SC category. In BC category there is a fewer number PE Blockwise/Castewise breakup is given in the following table for 6-14 age group. As shown in the table. Out of 16779 out of school children 9849 belong to scheduled cast which is 58.69% 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 6-11YEAR (RURAL)**

P.E. Blocks	General	SC	BC	Total
Moga-I	202	867	166	1235
Moga-II	417	1541	186	2144
Bagha Purana	602	758	180	1540
N. S. Wala	664	1319	231	2214
Dharamkot-I	524	565	448	1537
Dharamkot-II	554	528	172	1254
Total	2963	5578	1383	9924

Table - 21

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

P.E. Blocks	General	SC	BC	Total
Moga-I	108	900	125	1133
Moga-II	374	1102	220	1696
Bagha Purana	364	524	212	1000
N. S. Wala	316	1066	207	1589
Dharamkot-I	237	383	258	878
Dharamkot-II	111	296	152	559
Total	1410	4271	1174	6855

Table - 22

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

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

2.28 Child labour is not an aberration but quite rampant in the district. Out of the 16779 out of school children 6400 are engaged in one or other kind of work which comes out about 38.14%. Following table gives the PE Block wise break up.

WORKING CHILD POPULATION

PE Block	6-11				11-14			
	S/C	B/C	Others	Total	S/C	B/C	Others	Total
Moga-I	678	98	117	893	213	28	22	263
Moga-II	738	110	65	913	429	82	28	539
Bagha Purana	528	152	177	857	185	51	43	279
Nihal Singh Wala	484	120	44	468	404	78	19	501
Dharamkot-I	216	152	27	395	208	124	49	381
Dharamkot-II	221	56	65	342	173	46	170	389
Total	2865	688	495	4048	1612	409	331	2352

Table - 23

It may be noted that out of the 6-11 age group out of school children 70.77% belong to scheduled. Caste and in 11-14 age group 68.53% belong to scheduled caste.

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

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

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

Sr. No.	P.E. Blocks	Physical Handicapped (1)	Blind (2)	Deaf & Dumb (3)	Mentally weak (4)	Others (5)	Total
1.	Moga-I	3	2	3	4	4	16
2.	Moga-II	16	1	6	20	9	52
3.	Bagha Purana	7	1	5	8	4	27
4.	Nihal Singh Wala	7	2	4	6	2	21
5.	Dharamkot-I	12	3	5	29	25	74
6.	Dharamkot-II	1	—	4	2	—	7
	Total	45	9	23	68	44	189

Table -24

2.31 Mainstreaming of Out of School Children

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

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

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

OUT OF SCHOOL CHILDREN 6-14YEAR (RURAL)

Sr. No.	P.E. Blocks	Total School Age Population	Children not going school		Total
			Male	Female	
1.	Moga-I	26,020	1,176	1,192	2,368
2.	Moga-II	33,069	1,972	1,868	3,840
3.	Bagha Purana	23,052	1,334	1,206	2,540
4.	Nihal Singh Wala	29,495	1,942	1,861	3,803
5.	Dharamkot-I	15,339	1,204	1,211	2,415
6.	Dharamkot-II	12,455	942	871	1,813
	Total	1,39,430*	8,570	8,209	16,779

Table - 25

* includes children of indeterminate age

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, STRATERGIES AND ACTIVITIES

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

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

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

5.1 Access

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

5.1.1 New Primary Schools

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

No. of Regular Schools proposed in villages	No. of Teachers (2 per school)
30	60

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.	Moga-I	5	10
2.	Moga-II	5	10
3.	Bagha Purana	5	10
4.	Nihal Singh Wala	5	10
5.	Dharamkot-I	5	10
6.	Dharamkot-II	5	10
	Total	30	60

Table - 26

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-12	48	12	12	12	36	12
Proposed -18	72	18	18	18	54	18
Total -30	20	30	30	30	90	30

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

Block	Upper Primary Schools			No. of Teachers required			Head Master	Class- rooms Reqd.	Head Master Room
	Upgr- aded	Prop- osed	Total	B.ED	PTI	Art & craft			
Moga-I	4	3	7	28	7	7	7	21	7
Moga-II	4	3	7	28	7	7	7	21	7
Bagha Purana	-	3	3	12	3	3	3	9	3
N. S. Wala	-	3	3	12	3	3	3	9	3
Dharamkot-I	4	3	7	28	7	7	7	21	7
Dharamkot-II	-	3	3	13	3	3	3	9	3
Total	12	18	30	120	30	30	30	90	30

Table - 28

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 (RURAL)

Sr. No.	Age Group	Population	Children not going school	Percent
1.	6-11	96075	9924	10.33
2.	11-14	43355	6855	15.81
3.	Indeterminate			
	6-14	139430	16779	12.03

Table - 29

Interventions for Enrolment and Retention

5.2.1 Provision of Additional teachers to the existing primary schools

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

Blockwise breakup of Primary Teacher required/classroom

Block	Total	Existing*	Required Teachers	Class Room	
				Ex.*	Req.
Moga-I	480	438	42	-	65
Moga-II	486	445	41	-	52
Bagha Purana	372	335	37	-	46
Nihal Singh Wala	391	345	46	-	51
Dharamkot-I	284	249	34	-	43
Dharamkot-II	196	158	38	-	41
Total	2209	1970	239	-	298

Table - 30

* Including Head Teacher and Centre Head Teacher

* Yet to be compiled

5.2.2 Provision of Additional Classrooms

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

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

As per the above norm 298 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.
1970	1168	3138	-	-	-	298	99	199

Table -31

Total Room Required
596

Blockwise Breadkup Upper Primary Teach/Class room

Block	Total Enrolment	Existing Teacher	Required		Class Room		HM Room required
			Teacher	HM	Existing	Req.	
Moga-I	6126	276	-	17	-	26	46
Moga-II	7115	297	-	14	-	25	51
Bagha Purana	5219	168	-	46	-	18	29
Nihal Singh Wala	6373	247	-	51	-	17	42
Dharamkot-I	3006	98	-	29	-	09	17
Dharamkot-II	2120	82	-	42	-	04	14
Total	29959	1168	-	199	-	99	199

Table - 32

* Information not compiled as yet

Block-wise requirement of Additional Classrooms for existing schools

Sr. No.	Name of the Block	No. of Teachers in Primary & Upper Primary	No. of Classrooms available* (P+UP)	Additional requirement of classrooms Primary	Head Master room for Upper primary
1.	Moga-I	714	-	91	46
2.	Moga-II	742	-	77	51
3.	Bagha Purana	503	-	64	29
4.	N.S. Wala	592	-	68	42
5.	Dharamkot-I	347	-	52	17
6.	Dharamkot-II	240	-	45	14
	Total	3138	-	397	199

Table -33

* Not yet compiled

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.

5.2.4 Free Text Books

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

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	1-5	6-8	Total
SC Students(male)	23548	8304	31852
Girls Students	35742	14268	50010
Total	59290	22572	81862

Table -34

(in Lacs)

Total Student eligible for free Text Book	Cost @ 150/- per annum
81862	122.793

Blockwise Brakeup of SC/Girls Students

S. No.	Block	1-5		6-8		Total		G. Total
		Male SC	Total Girls	Male SC	Total Girls	Male SC	Total Girls	
1.	Moga-I	4121	6859	1634	3035	5755	9894	15649
2.	Moga-II	6232	8679	1957	3428	8169	12107	20296
3.	Bagha Purana	4366	7007	1487	2432	5853	9439	15292
4.	N.S. Wala	4637	6754	1758	3015	6395	9769	16164
5.	Dharamkot-I	2411	3602	902	1304	3313	4906	8219
6.	Dharamkot-II	1781	2841	566	1054	2347	3895	6242
	Total	23548	35742	8304	14268	31852	50010	81862

Table - 35

5.2.5 Maintenance of Repair of School Building.

As per survey there are 2024 class rooms in primary schools. Out of these 1288 rooms are in good condition 442 rooms need minor repair and 294 class rooms need major repair for their effective utilisation. In upper primary there are 162 rooms needing minor repair and 133 rooms needing major repair. Blockwise breakup is as follow.

combine amount 874.48 etc. are not million.

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S. No.	P.E. Block	Need minor repair	Need major repair
1.	Moga-I	72	47
2.	Moga-II	64	36
3.	Bagha Purana	45	31
4.	Nihal Singh Wala	51	28
5.	Dharamkot-I	37	21
6.	Dharamkot-II	29	17
	Total Primary	298	180
	Total upper primary	106	83
	G.Total	404	263

Table -36

The planning process reveals that there are 16779 out of school children in the proposed 6 blocks.

AGE GROUPWISE POPULATION 30-9-2000

Sr. No.	Age Group	Population	Children not going school	Percent
1.	6-11	96075	9924	10.33
2.	11-14	43355	6855	15.81
3.	Indeterminate			
	6-14	139430	16779	12.03

Table -37

Strategies for mainstreaming

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

Objective

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

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

Major Inputs

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

Sr. No.	No of children	No. of Children covered	No. of Centres	No. of Supervisor	No of Block Supervisor
1	2368	2326	118	6	1
2	3840	3824	193	10	1
3	2540	2540	128	6	1
4	3803	3788	191	9	1
5	2415	2314	122	6	1
6	1813	1770	92	5	1
Total	16779	16562	844	42	6

Table -38

5.2.7 Child Labour

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

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

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

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

Campaigns in the habitations	Orientation to VEDC members @ 8 per habitations
300	2400

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
844

6. PEDAGOGY AND TEACHER TRAINING

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

Pedagogy of affection

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

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

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

Pedagogy of Retention

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

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

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

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

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

6.1 Academic convention- Networking and Linkages

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

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

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

Following are the initiatives proposed to be taken up

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

6.2 Quality Teaching & Learning-Teacher Training

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

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

TRAINING - PERSONNEL TO BE COVERED

No. of DRG	No. of BRG @ 8 per Blocks	No. of Teachers				BEO/ BRP @ 4per Block
		In service	Newly Recruited			
			EGSVolunteer			
			VOL.	SUP.	B.SUP	
10	48	3188	844	42	6	24

Table-39

QUALITY - TRAININGS

S.No.	Block Name	Trainings					
		No. of Schools			No. of Teachers		
		Pry.*	U. Pry.*	Total	Pry.	U. Pry.	Total
1.	Moga-I	59	46	105	438	276	714
2.	Moga-II	77	51	128	445	297	742
3.	Bagha Purana	45	29	74	335	168	503
4.	Nihal Singh Wala	46	42	88	345	247	592
5.	Dharamkot-I	68	17	85	249	98	347
6.	Dharamkot-II	46	14	60	158	82	240
Total		341	199	540	1970	1168	3138

Table-40

* Includes branch schools

* Includes 6-8 sections

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
10	3138	892

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.	Moga-I	8	438	276	118	6	1	4
2.	Moga-II	8	445	297	193	10	1	4
3.	Bagha Purana	8	335	168	128	6	1	4
4.	N.S. Wala	8	345	247	191	9	1	4
5.	Dharamkot-I	8	249	98	122	6	1	4
6.	Dharamkot-II	8	158	92	92	5	1	4
	Total	48	1970	1168	844	42	6	24

Table-41

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
6	18

S. No.	Name of the Block	No. of BRCs	No. of BRPs
1.	Moga-I	1	3
2.	Moga-II	1	3
3.	Bagha Purana	1	3
4.	Nihal Singh Wala	1	3
5.	Dharamkot-I	1	3
6.	Dharamkot-II	1	3
	Total	6	18

Table-42

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
6	40

BLOCKWISE LIST OF CRCS

Block	No. of BRC	No. of CRC
1. Moga-I	1	8
2. Moga-II	1	9
3. Bagha Purana	1	4
4. Nihal Singh Wala	1	5
5. Dharamkot-I	1	9
6. Dharamkot-II	1	5
Total	6	40

Table-43

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	
341	199	540	1970	1168	3138	40

Table-44

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.	Moga-I	59	46	438	276	42	-	46	8
2.	Moga-II	77	51	445	297	41	-	51	9
3.	Bagha Purana	45	29	335	168	37	-	29	4
4.	N. S. Wala	46	42	345	247	46	-	42	5
5.	Dharamkot-I	68	17	249	98	35	-	17	9
6.	Dharamkot-II	46	14	158	92	38	-	14	5
	Total	341	199	1970	1168	239	-	199	40

Table-45

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
6	199

TLM GRANT FOR UPPER PRIMARY SCHOOLS

S. No.	Name of the Block	No of Upper Primary Schools/Section			Total
		Exist	Upgraded	Proposed	
1.	Moga-I	46	4	3	53
2.	Moga-II	51	4	3	58
3.	Bagha Purana	29	-	3	32
4.	Nihal Singh Wala	42	-	3	45
5.	Dharamkot-I	17	4	3	24
6.	Dharamkot-II	14	-	3	17
	Total	199	12	18	229

Table-46

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

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

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

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

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

6.7 Improved School Management- Training to Head Masters

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

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
236	199

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.	Moga-I	48	8	46
2.	Moga-II	59	9	51
3.	Bagha Purana	31	4	29
4.	Nihal Singh Wala	36	5	42
5.	Dharamkot-I	36	9	17
6.	Dharamkot-II	26	5	14
Total (HT+CHT)276		236	40	199

Table-47

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 6642 girls who are out of school. Majority of these girls children are in the age group of 5-14 years, who either never enrolled or dropped out after some time.

GIRLS EDUCATION—MAINSTREAMING

P.E. Block	Total School Children			Total No. of out of School Children	Total No. of out of School Girls	Residential Bridge Course for girls
	6-11	6-14	Total			
Moga-I	17719	8301	26020	2368	1192	24
Moga-II	228501	10219	33069	3840	1868	37
Bagha Purana	16216	6836	23052	2540	1206	24
Nihal Singh Wala	20159	9336	29495	3803	1861	37
Dharamkot-I	11029	4310	15339	2415	1211	24
Dharamkot-II	8102	4353	12455	1813	871	17
Total	96075	43355	139430	16779	8209	163

Table-48

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.

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- Developing a forum of women teachers to take up awareness campaigns on girls education especially low female literacy blocks.

7.2 Early Childhood Care and Education

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

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

No. of Block	No. of Village	No. of Children 3-6			ECCE Proposed	Anganwaries existing
		Boys	Girls	Total		
6	300	31646	17817	39463	223	146

Table-49

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

No. of Block	No. of Village	No. of Children 3-6			ECCE Proposed	Anganwaries existing
		Boys	Girls	Total		
Moga-I	30	1945	1524	3469	28	30
Moga-II	52	2383	2021	4404	64	37
Bagha Purana	12	699	642	1341	31	11
N.S. Wala	32	3874	3244	7118	23	27
Dharamkot-I	34	1878	959	919	53	21
Dharamkot-II	21	2653	1507	1140	24	20
Total	181*	21646	17817	39463	223	146

Table-50

* 3-6 population information available for only 81 villages out of 300 villages so far

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 Panchayat Committees, Block Committees to own and monitor the schools for its effectiveness and developing enabling atmosphere for the interfacing of VEDCs and other Panchayat Raj Bodies.

8.4 Management Information System (MIS)

The MIS is an important component of Planning and Implementation of Sarva 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, inadequate classrooms, running multiple classes simultaneously in single classrooms/verandah with two teachers etc. Majority schools do not possess proper space for storage and also security for the available audiovisual equipment and other TLM.

Execution of Civil Works

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

Community contribution

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

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

Civil Works

9.1 Buildings to New Schools

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

No. of New Primary School buildings	No. of New School Buildings for buildingless schools	Implementation Agency School Committees
60	5	VEDC

Buildings to New Schools

Sr. No.	Blocks	No. of New Primary School Buildings	New buildings to buildingless schools	Implementation Agency
1.	Moga-I	5	—	VEDC
2.	Moga-II	5	—	VEDC
3.	Bagha Purana	5	—	VEDC
4.	N.S. Wala	5	—	VEDC
5.	Dharamkot-I	5	5	VEDC
6.	Dharamkot-II	5	—	VEDC
	Total	30	5	

Table-51

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	
199	298	VEDC

Additional Classrooms to existing schools

Sr. No.	Block Name	No. of Additional Classrooms		Head Master room in upper primary school	Implementation agency
		Pry.	U. Pry.		
1.	Moga-I	65	26	46	VEDC
2.	Moga-II	52	25	51	VEDC
3.	Bagha Purana	46	18	29	VEDC
4.	N. Singh Wala	51	17	42	VEDC
5.	Dharamkot-I	43	9	17	VEDC
6.	Dharamkot-II	41	4	14	VEDC
	Total	239	99	199	

Table-52

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
6	6	Block Education Committees

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

Sr. No.	Blocks Name	BRC Buildings	Implementation Agency
1.	Moga-I	1	Block Education Committees
2.	Moga-II	1	Block Education Committees
3.	Bagha Purana	1	Block Education Committees
4.	Nihal Singh Wala	1	Block Education Committees
5.	Dharamkot-I	1	Block Education Committees
6.	Dharamkot-II	1	Block Education Committees
	Total	6	

Table-53

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 @ 15000 per room	Major @ 30,000 per room	Total	Maintenance Grand @ 5000 per School
6060000	7890000	13950000	2700000

Sr. No.	Blocks	No. of Rooms		No. of Schools Pry+U.Pry.	Implementing Agency
		Minor Repair	Major Repair		
1.	Moga-I	72	47	59+46	VEDC
2.	Moga-II	64	36	77+51	VEDC
3.	Bagha Purana	45	31	45+29	VEDC
4.	Nihal Singh Wala	51	28	46+42	VEDC
5.	Dharamkot-I	37	21	68+17	VEDC
6.	Dharamkot-II	29	17	46+14	VEDC
	Total	298	180	540	
	Upper Primary	106	83		VDEC
	G. Total	404	263		

Table-54

10. IMPLEMENTATION ARRANGEMENTS

10.1. Organisation responsible for the implementing of the programme

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

10.2 Executing Agencies at various levels:

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

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

I. Village Level

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

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

a) VEDC

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

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

II. Block Level

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

a) Block Resource Centres:

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

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

b) Block Education Committee (BEC)

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

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

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

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

III. District Level

District Education Committee

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

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

District Institutes of Education & Training

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

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

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

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.

Budgets Summary						
Intervention-wise Budgets Estimates- District- MOGA						
S.no	Intervention Name	2001-02	2002-03	2003-04	2004-05	Total
1	Project Management	8.300	6.050	4.700	4.700	23.750
2	Planning & Management	6.020	4.900	4.900	4.900	20.720
3	Research Evaluation, Monitoring & Supervision	9.252	6.752	6.752	6.752	29.508
4	Community mobilization & Participation	48.340	49.340	49.340	49.340	196.360
5	Access & Alternative Schooling	679.215	729.552	729.552	729.552	2867.871
6	Civil works	729.800	600.000	390.000	270.000	1989.800
7	Pedagogy & School Improving	657.718	110.042	110.042	110.042	987.844
8	Education of Focussed Groups					
	a) Girl Child Education	455.450	455.450	456.200	456.200	1823.300
	b) Early Childhood Education	53.273	49.583	53.273	49.583	205.712
	c) Children with special Educational needs	10.617	0.453	0.453	0.453	11.976
	d) Scheduled cast children	47.778	48.750	49.500	50.250	196.278
	Total	2705.763	2060.872	1854.712	1731.772	8353.119

11. ANNUAL WORK PLAN & BUDGET FOR 2001-02

Intervention-wise activities

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

Project Management

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

Planning & Management

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

Research Evaluation, Monitoring and Supervision

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

Community Mobilization & Participation

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

Access & Alternative Schooling

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

Civil works

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

Pedagogy & School Improvement

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

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

Education of Focused Groups

a) Girls Education

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

b) Early Childhood Education

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

c) Children with special Educational Needs (SEN)

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

Distance Education

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

Proposed Budget for 4 year-District Moga, Punjab

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

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Planning												Rs. In lakhs	
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Planning Exercise	0.100	20	2.000	20	2.000	20	2.000	20	2.000	20	8.000	
2	Training of BRPs in School Mapping and Macro Planning 6 Blocks x 10 x 2	0.001	120	0.120							60	0.120	
3	Orientation to the BRPs in planning 6 Blocks x 5 x 2	0.001	60	0.600	60	0.600	60	0.600	60	0.600	60	2.400	
4	Exposure visits 6 Blocks x 5	0.010	30	0.300	30	0.300	30	0.300	30	0.300	30	1.200	
5	Family Survey	3.000	1	3.000							1	3.000	
6	Survey updation	2.000			1	2.000	1	2.000	1	2.000	1	6.000	
7													
8													
9													
10													
	Total	5.112		6.020		4.900		4.900		4.900		20.720	

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Research, Evaluation, Monitoring												Rs. In lakhs	
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Action Research 6 Block x 5	0.030	30	0.900	30	0.900	30	0.900	30	0.900	30	3.600	
2	Smaller Scale Classrooms Based Researches 6 Blocks x 5	0.020	30	0.600	30	0.600	30	0.600	30	0.600		2.400	
3	Orientation on Research and Evaluation			0.300		0.300		0.300		0.300		1.200	
4	Conduct of Pupil Achievement Survey 10% of schools	0.020	50	1.000	50	1.000	50	1.000	50	1.000		4.000	
5	Baseline & Midterm Assessment			0.500		0.500		0.500		0.500		2.000	
6	MIS Equipment		1	2.000							1	2.000	
7	MIS agency works and development		1	3.000	1	2.500	1	2.500	1	2.500	1	10.500	
8	MIS Equipment operation and maintenance		1	0.200	1	0.200	1	0.200	1	0.200	1	0.800	
9	Computer Stationery Peripherals		1	0.100	1	0.100	1	0.100	1	0.100	1	0.400	
10	Academic monitoring of schools by DIET staff by travelling		1	0.200	1	0.200	1	0.200	1	0.200	1	0.800	
11	Academic supervision by BRCs 18 x 24 units	0.001	452	0.452	452	0.452	452	0.452	452	0.452	452	1.808	
12													
13													
14													
15													
	Total			9.252		6.752		6.752		6.752		29.508	

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Community Mobilization and

Rs. In lakhs

S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Orientation to VEDC Members 300 x 8 x 2	0.0003	4800	1.440	4800	1.440	4800	1.440	4800	1.440	4800	5.760
2	Bal Melas at village/Cluster 300	0.050	300	15.000	300	15.000	300	15.000	300	15.000	300	60.000
3	Block level melas for VEC/Panchyat and teachers/Parents 6	0.100	6	0.600	6	0.600	6	0.600	6	0.600	6	2.400
4	Community Mobilization at village level	0.100	300	30.000	300	30.000	300	30.000	300	30.000	300	120.000
5	Campaign material	0.010	300	0.300	300	0.300	300	0.300	300	0.300	300	1.200
6	News letter	0.500	2	1.000	4	2.000	4	2.000	4	2.000	4	7.000
7												
8												
9												
10												
	Total			48.340		49.340		49.340		49.340		196.360

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Accesse Alternate Schooling												Rs. In lakhs	
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Residential Bridge Courses												
2	Induction training of EGS voluntary teachers/Bridge course volunteers 892 x 60 x 70	0.042	892	37.464	892	37.464	892	37.464	892	37.464	892	149.856	
3	Induction training of EGS volunteers												
4	Training of BRPs in VV and AS teacher 18 x 5	0.0007	90	0.063							90	0.063	
5	Salary for and for new school teacher(Primary) 239 x 12	0.070	239	200.760	239	200.760	239	200.760	239	200.760	239	803.040	
6	Salary of upper primary schools teachers 0 x 12	0.082										0.000	
7	Salary for Head master 199 x 12	0.096	199	229.248	199	229.248	199	229.248	199	229.248	199	916.992	
	New Schools												
8	Salary for primary teachers 60 x 12	0.070			60	50.400	60	50.400	60	50.400	60	151.200	
9	Salary for upper teachers 180 x 12	0.082	180	177.120	180	177.120	180	177.120	180	177.120	180	708.480	
10	Salary for Head master 30 x 12	0.096	30	34.560	30	34.560	30	34.560	30	34.560	30	138.240	
	Total			679.215		729.552		729.552		729.552		2867.871	

Intervention Name: Civil works											Rs. In lakhs	
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Additional classrooms and HM rooms 596	1.200	197	235.200	200	240.000	100	120.000	100	120.000	596	715.200
2	Buildings for building less school	15.000	5	75.000							5	75.000
3	Block Resource centre buildings-6	6.000	6	36.000							6	36.000
4	CRC Buildings 40	2.000	40	80.000							40	80.000
5	New Primary school buildings (30)	15.000			10	150.000	10	150.000	10	150.000	30	450.000
6	upgraded and proposed UP school Buildings 30	5.000	12	60.000	18	90.000					30	150.000
7	Sanitary Blocks and drinking water facilities 289	1.200	89	106.800	100	120.000	100	120.000			289	346.800
8	Compound wall 79	1.200	79	94.800							79	94.800
9	Varanda-42	1.000	42	42.000							42	42.000
10												
11												
12												
	Total			729.800		600.000		390.000		270.000		1989.800

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Pedagogy and school improvement												(Rs. In lakhs)	
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Teachers training in multi level/ activity based teaching 3138	0.0014	3138	43.932	3138	43.932	3138	43.932	3138	43.932	38	175.728	
2	Training of BRPs in methods & BRCs 48+18+24 = 90	0.010	90	0.900	90	0.900	90	0.900	90	0.900	90	3.600	
3	Training of DRG 10	0.010	10	0.100	10	0.100	10	0.100	10	0.100	10	0.400	
4	TLM grant for teachers of formal schools 3138	0.005	3138	15.690	3138	15.690	3138	15.690	3138	15.690	3138	62.760	
5	School grants	0.020	540	10.800	540	10.800	540	10.800	540	10.800	540	43.200	
6	TLE grant to new school 30	0.500	30	15.000							30	15.000	
7	CRC grant 40	0.025	40	1.000	40	1.000	40	1.000	40	1.000	40	4.000	
8	Furniture for DIET	1.000	1	1.000							1	1.000	
9	Furniture for BRC	1.000	6	6.000							6	6.000	
10	Equipment for DIET	2.000	1	2.000							1	2.000	
11	Equipment for BRC	2.000	6	12.000							6	12.000	
12	Exposure visit to DRC and BRC	0.005	40	0.200	40	0.200	40	0.200	40	0.200	40	0.800	
13	Academic review meetings @ one per month 7 x 12	0.005	84	0.420	84	0.420	84	0.420	84	0.420	84	1.680	
14	Repairs and maintenance of school	0.050	540	23.150	540	23.150	540	23.150	540	23.150	540	92.600	
15	Library Books for DIET	0.250	1	0.250							1	0.250	
16	Library Books for BRCs	0.100	6	0.600							6	0.600	
17	Printing for modules	0.100	6	0.600							6	0.600	

Pedagogy and School											Rs. In lakhs	
S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
18	CRC coordinator Training	0.005	40	0.200	40	0.200	40	0.200	40	0.200	40	0.800
19	Academic conventions(teachers)	0.500	2	1.000	3	1.500	3	1.500	3	1.500	3	5.500
20	TLM for primary school 341	0.500	341	170.500							341	170.500
21	Block level TLM workshop 6x3	0.500	18	9.000	18	9.000	18	9.000	18	9.000	18	36.000
22	Equipment maintenance and operation for DIET	0.200			1	0.200	1	0.200	1	0.200	1	0.600
23	Equipment maintenance and operation for BRCs and contingency	0.200			6	1.200	6	1.200	6	1.200	6	3.600
24	Documentation at DPO	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
25	TLE for UP schools 199	0.500	199	99.500							199	99.500
26	Furniture for CRC 40	0.100	40	4.000							40	4.000
27	BRC grant	0.125	6	0.750	6	0.750	6	0.750	6	0.750	6	3.000
28	Electric connection in primary and Upper primary school-132	0.050	132	6.600							132	6.600
29	Electric fitting in classrooms-462	0.020	462	9.240							462	9.240
30	Electric fans-678	0.012	678	8.136							678	8.136
31	Electric tubes-842	0.003	842	2.526							842	2.526
classrooms furniture												
32	Patre	0.006	4742	4.742							4742	4.742
33	Bench	0.007	2436	17.052							2436	17.052
34	Desk	0.009	2327	20.943							2327	20.943
35	Tat Patti	0.001	6347	6.347							6347	6.347
36	Alimrah	0.030	432	12.960							432	12.960

37	Blackboards 1260	0.008	1260	10.080							1260	10.080
38	minor repair class-rooms- 404	0.150	404	60.600							404	60.600
39	major repair class rooms 263	0.300	263	78.900							263	78.900
	Total			657.718		110.042		110.042		110.042		987.844

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Education of Focussed Groups

(Rs. In lakhs)

S. No	Item	Unit cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
	a) Girl Child Education											
1	Residential Bridge Course Camps for girls	1.000	163	163.000	163	163.000	163	163.000	163	163.000	163	652.000
2	Gender issues workshops	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.800
3	Printing of modules			4.000		4.000		4.000		4.000		16.000
4	TLM for bridge camps	0.100	163	163.000	163	163.000	163	163.000	163	163.000	163	652.000
5	Free text books for all girls	0.0015	81862	122.793	83500	125.250	84000	126.000	84500	126.750	84500	500.793
	<i>Sub total</i>			455.450		455.450		456.200		456.950		1821.593
	b) Early Childhood Education											
1	Induction training of ECCE instructors 223 x 60	0.0007	223	9.366	223	9.366	223	9.366	223	9.366	223	37.464
2	Training of mothers association members 153 x 8 x 2	0.0003	153	0.734	153	0.734	153	0.734	153	0.734	153	2.936
3	Training of BRPs and Girl child officers on ECCE (18+ 6) x 5	0.0007	120	0.084	120	0.084	120	0.084	120	0.084	120	0.336
4	Training of teachers where ECCE is being opened 153 x 5	0.0007	153	0.535	153	0.535	153	0.535	153	0.535	153	2.140
5	Convergence workshop for ECCE	0.100	4	0.400	4	0.400	4	0.400	4	0.400	4	1.600
6	TLM for ECCE and Anganwaris 223 + 146	0.010	369	3.690			369	3.690			369	7.380
7	ECCE workers Honorarium 223 x 12	0.007	223	18.732	223	18.732	223	18.732	223	18.732	223	74.928
8	Printing of modules			1.000		1.000		1.000		1.000		4.000

9	ECCE helper Honorarium 223	0.004	223	10.704	223	10.704	223	10.704	223	10.704	223	42.816
10	AWC workers/Ayash Honorarium-223	0.003	223	8.028	223	8.028	223	8.028	223	8.028	223	32.112
11												
12												
	<i>Sub Total</i>			53.273		49.583		53.273		49.583		205.712
	<i>c) Childhood with special educational needs</i>											
1	TLM for special education/IED centers	0.020	6	0.120	6	0.120	6	0.120	6	0.120	6	0.480
2	IED Training to BRC staff 18 x 5	0.0007	90	0.063	90	0.063	90	0.063	90	0.063	90	0.252
3	IED assessment camps		6	0.120	6	0.120	6	0.120	6	0.120	6	0.480
4	Resource persons honorarium	0.050	3	0.150	3	0.150	3	0.150	3	0.150	3	0.600
5	Special assistance to disabled children 847	0.0012	847	10.164							847	10.164
6												
	<i>Sub total</i>			10.617		0.453		0.453		0.453		11.976
	<i>d) Scheduled cast children</i>											
1	Free text books(Males)	0.0015	31852	47.778	32500	48.750	33000	49.500	33500	50.250	33500	196.278
	<i>Subtotal</i>			47.778		48.750		49.500		50.250		196.278
	Focus group total			567.118		554.236		559.426		557.236		2235.559

Implementation Schedule for 2001-02, District Moga, 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 6 Block x 5	0.030	30	0.900								✓	✓	✓	✓	✓	
2	Smaller Scale Classrooms Based Researches 6 Blocks x 5	0.020	30	0.600								✓	✓	✓	✓	✓	
3	Orientation on Research and Evaluation			0.300									✓	✓		✓	
4	Conduct of Pupil Achievement Survey 10% of schools	0.020	50	1.000												✓	
5	Baseline & Midterm Assessment			0.500												✓	
6	MIS Equipment		1	2.000								✓	✓	✓	✓	✓	
7	MIS agency works and development		1	3.000										✓	✓	✓	
8	MIS Equipment operation and maintenance		1	0.200								✓			✓	✓	
9	Computer Stationery Peripherals		1	0.100								✓		✓		✓	
10	Academic monitoring of schools by DIET staff by travelling		1	0.200									✓		✓	✓	
11	Academic supervision- by BRCs 18 x 24 units	0.001	452	0.452								✓	✓	✓	✓	✓	
12																	
13																	
14																	
15																	
	Total			9.252													

Implementation Schedule for 2001-02, District Moga, Punjab

Intervention Name: Civil works																
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 596	1.200	197	235.200								✓	✓	✓	✓	✓
2	Buildings for building less school	15.000	5	75.000								✓	✓	✓	✓	✓
3	Block Resource centre buildings-6	6.000	6	36.000								✓	✓	✓	✓	✓
4	CRC Buildings 40	2.000	40	80.000								✓	✓	✓	✓	✓
5	New Primary school buildings (30)	15.000										✓	✓	✓	✓	✓
6	upgraded and proposed UP school Buildings 30	5.000	12	60.000								✓	✓	✓	✓	✓
7	Sanitary Blocks and drinking water facilities 289	1.200	89	106.800								✓	✓	✓	✓	✓
8	Compound wall 79	1.200	79	42.000								✓	✓	✓	✓	✓
9	Varanda-42	1.000	42	42.000												
10																
11																
12																
	Total			677.000												

Implementation Schedule for 2001-02, District Moga, Punjab

Intervention Name: Pedagogy and school improvement (Rs. in lakhs)																
S. No	Item	Unit cost	Physical	Financial	2001-2002											
					Apr.	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1	Teachers training in multi level/ activity based teaching 3138	0.0014	3138	43.932								✓	✓	✓	✓	✓
2	Training of BRPs in methods & BRCs 48+18+24 = 90	0.010	90	0.900								✓	✓	✓	✓	✓
3	Training of DRG 10	0.010	10	0.100								✓				
4	TLM grant for teachers of formal schools 3138	0.005	3138	15.690								✓				
5	School grants	0.020	540	10.800								✓				
6	TLE grant to new school 30	0.500	30	15.000								✓				
7	CRC grant 40	0.025	40	1.000								✓				
8	Furniture for DIET	1.000	1	1.000								✓				
9	Furniture for BRC	1.000	6	6.000								✓	✓			
10	Equipment for DIET	2.000	1	2.000								✓				
11	Equipment for BRC	2.000	6	12.000								✓	✓			
12	Exposure visit to DRC and BRC	0.005	40	0.200								✓	✓	✓	✓	✓
13	Academic review meetings @ one per month 7 x 12	0.005	84	0.420								✓	✓	✓	✓	✓
14	Repairs and maintenance of school	0.050	540	23.150								✓	✓			
15	Library Books for DIET	0.250	1	0.250								✓				
16	Library Books for BRCs	0.100	6	0.600								✓	✓	✓	✓	✓
17	Printing for modules	0.100	6	0.600								✓	✓	✓		

Implementation Schedule for 2001-02, District Moga, Punjab

Intervention Name: Pedagogy and school Improvement (Rs. in lakhs)																
S. No	Item	Unit cost	Physical	Financial	2001-2002											
					Apr.	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
18	CRC coordinator Training	0.005	40	0.200								✓	✓			
19	Academic conventions(teachers)	0.500	2	1.000									✓			✓
20	TLM for primary school 341	0.500	341	170.500								✓	✓	✓	✓	
21	Block level TLM workshop 6x3	0.500	18	9.000								✓			✓	✓
22	Equipment maintenance and operation for DIET	0.200														
23	Equipment maintenance and operation for BRCs and contingency	0.200														
24	Documentation at DPO	1.000	1	1.000								✓	✓	✓	✓	✓
25	TLE for UP schools 199	0.500	199	99.500								✓				
26	Furniture for CRC 40	0.100	40	4.000								✓				
27	BRC grant	0.125	6	0.750									✓			
28	Electric connection in primary and Upper primary school-132	0.050	132	6.600								✓	✓	✓		
29	Electric fitting in classrooms-462	0.020	462	9.240												
30	Electric fans-678	0.012	678	8.136								✓	✓	✓		
31	Electric tubes-842	0.003	842	2.526								✓	✓	✓		
	classrooms furniture											✓	✓	✓		
32	Patre	0.006	4742	4.742								✓	✓	✓		
33	Bench	0.007	2436	17.025								✓	✓	✓		

Implementation Schedule for 2001-02, District Moga, Punjab

Intervention Name: Education of Focussed Groups																
(Rs. in lakhs)																
S. No	Item	Unit cost	Physical	Financial	2001-2002											
					Apr.	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
	a) Girl Child Education															
1	Residential Bridge Course Camps for girls	1.000	163	163.000								✓	✓	✓	✓	✓
2	Gender issues workshops	0.200	1	0.200									✓			
3	Printing of modules			4.000								✓		✓		✓
4	TLM for bridge camps	0.100	163	163.000								✓	✓	✓		✓
5	Free text books for all girls	0.0015	81862	122.793												✓
	<i>Sub total</i>			452.993												
	b) Early Childhood Education															
1	Induction training of ECCE instructors 223 x 60	0.0007	223	9.366								✓	✓	✓	✓	✓
2	Training of mothers association members 153 x 8 x 2	0.0003	153	0.734								✓	✓	✓	✓	✓
3	Training of BRPs and Girl child officers on ECCE (18+ 6) x 5	0.0007	120	0.084								✓	✓			
4	Training of teachers where ECCE is being opened 153 x 5	0.0007	153	0.535								✓	✓			
5	Convergence workshop for ECCE	0.100	4	0.400								✓		✓		✓
6	TLM for ECCE and Anganwaris 223 + 146	0.010	369	3.690								✓	✓	✓	✓	✓
7	ECCE workers Honorarium 223 x 12	0.007	223	18.732								✓	✓	✓		

S.No	Item	2001-02	2002-03	2003-04	2004-05
1	Furniture for DPO	✓	✓		-
2	Equipment for DPO	✓	✓		-
3	Hire charges for vehicles for DPO	✓	✓	✓	✓
4	Salary for DPO staff	-	-	-	-
5	DPO consumables	✓	✓	✓	✓
6	Water, Electricity, Telephone etc.	✓	✓	✓	✓
7	Rent DPO	-			
8	TA & DA	✓	✓	✓	✓
9	Equipment maintenance and operation at DPO	✓	✓	✓	✓
10	Consultant	✓	✓	✓	✓
11					
12					

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Planning Management		(Rs. in lakhs)			
S.No	Item	2001-02	2002-03	2003-04	2004-05
1	Planning Exercise	✓	✓	✓	✓
2	Training of BRPs in School Mapping and Macro Planning 6 Blocks x 10 x 2	✓			
3	Orientation to the BRPs in planning 6 Blocks x 5 x 2	✓	✓	✓	✓
4	Exposure visits 6 Blocks x 5	✓	✓	✓	✓
5	Family Survey	✓			
6	Survey updation		✓	✓	✓
7					
8					
9					
10					

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Research, Evaluation, Monitoring and Supervision					
					(Rs. in lakhs)
S.N o	Item	2001-02	2002-03	2003-04	2004-05
1	Action Research 6 Block x 5	✓	✓	✓	✓
2	Smaller Scale Classrooms Based Researches 6 Blocks x 5	✓	✓	✓	✓
3	Orientation on Research and Evaluation	✓	✓	✓	✓
4	Conduct of Pupil Achievement Survey 10% of schools	✓	✓	✓	✓
5	Baseline & Midterm Assessment	✓	✓	✓	✓
6	MIS Equipment	✓			
7	MIS agency works and development	✓	✓	✓	✓
8	MIS Equipment operation and maintenance	✓	✓	✓	✓
9	Computer Stationery Peripherals	✓	✓	✓	✓
10	Academic monitoring of schools by DIET staff by travelling	✓	✓	✓	✓
11	Academic supervision by BRCs 18 x 24 units	✓	✓	✓	✓
12					
13					
14					
15					

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Community Mobilization and Participation

(Rs. in lakhs)

S.No	Item	2001-02	2002-03	2003-04	2004-05
1	Orientation to VEDC Members 300 x 8 x 2	✓	✓	✓	✓
2	Bal Melas at village/Cluster 300	✓	✓	✓	✓
3	Block level melas for VEC/Panchyat and teachers/Parents 6	✓	✓	✓	✓
4	Community Mobilization at village level	✓	✓	✓	✓
5	Campaign material	✓	✓	✓	✓
6	News letter	✓	✓	✓	✓
7					
8					
9					
10					

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Accesse Alternate Schooling

(Rs. in lakhs)

S.No	Item	2001-02	2002-03	2003-04	2004-05
1	Residential Bridge Courses				
2	Induction training of EGS voluntary teachers/Bridge course volunteers 892 x 60 x 70	✓	✓	✓	✓
3	Induction training of EGS volunteers				
4	Training of BRPs in VV and AS teacher 18 x 5	✓			
5	Salary for and for new school teacher(Primary) 239 x 12	✓	✓	✓	✓
6	Salary of upper primary schools teachers 0 x 12				
7	Salary for Head master 199 x 12	✓	✓	✓	✓
	New Schools				
8	Salary for primary teachers 60 x 12		✓	✓	✓
9	Salary for upper teachers 180 x 12	✓	✓	✓	✓
10	Salary for Head master 30 x 12	✓	✓	✓	✓

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Civil works		(Rs. in lakhs)			
S.No	Item	2001-02	2002-03	2003-04	2004-05
1	Additional classrooms and HM rooms 596	✓	✓	✓	✓
2	Buildings for building less school	✓			
3	Block Resource centre buildings-6	✓			
4	CRC Buildings 40	✓			
5	New Primary school buildings (30)		✓	✓	✓
6	upgraded and proposed UP school Buildings 30	✓	✓		
7	Sanitary Blocks and drinking water facilities 289	✓	✓	✓	
8	Compound wall 79	✓			
9	Varanda-42	✓			
10					
11					
12					

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Pedagogy and school improvement					(Rs. In lakhs)
S.No	Item	2001-02	2002-03	2003-04	2004-05
1	Teachers training in multi level/ activity based teaching 3138	✓	✓	✓	✓
2	Training of BRPs in methods & BRCs 48+18+24 = 90	✓	✓	✓	✓
3	Training of DRG 10	✓	✓	✓	✓
4	TLM grant for teachers of formal schools 3138	✓	✓	✓	✓
5	School grants	✓	✓	✓	✓
6	TLE grant to new school 30	✓	✓	✓	✓
7	CRC grant 40	✓	✓	✓	✓
8	Furniture for DIET	✓			
9	Furniture for BRC	✓			
10	Equipment for DIET	✓			
11	Equipment for BRC	✓			
12	Exposure visit to DRC and BRC	✓	✓	✓	✓
13	Academic review meetings @ one per month 7 x 12	✓	✓	✓	✓
14	Repairs and maintenance of school	✓	✓	✓	✓
15	Library Books for DIET	✓			
16	Library Books for BRCs	✓			
17	Printing for modules	✓			

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Pedagogy and school Improvement (Rs. in lakhs)					
S.No	Item	2001-02	2002-03	2003-04	2004-05
18	CRC coordinator Training	✓	✓	✓	✓
19	Academic conventions(teachers)	✓	✓	✓	✓
20	TLM for primary school 341	✓			
21	Block level TLM workshop 6x3	✓	✓	✓	✓
22	Equipment maintenance and operation for DIET		✓	✓	✓
23	Equipment maintenance and operation for BRCs and contingency		✓	✓	✓
24	Documentation at DPO	✓	✓	✓	✓
25	TLE for UP schools 199	✓			
26	Furniture for CRC 40	✓			
27	BRC grant	✓	✓	✓	✓
28	Electric connection in primary and Upper primary school-132	✓			
29	Electric fitting in classrooms-462	✓			
30	Electric fans-678	✓			
31	Electric tubes-842	✓			
	classrooms furniture				
32	Patre	✓			
33	Bench	✓			
34	Desk	✓			
35	Tat Patti	✓			

36	Alimrah	✓			
37	Blackboards 1260	✓			
38	minor repair class-rooms-404	✓			
39	major repair class rooms 263	✓			

Proposed Budget for 4 year-District Moga, Punjab

Intervention Name: Education of Focussed Groups		(Rs. In lakhs)			
S.No	Item	2001-02	2002-03	2003-04	2004-05
	a) Girl Child Education				
1	Residential Bridge Course Camps for girls	✓	✓	✓	✓
2	Gender issues workshops	✓	✓	✓	✓
3	Printing of modules	✓	✓	✓	✓
4	TLM for bridge camps	✓	✓	✓	✓
5	Free text books for all girls	✓	✓	✓	✓
	b) Early Childhood Education				
1	Induction training of ECCE instructors 223 x 60	✓	✓	✓	✓
2	Training of mothers association members 153 x 8 x 2	✓	✓	✓	✓
3	Training of BRPs and Girl child officers on ECCE (18+ 6) x 5	✓	✓	✓	✓
4	Training of teachers where ECCE is being opened 153 x 5	✓	✓	✓	✓
5	Convergence workshop for ECCE	✓	✓	✓	✓
6	TLM for ECCE and Anganwaris 223 + 146	✓		✓	
7	ECCE workers Honorarium 223 x 12	✓	✓	✓	✓
8	Printing of modules	✓	✓	✓	✓

9	ECCE helper Honorarium-223	✓	✓	✓	✓
10	AWC workers/Ayash Honorarium-223	✓	✓	✓	✓
11					
12					
	c) Childhood with special educational needs				
1	TLM for special education/IED centers	✓	✓	✓	✓
2	IED Training to BRC staff 18 x 5	✓	✓	✓	✓
3	IED assessment camps	✓	✓	✓	✓
4	Resource persons honorarium	✓	✓	✓	✓
5	Special assistance to disabled children 847	✓			
6					
	d) Scheduled cast children				
1	Free text books(Males)	✓	✓	✓	✓

Households(Rural)

		Total	Kachhe	Pachhe
PE094	Landowning Cultivators (General)	7166	272	6894
	Non-Landowning Cultivators (General)	1369	504	865
	Backward Classes	1784	323	1461
	Scheduled Castes	3324	656	2668
	People engaged in service/trade	1033	112	921
	Total	14676	1867	12809
PE095	Landowning Cultivators (General)	4228	77	4151
	Non-Landowning Cultivators (General)	528	105	423
	Backward Classes	1151	106	1045
	Scheduled Castes	2393	415	1978
	People engaged in service/trade	1047	16	1031
	Total	9347	719	8628
PE256	Landowning Cultivators (General)	13521	90	13431
	Non-Landowning Cultivators (General)	4088	489	3599
	Backward Classes	1963	94	1869
	Scheduled Castes	7994	1427	6567
	People engaged in service/trade	1805	18	1787
	Total	29371	2118	27253
PE257	Landowning Cultivators (General)	11940	262	11678
	Non-Landowning Cultivators (General)	2924	437	2487
	Backward Classes	2408	138	2270
	Scheduled Castes	8764	1852	6912
	People engaged in service/trade	1745	34	1711
	Total	27781	2723	25058
PE258	Landowning Cultivators (General)	10626	1404	9222
	Non-Landowning Cultivators (General)	1615	508	1107
	Backward Classes	1529	223	1306
	Scheduled Castes	5583	1235	4348
	People engaged in service/trade	709	176	533
	Total	20062	3546	16516
PE259	Landowning Cultivators (General)	11252	125	11127
	Non-Landowning Cultivators (General)	1467	57	1410
	Backward Classes	2122	85	2037
	Scheduled Castes	7645	935	6710
	People engaged in service/trade	2301	123	2178
	Total	24787	1325	23462

	Total	Kachhe	Pachhe
District Totals			
Landowning Cultivators (General)	58733	2230	56503
Non-Landowning Cultivators (General)	11991	2100	9891
Backward Classes	10957	969	9988
Scheduled Castes	35703	6520	29183
People engaged in service/trade	8640	479	8161
Total	126024	12298	113726

HouseholdLocation(Rural)

		Total	SC Houses
PE094	Inside Lal Dora	9018	2138
	Outside Lal Dora but Inside 1.5Km	4122	1444
	Outside Lal Dora and beyond 1.5Km	1064	187
	Total	14204	3769
PE095	Inside Lal Dora	7174	2102
	Outside Lal Dora but Inside 1.5Km	1712	790
	Outside Lal Dora and beyond 1.5Km	682	104
	Total	9568	2996
PE256	Inside Lal Dora	16465	3337
	Outside Lal Dora but Inside 1.5Km	8424	3889
	Outside Lal Dora and beyond 1.5Km	1623	770
	Total	26512	7996
PE257	Inside Lal Dora	19393	5897
	Outside Lal Dora but Inside 1.5Km	7092	3524
	Outside Lal Dora and beyond 1.5Km	1182	375
	Total	27667	9796
PE258	Inside Lal Dora	13703	3252
	Outside Lal Dora but Inside 1.5Km	5210	3118
	Outside Lal Dora and beyond 1.5Km	1170	477
	Total	20083	6847
PE259	Inside Lal Dora	14452	4182
	Outside Lal Dora but Inside 1.5Km	8261	3925
	Outside Lal Dora and beyond 1.5Km	1346	384
	Total	24059	8491
District Totals			
	Inside Lal Dora	80205	20908
	Outside Lal Dora but Inside 1.5Km	34821	16690
	Outside Lal Dora and beyond 1.5Km	7067	2297
	Total	122093	39895

Households/Habitations(outside village)Rural

		DistanceFromVillage(Km.)		Total	SC
		Min	Max.		
PE094	Habitation Of 1-5 Houses	0	3	280	27
	Habitation Of 6-10 Houses	0	3	59	7
	Habitation Of 11-25 Houses	0	3	59	6
	Habitation Of 26-50 Houses	0	2	8	5
	Habitation Of 51-75 Houses	0	0	1	0
	Habitation Of 76-100 Houses	0	0	1	1
Total				408	46
PE095	Habitation Of 1-5 Houses	0	13	175	10
	Habitation Of 6-10 Houses	0	3	48	3
	Habitation Of 11-25 Houses	0	3	8	4
	Habitation Of 26-50 Houses	0	1.5	66	2
	Habitation Of 51-75 Houses	0	0	0	0
	Habitation Of 76-100 Houses	0	0.5	158	0
Total				455	19
PE256	Habitation Of 1-5 Houses	0	4	86	4
	Habitation Of 6-10 Houses	0	2.5	40	17
	Habitation Of 11-25 Houses	0	2	75	8
	Habitation Of 26-50 Houses	0	2	32	30
	Habitation Of 51-75 Houses	0	1.5	4	2
	Habitation Of 76-100 Houses	0	0	0	0
Total				237	61
PE257	Habitation Of 1-5 Houses	0	8	199	15
	Habitation Of 6-10 Houses	0	2.5	21	7
	Habitation Of 11-25 Houses	0	2	20	9
	Habitation Of 26-50 Houses	0	2	9	3
	Habitation Of 51-75 Houses	0	2.5	3	1
	Habitation Of 76-100 Houses	0	0.5	1	1
Total				253	36
PE258	Habitation Of 1-5 Houses	0	3	132	15
	Habitation Of 6-10 Houses	0	50	14	7
	Habitation Of 11-25 Houses	0	2	39	12
	Habitation Of 26-50 Houses	0	1.5	7	3
	Habitation Of 51-75 Houses	0	0.5	2	1
	Habitation Of 76-100 Houses	0	0.5	2	2
Total				196	40

		DistanceFromVillage(Km.)		Total	SC
		Min	Max.		
PE259	Habitation Of 1-5 Houses	0	3	268	13
	Habitation Of 6-10 Houses	0	3	30	6
	Habitation Of 11-25 Houses	0	2	19	16
	Habitation Of 26-50 Houses	0	1.5	59	55
	Habitation Of 51-75 Houses	0	5	66	65
	Habitation Of 76-100 Houses	0	5	7	4
Total				449	159
District Totals					
	Habitation Of 1-5 Houses	0	13	1140	84
	Habitation Of 6-10 Houses	0	50	212	47
	Habitation Of 11-25 Houses	0	3	220	55
	Habitation Of 26-50 Houses	0	2	181	98
	Habitation Of 51-75 Houses	0	5	76	69
	Habitation Of 76-100 Houses	0	5	169	8
Total				1998	361

Location of Villages viz. Pucca Road

	Distance		No.
PE094			
	0	Kms.	61
	2-5	Kms.	4
	Total		65
PE095			
	0	Kms.	40
	2-5	Kms.	2
	Total		42
PE256			
	0	Kms.	42
	2-5	Kms.	3
	5-10	Kms.	2
	Total		47
PE257			
	0	Kms.	52
	2-5	Kms.	10
	5-10	Kms.	1
	Total		63
PE258			
	0	Kms.	26
	2-5	Kms.	6
	Total		32
PE259			
	0	Kms.	35
	2-5	Kms.	1
	Total		36
	Grand Total		285

Frequency of Public Transport(Rural)

	Available Conveyance		No.
PE094	0-15	Min.	5
	15-30	Min.	12
	.5-1	Hrs.	17
	1-2	Hrs.	12
	2-Above	Hrs.	9
	None	Hrs.	11
	Total		66
PE095	0-15	Min.	9
	15-30	Min.	9
	.5-1	Hrs.	6
	1-2	Hrs.	6
	2-Above	Hrs.	3
	None	Hrs.	8
	Total		41
PE256	0-15	Min.	14
	15-30	Min.	15
	.5-1	Hrs.	8
	1-2	Hrs.	6
	2-Above	Hrs.	2
	None	Hrs.	1
	Total		46
PE257	0-15	Min.	14
	15-30	Min.	23
	.5-1	Hrs.	19
	1-2	Hrs.	5
	2-Above	Hrs.	3
	Total		64

	Available Conveyance	No.
PE258	0-15 Min.	4
	15-30 Min.	12
	.5-1 Hrs.	10
	1-2 Hrs.	4
	2-Above Hrs.	1
	None Hrs.	3
	Total	34
PE259	0-15 Min.	3
	15-30 Min.	18
	.5-1 Hrs.	12
	1-2 Hrs.	2
	2-Above Hrs.	2
	Total	37
	Grand Total	288

Availability of Public Transport

Conveyance	No.
PE094	
Bus	3
Bus,Minibus	6
Bus,Minibus,Tempo	15
Minibus	11
Minibus,Tempo	4
Others	13
Tempo	11
Total	63
PE095	
Bus,Minibus,Tempo	11
Bus,Tempo	2
Minibus	5
Minibus,Tempo	4
Others	7
Tempo	11
Total	40
PE256	
Bus	2
Bus,Minibus,Tempo	12
Bus,Tempo	1
Minibus	5
Minibus,Tempo	11
Rail,Bus,Minibus,Tempo	2
Tempo	13
Total	46
PE257	
Bus	3
Bus,Minibus	3
Bus,Minibus,Tempo	14
Bus,Tempo	5
Minibus	12
Minibus,Tempo	18
Others	1
Rail,Bus,Minibus,Tempo	3
Tempo	6
Total	65

Conveyance	No.
PE258	
Bus	3
Bus,Minibus	1
Bus,Minibus,Tempo	10
Bus,Tempo	1
Minibus	8
Minibus,Tempo	2
Others	3
Tempo	6
Total	34
PE259	
Bus	6
Bus,Minibus	1
Bus,Minibus, Tempo	1
Bus,Minibus,Tempo	25
Minibus	3
Total	36
Grand Total	284

DistanceFromDisttHeadQuarter

	Distance	No. Of Villages
PE094	10-20	11
	20-30	36
	30-40	19
	5-10	1
PE095	10-20	16
	20-30	18
	30-40	6
	5-10	4
PE256	100-150	1
	10-20	22
	20-30	3
	5-10	21
PE257	10-20	29
	20-30	20
	30-40	6
	40-50	2
	5-10	9
PE258	20-30	11
	30-40	16
	40-50	8
PE259	10-20	2
	20-30	9
	30-40	21
	40-50	5

ChildLabour(11-14)Rural

		Total
PE094	SC	216
	BC	152
	Others	27
	Totals	395
PE095	SC	221
	BC	56
	Others	65
	Totals	342
PE256	SC	678
	BC	98
	Others	117
	Totals	893
PE257	SC	738
	BC	110
	Others	65
	Totals	913
PE258	SC	528
	BC	152
	Others	177
	Totals	857
PE259	SC	484
	BC	120
	Others	44
	Totals	648
District Totals		
SC	2865	
BC	688	
Others	495	
Totals	4048	

ChildLabour(6-11)Rural

		Total
PE094	SC	208
	BC	124
	Others	49
	Totals	381
PE095	SC	173
	BC	46
	Others	170
	Totals	389
PE256	SC	213
	BC	28
	Others	22
	Totals	263
PE257	SC	429
	BC	82
	Others	28
	Totals	539
PE258	SC	185
	BC	51
	Others	43
	Totals	279
PE259	SC	404
	BC	78
	Others	19
	Totals	501
District Totals		
SC	1612	
BC	409	
Others	331	
Totals	2352	

Pre-Education(Rural)

	No.	Total	Boys	Girls
PE094				
Total 3-6 AgeGroup		1878	959	919
Aanganwadi's	21	1076	545	531
Others		362	205	157
Total		3316	1709	1607
PE095				
Total 3-6 AgeGroup		2653	1507	1146
Aanganwadi's	20	1004	538	466
Others		1160	731	429
Total		4817	2776	2041
PE256				
Total 3-6 AgeGroup		3469	1945	1524
Aanganwadi's	30	2291	1279	1012
Others		1547	898	649
Total		7307	4122	3185
PE257				
Total 3-6 AgeGroup		4404	2383	2021
Aanganwadi's	37	3237	1680	1557
Others		603	346	257
Total		8244	4409	3835
PE258				
Total 3-6 AgeGroup		1341	699	642
Aanganwadi's	11	1087	559	528
Others		312	200	112
Total		2740	1458	1282
PE259				
Total 3-6 AgeGroup		7118	3874	3244
Aanganwadi's	27	3673	1986	1687
Others		2248	1312	936
Total		13039	7172	5867
District Totals				
Total 3-6 AgeGroup		20863	11367	9496
Aanganwadi's	146	12368	6587	5781
Others		6232	3692	2540
Total		39463	21646	17817

DistanceFromDisttHeadQuarter

	Distance	No. Of Villages
PE094	10-20	11
	20-30	36
	30-40	19
	5-10	1
PE095	10-20	16
	20-30	18
	30-40	6
	5-10	4
PE256	100-150	1
	10-20	22
	20-30	3
	5-10	21
PE257	10-20	29
	20-30	20
	30-40	6
	40-50	2
	5-10	9
PE258	20-30	11
	30-40	16
	40-50	8
PE259	10-20	2
	20-30	9
	30-40	21
	40-50	5

Child Labour(11-14)Rural

		Total
PE094	SC	216
	BC	152
	Others	27
	Totals	395
PE095	SC	221
	BC	56
	Others	65
	Totals	342
PE256	SC	678
	BC	98
	Others	117
	Totals	893
PE257	SC	738
	BC	110
	Others	65
	Totals	913
PE258	SC	528
	BC	152
	Others	177
	Totals	857
PE259	SC	484
	BC	120
	Others	44
	Totals	648
District Totals		
SC	2865	
BC	688	
Others	495	
Totals	4048	

ChildLabour(6-11)Rural

		Total
PE094	SC	208
	BC	124
	Others	49
	Totals	381
PE095	SC	173
	BC	46
	Others	170
	Totals	389
PE256	SC	213
	BC	28
	Others	22
	Totals	263
PE257	SC	429
	BC	82
	Others	28
	Totals	539
PE258	SC	185
	BC	51
	Others	43
	Totals	279
PE259	SC	404
	BC	78
	Others	19
	Totals	501
District Totals		
SC	1612	
BC	409	
Others	331	
Totals	2352	

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PE094	Total 3-6 AgeGroup		1878	959	919
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	Others		312	200	112
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	Others		2248	1312	936
	Total		13039	7172	5867
District Totals					
	Total 3-6 AgeGroup		20863	11367	9496
	Aanganwadi's	146	12368	6587	5781
	Others		6232	3692	2540
	Total		39463	21646	17817







Chandigarh Tribune

4 Tuesday, September 26, 2000

Education Department organises seminar

From Our Correspondent
CHANDIGARH

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

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

egories of school children and the suitable strategies for them.

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



पंजाब केसरी, अम्बाला 26 सितम्बर 2000 मंगलवार



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

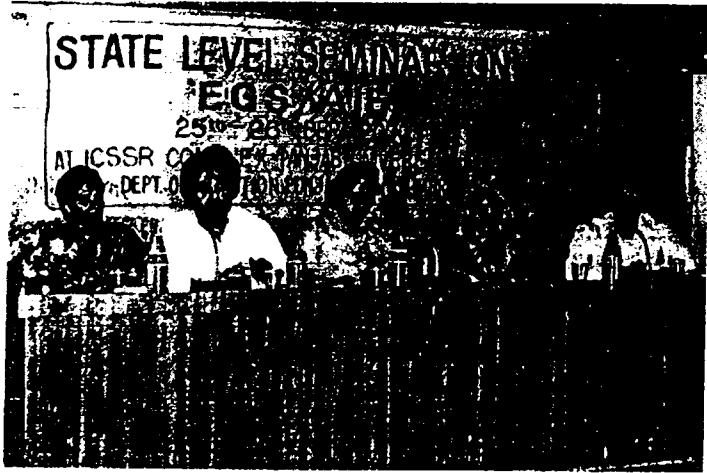
ਸੈਮੀਨਾਰ ਵਿਚ ਸਿੱਖਿਆ ਤੋਂ ਵਾਂਝੇ ਬੱਚਿਆਂ ਨੂੰ ਸਾਖਰ ਬਣਾਉਣ 'ਤੇ ਜ਼ੋਰ

ਚੰਡੀਗੜ੍ਹ, 28 ਸਤੰਬਰ (ਨਿਜੇ ਪੱਤਰ ਪ੍ਰਕਾਸ਼)-
 ਪੰਜਾਬ ਸਰਕਾਰ ਨੇ ਸਿੱਖਿਆ ਵਿਭਾਗ ਵਲੋਂ
 ਆਲਟਰਨੇਟਿਵ ਐਜੂਕੇਸ਼ਨ ਡਿਵੀਜ਼ਨ ਵਿੱਚ ਇੱਕ ਨਿੱਠ ਦਿਨਾ
 ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ ਗਿਆ। ਪੰਜਾਬ
 ਯੂਨੀਵਰਸਿਟੀ ਦੇ ਆਈ ਐਸ ਐਸ ਆਰ.
 ਡਿਪਾਰਟਮੈਂਟ ਵਿਚ ਕਰਵਾਇਆ ਗਿਆ। ਇਸ
 ਸੈਮੀਨਾਰ ਦੀ ਅਗਵਾਈ ਡਾ. ਚੌਧਰੀ ਸਰਕਾਰ ਦੇ
 ਆਪਣੇ ਸੰਬੰਧਨ ਅਤੇ ਵਿਕਾਸ ਮੰਤਰਾਲੇ ਨੇ ਕੀਤੀ।
 ਸੈਮੀਨਾਰ ਵਿਚ ਵਿਕਾਸ ਮੰਤਰਾਲੇ ਦੇ ਵਿਸ਼ਾ
 ਡਾਇਰੈਕਟਰ ਨਿਰਮਲਾ ਦੇ ਵਿਸ਼ੇਸ਼ ਸਿੱਖਿਆ
 ਸਕਾਰਟਰੀ ਸੀ ਡੀ ਡਾ. ਸੀ ਪੰਜਾਬ ਤਰ੍ਹਾਂ ਦੇ ਸਿੱਖਿਆ
 ਸਿੱਖਿਆ ਅਫਸਰ ਸਿਖਲਾਈ ਸਿਧਾਦਾ ਨੇ
 ਸਿੱਖਿਆ ਅਤੇ ਸੀ ਡੀ ਡੀ ਵਿੱਚ ਕੇ ਸਿੱਖਿਆ
 ਸੈਮੀਨਾਰ ਕਰਵਾਨ ਸਕੂਲਾਂ ਵਿਚ ਸਿੱਖਿਆ ਪ੍ਰਾਪਤ

ਕਰ ਰਹੇ ਬੱਚਿਆਂ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਸਿੱਖਿਆ ਦੇਣ
 ਲਈ ਸਾਖਰ ਰਣਨੀਤੀ ਉਪਰ ਵਿਚਾਰਾਂ ਕੀਤੀ
 ਗਈਆਂ।

ਸੈਮੀਨਾਰ ਦੋਰਾਨ ਵਿਭਾਗ ਦੇ ਪ੍ਰਾਜੈਕਟ
 ਡਾਇਰੈਕਟਰ ਐਚ ਐੱਮ ਰਥਾਵਾ ਨੇ ਸਕੂਲਾਂ ਤੋਂ
 ਸਾਖਰਲੇ 6 ਤੋਂ 14 ਸਾਲ ਰਾਜ਼ ਦੇ ਬੱਚਿਆਂ
 ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮੁਢਲੀ
 ਸਿੱਖਿਆ ਪ੍ਰਾਪਤ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਹੀ ਸਕੂਲ ਛੱਡ
 ਗਏ ਬੱਚੇ ਜਿਨ੍ਹਾਂ ਵਿਚ ਹੱਜਰ ਸਿਕਲੀਗਰ,
 ਯਾਨਾਯਦੇਸ ਪੇਤਾ 'ਚ ਇਕੱਲੇ ਰਹਿਣ ਵਾਲੇ
 ਬਿਰਾਨਾ ਮਜ਼ਦੂਰਾਂ ਦੇ ਬੱਚੇ ਵਿਖਰ ਉੱਚ ਦੀਆਂ
 ਲੜਕੀਆਂ ਅਤੇ ਖੇਤੀ ਗਰੀਬ ਬੱਚਿਆਂ ਨੂੰ
 ਸਿੱਖਿਆ ਕਰਨ ਦੇ ਉੱਚੀ ਤਰੀਕਿਆਂ 'ਤੇ ਵੀ
 ਚਰਚਾ ਹੋਈ।

ਐਜੂਕੇਸ਼ਨ ਗਰੰਟੀ ਸਕੀਮ ਕੇਂਦਰ ਸਰਕਾਰ
 ਦੀ ਸਪਾਂਸਰਡ ਸਕੀਮ ਹੇ ਸਿਸ ਤਹਿਤ 6 ਤੋਂ 14
 ਸਾਲ ਦੇ ਉਨ੍ਹਾਂ ਬੱਚਿਆਂ ਨੂੰ ਫੌਰ ਰਾਸ਼ੀ ਸਿੱਖਿਆ
 ਦਿੱਤੀ ਜਾਣੀ ਹੈ। ਜਿਹੜੇ ਇਕ ਜਾਂ ਵਧੇਰੇ
 ਸਕੂਲਾਂ ਵਿਚ ਸਿੱਖਿਆ ਨਹੀਂ ਲੈ ਸਕੇ ਜਾਂ ਮੁਢਲੀ
 ਸਿੱਖਿਆ ਪੂਰੀ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਹੀ ਸਕੂਲ ਛੱਡ
 ਗਏ।





ਕੇਂਦਰੀ ਮਨੁੱਖੀ ਸਰੋਤ ਮੰਤਰਾਲੇ ਵੱਲੋਂ ਕਰਵਾਏ ਗਏ ਸੈਮੀਨਾਰ ਵਿਚ ਬੈਠੇ ਹਨ ਸੁਸ਼ਮਾ ਕਰਮਾ ਕੋਆਰਡੀਨੇਟਰ, ਸਾਧੂ ਸਿੰਘ ਭੰਧਾਰਾ ਪ੍ਰਾਜੈਕਟ ਡਾਇਰੈਕਟਰ, ਐਸ. ਐਸ. ਪੁਰੀ ਵਿਭਾਗ ਸਕੱਤਰ ਸਿੱਖਿਆ। (ਹੇਠਾਂ) ਸੈਮੀਨਾਰ ਵਿਚ ਬੈਠੇ ਪੰਜਾਬ ਦੇ ਚਿਕਨ ਸਿੱਖਿਆ ਅਭਿਆਸ ਅਤੇ ਫਲਾਫਲ ਪ੍ਰਦਿਸ਼ਟੀ ਸਿੱਖਿਆ ਅਭਿਆਸ। ਅਜੀਤ ਫਾਈਲ

‘ਐਜੂਕੇਸ਼ਨ ਗਾਰੰਟੀ ਸਕੀਮ’ ਬਾਰੇ ਸੈਮੀਨਾਰ ਆਯੋਜਿਤ

ਖੁਫੀਗੜ੍ਹ, 28 ਸਤੰਬਰ (ਮਹਿਨਦੀਪ)-ਸਿੱਖਿਆ ਵਿਭਾਗ ਪੰਜਾਬ ਵੱਲੋਂ ਮਨੁੱਖੀ ਸਰੋਤ ਵਿਕਾਸ ਮੰਤਰਾਲੇ ਭਾਰਤ ਸਰਕਾਰ ਦੀ ਅਗਵਾਈ ਹੇਠ ‘ਐਜੂਕੇਸ਼ਨ ਗਾਰੰਟੀ ਸਕੀਮ’ ਅਤੇ ‘ਅਨਟਰਨੈਟਿਵ ਇਨੋਵੇਟਿਵ ਐਜੂਕੇਸ਼ਨ’ ਉੱਪਰ ਵਿਚ ਸੈਮੀਨਾਰ ਆਈ. ਸੀ. ਐਸ. ਐਸ. ਆਰ. ਤੋਂ ਪਲੇ ਥਰਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਓਰੀਐਂਟਡ ਵਿਖੇ ਆਯੋਜਿਤ ਕੀਤਾ ਗਿਆ, ਜਿਸ ਦੀ ਪ੍ਰਧਾਨਗੀ ਸਿੱਖਿਆ ਸਕੱਤਰ ਪੰਜਾਬ ਸ੍ਰੀ ਆਰ. ਐਨ. ਸੇਠੂ ਨੇ ਕੀਤੀ।

‘ਐਜੂਕੇਸ਼ਨ ਗਾਰੰਟੀ ਸਕੀਮ’ ਅਤੇ ‘ਅਨਟਰਨੈਟਿਵ ਇਨੋਵੇਟਿਵ ਐਜੂਕੇਸ਼ਨ’ ਕੇਂਦਰ ਸਰਕਾਰ ਦੁਆਰਾ ਪ੍ਰਯੋਜਿਤ ਸਕੀਮ ਹੈ। ਇਸ ਸਕੀਮ ਤਹਿਤ 6 ਤੋਂ 14 ਸਾਲ ਉਮਰ ਵਰਗ ਦੇ ਬੱਚਿਆਂ ਨੂੰ ਓਰੀ-ਰਸਮੀ ਸਿੱਖਿਆ ਦਿੱਤੀ ਜਾਣੀ ਹੈ, ਜੋ ਕਿਸੇ ਕਾਰਨ-ਵੱਸ ਸਕੂਲ ਵਿਚ ਦਾਖਲਾ ਨਹੀਂ ਲੈ ਸਕੇ।

ਮੁਢਲੀ ਸਿੱਖਿਆ ਪੂਰੀ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਹੀ ਸਕੂਲ

ਵੱਧ ਕਰੇ। ਇਸ ਸੈਮੀਨਾਰ ਵਿਚ ਮਾਨਵ ਸੰਸਾਧਨ ਵਿਕਾਸ ਮੰਤਰਾਲਾ, ਸਿੱਖਿਆ ਵਿਭਾਗ ਨਵੀਂ ਦਿੱਲੀ, ਸਪੈਸ਼ਲ ਸਿੱਖਿਆ ਸਕੱਤਰ ਪੰਜਾਬ, ਡਾਇਰੈਕਟਰ ਅਤੇ ਡਿਪਟੀ ਡਾਇਰੈਕਟਰ, ਸਿੱਖਿਆ, ਵਿਭਾਗ ਕੋਆਰਡੀਨੇਟਰ ਡੀ. ਪੀ. ਆਈ. ਸਕੂਲ, ਪੰਜਾਬ ਦੇ ਚਿਕਨ ਸਿੱਖਿਆ ਅਭਿਆਸ, ਚਿਕਨ ਸਿੱਖਿਆ ਅਤੇ ਸਿਖਨਾਈ ਸੰਸਥਾਵਾਂ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਟਾਚਰ ਡੀ. ਡੀ. ਓ. ਨੇ ਭਾਗ ਲਿਆ। ਸੈਮੀਨਾਰ ਵਿਚ ਸਕੂਲਾਂ ਵਿਚ ਸਿੱਖਿਆ ਨਾ ਪ੍ਰਾਪਤ ਕਰ ਰਹੇ ਬੱਚਿਆਂ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਸਿੱਖਿਆ ਦੇਣ ਲਈ ਉਮੀਦ ਭਟਨੀਤੀ ਉੱਪਰ ਵਿਚਾਰ-ਵਟਾਂਦਰਾ ਕੀਤਾ ਗਿਆ।

ਓਰੀ-ਰਸਮੀ ਸਿੱਖਿਆ ਸਬੰਧੀ ਆਯੋਜਿਤ ਕੀਤੇ ਗਏ ਇਸ ਸੈਮੀਨਾਰ ਦੌਰਾਨ ਇਸ ਪ੍ਰਾਜੈਕਟ ਦੇ ਡਾਇਰੈਕਟਰ ਸਾਧੂ ਸਿੰਘ ਭੰਧਾਰਾ ਨੇ ਸਕੂਲਾਂ ਕਾਰਨ ਕਾਰਨ-ਵੱਸ ਸਕੂਲ ਵਿਚ ਦਾਖਲਾ ਨਹੀਂ ਲੈ ਸਕੇ।

ਮੁਢਲੀ ਸਿੱਖਿਆ ਪੂਰੀ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਹੀ ਸਕੂਲ