

SARAV SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



District
MUKTSAR
(Rural)

Sarav Shiksha Abhiyan Society®

PUNJAB

SARAV SHIKSHA ABHIYAN

**District Elementary
Education Plan**

District
MUKATSAR
(Rural)

Sarav Shiksha Abhiyan Society ®
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.

INDEX

| Contents | Page # |
|---|---------------|
| 1. Introduction | 1 |
| 2. Pre-Project | 2 |
| 3. Planning Process | 24 |
| 4. Objective-wise interventions | 27 |
| 5. Issue, Strategies and Activities | 31 |
| 6. Pedagogy and Teacher Training | 43 |
| 7. Coverage of Special Focus Groups | 62 |
| 8. Research, Evaluation, Supervision and monitoring | 66 |
| 9. Improving School Infrastructure Facilities and other civil works | 71 |
| 10. Implementation Arrangement | 78 |
| 11. Annual Work Plan & Budget For 2001-02 | 94 |

TABLES

| | |
|---|------|
| 1. Proposed Budget for 4-year | 1-11 |
| 2. Implementation Schedule for 2001-02 | 1-11 |
| 3. Implementation Schedule Proposed Budget for 4-year | 1-11 |

ANNEXURES

1. INTRODUCTION

1.1 Mukatsar is the youngest district of Punjab. It appeared on the political map in November, 1995. The place is associated with the memory of Guru Gobind Singh Ji. Here he fought his last battle with Mughals in 1705. Forty muktas laid-down their lives in this battle. In the memory of forty muktas it is known as Mukatsar. Its early name was Khadrane-Ki-Dhab.

1.2 Spread over an area of 2596 sq. kms. it has 235 inhabited villages. It constitutes 5.15% of the total area of the state and supports 3.22% of its population. As per the provisional results of 2001 census it has a population of 7,76,702 persons which constitutes 3.20% of state population. It has shown a negative growth 0.87 in the decades 1991-2001 as compared to the last decade.

1.3 District falls in arid and semi-arid hot region. It has mean monthly temperature above 20 degree Celsius for nine months. Its mean summer temperature is 33.5 degree Celsius and mean winter temperature is 16.2 degree Celsius. The mean normal rainfall is below 400 mm. In no month the rainfall received is more than water need. For most of the year soil remains dry. Major rain fall is received in monsoons in July, August and September.

District is close to Thar Desert of Rajasthan where wind action is prominent feature of topographical variations. Though the whole region is plain and is a part of flattish-alluvial plains of Punjab yet the frequent occurrence of sand dunes and sand ridges necessarily make it a separate entity. Most of the dunes have been stabilized and some of them have been levelled and brought under cultivation. It lies at an altitude of about 205 meters above sea level. Apart from the sand dunes there are large tracts of flat land which form the valuable agricultural land.

Canal network made the sandy desert of Mukatsar bloom. 98.2% of the net sown area is now irrigated out of which 26.42% is irrigated by canals. District contributes 2.76% of Rice, 5.72% of Wheat. 14.29% of Grams and 1.51 of Cotton of the total production of state. Land holding being comparatively bigger in the district it has large population of landless labourers and marginal farmers. District has the largest number of agricultural worker i.e. 85.7% while state average is only 70.2%. In rural areas district has the third largest population of scheduled castes. It is 36.44% while state average is only 32.1.

1.4 District does not have any industrial base except for few agro based industries engaged in processing paddy, cotton and oilseeds. Industry employs only 860 workers per lac of population. Service sector also does not contribute much. Therefore, it is Predominantly agriculture based economy.

2. PRE-PROJECT SURVEY

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

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

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

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

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

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

| P.E. Block | No. of Villages | No. of Panchayats | No. of Municipal Wards |
|-------------|-----------------|-------------------|------------------------|
| Mukatsar-I | 50 | 50 | 10 |
| Mukatsar-II | 45 | 44 | 17 |
| Doda | 31 | 27 | |
| Giddarbaha | 24 | 25 | 15 |
| Malaut | 42 | 42 | 21 |
| Lambi | 52 | 52 | |
| Total | 244 | | 63 |

Table 1

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 Mukatsar, Malout, Gidderbaha and Lambi have their foot prints in the district.

2.6 Physiographically district Mukatsar 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.

Sarav Shiksha Abhiyan
District Elementary Education Plan District – Mukatsar

VILLAGES AFFECTED BY NATURAL CALAMITIES

| Sr. No. | P.E. Block | Villages affected by various Calamities | | | | Total |
|---------|--------------|---|------------|-----------|-----------|------------|
| | | 1 | 2 | 3 | 4 | |
| 1. | Mukatsar-I | 4 | 21 | 6 | 4 | 35 |
| 2. | Mukatsar-II | 4 | 24 | 2 | 3 | 33 |
| 3. | Doda | — | 11 | — | — | 11 |
| 4. | Giddarbaha | — | 9 | — | 3 | 12 |
| 5. | Malaut | — | 29 | — | 1 | 30 |
| 6. | Lambi | — | 19 | 3 | 2 | 24 |
| | Total | 8 | 113 | 11 | 13 | 145 |

Table - 2

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

2.7 District Mukatsar has the lowest population density of the state. It has only 297 persons per sq. km. as compared to the state average of 482 sq. km. Land holding being large it has a sizeable population of land less agriculture workers. Following table gives the land holding occupied society breakup of the village house hold.

| District Totals | Total | Kachhe | Pachhe |
|--------------------------------------|---------------|---------------|---------------|
| Landowning Cultivators (General) | 36,191 | 2,419 | 33,772 |
| Non Landowning Cultivators (General) | 7,809 | 2,823 | 4,986 |
| Backward Classes | 6,973 | 1,640 | 5,333 |
| Scheduled Castes | 30,661 | 11,436 | 19,225 |
| People engaged in service/trade | 4,960 | 885 | 4,075 |
| Total | 86,594 | 19,203 | 67,391 |

Table - 3

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

FACILITIES/AMENITIES AVAILABLE

| No. of Village | | | | | | | | | | | |
|----------------|-----------------------------|------|----------------|------------------------|----------------|-----------------|----------------|--------------|------------------|----------------------|------------------------|
| P. E. Block | No. of Village survey | Bank | Water Works | Panc- hayat Ghar | Sports Club | Young Assoc. | Tele- phone | Lib- rary | Elect- ricity | Dis- pen- sary | Gram Panc- hayat |
| Mukatsar-I | 50 | 5 | 41 | 34 | 14 | 18 | 45 | 2 | 48 | 11 | 50 |
| Mukatsar-II | 45 | 9 | 34 | 37 | 25 | 17 | 42 | 6 | 43 | 19 | 44 |
| Doda | 31 | 6 | 23 | 20 | 18 | 8 | 23 | 5 | 29 | 16 | 27 |
| Giddarbaha | 24 | 4 | 21 | 21 | 14 | 8 | 24 | 2 | 25 | 7 | 25 |
| Malaut | 42 | 10 | 37 | 37 | 17 | 14 | 40 | 4 | 42 | 19 | 42 |
| Lambi | 52 | 9 | 49 | 38 | 30 | 19 | 50 | 5 | 50 | 29 | 52 |

Table - 4

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 | 56,093 | 21,360 |
| Outside Lal Dora | 17,623 | 10,013 |
| Outside Lal Dora & Beyond 1.5 km | 7,421 | 2,086 |
| Total | 81,137 | 3,459 |

Table - 5

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.

Sarav Shiksha Abhiyan
District Elementary Education Plan District – Mukatsar

| Habitation of Houses | Distance from village (Km) | Total | SC |
|----------------------|----------------------------|-------|-----|
| | Min/Max | | |
| 1-5 | 0-9 | 1247 | 95 |
| 6-10 | 0-5 | 199 | 19 |
| 11-25 | 0-6 | 207 | 37 |
| 26-50 | 0-6 | 117 | 20 |
| 51-75 | 0-0.5 | 8 | 5 |
| 76-100 | 0-2 | 2 | 0 |
| Total | | 1780 | 176 |

Table - 6

2.11 Mukatsar being a very small district comprising of 2596 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 |
|-------------|------|-------|-------|-------|-------|--------|
| Mukatsar-I | 16 | 22 | 10 | — | — | — |
| Mukatsar-II | 11 | 21 | 13 | — | — | — |
| Doda | — | 15 | 11 | 5 | — | — |
| Giddarbaha | — | — | 10 | 10 | 4 | — |
| Malaut | — | 1 | 16 | 19 | 6 | — |
| Lambi | — | — | — | 2 | 17 | 33 |
| Total | 27 | 59 | 60 | 36 | 27 | 33 |

Table - 7

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 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. | Mukatsar-I | 1 | 12 | 13 | 12 | 5 | 2 | 45 |
| 2. | Mukatsar-II | 10 | 9 | 13 | 5 | 4 | 3 | 44 |
| 3. | Doda | — | 8 | 8 | 7 | 2 | 2 | 27 |
| 4. | Giddarbaha | — | 9 | 8 | 2 | 1 | 1 | 2 |
| 5. | Malaut | 5 | 13 | 11 | 8 | — | — | 37 |
| 6. | Lambi | 5 | 11 | 23 | 7 | 2 | 1 | 49 |
| | Total | 21 | 62 | 76 | 41 | 14 | 9 | 223 |

Table - 8

1 = Transport available every .25 hours; 2 = Transport available every .50 hours; 3 = Transport available every 1 hours; 4 = Transport available every 2 hours; 5 = Transport available every More than two hours; 6 = Transport not available

2.13 Population

As per the 1991 census district has a population of 6,54,434 persons which is predominantly rural as there is only 23.40% urban population.

POPULATION-1991

Census-1991

| | Rural | Urban | Total |
|---------------|----------|----------|----------|
| Male | 2,67,066 | 81,080 | 3,48,146 |
| Female | 2,34,251 | 72,037 | 3,06,288 |
| Total | 5,01,317 | 1,53,117 | 6,54,434 |

Table - 9

2.14 Following is the PE Blockwise breakup of Rural Population

RURAL POPULATION

Education Survey

| Sr. No. | P.E. Block | Rural | | | | Projected | | | |
|---------|-------------|-----------------|-----------------|-------|-------|-----------------|-----------------|-------|-------|
| | | No. of Villages | Population-1991 | | | No. of Villages | Population-2000 | | |
| | | | Total | SC | BC | | Total | SC | BC |
| 1. | Mukatsar-I | 46 | 57022 | 20798 | 488 | 46 | 68029 | 24992 | 591 |
| 2. | Mukatsar-II | 44 | 98585 | 44641 | 989 | 44 | 120073 | 53648 | 906 |
| 3. | Doda | 29 | 67137 | 22362 | 534 | 29 | 82010 | 25840 | 2172 |
| 4. | Giddarbaha | 21 | 59586 | 19605 | 3114 | 21 | 68712 | 22755 | 743 |
| 5. | Malaut | 40 | 84878 | 34464 | 10834 | 40 | 123512 | 51053 | 15776 |
| 6. | Lambi | 49 | 112298 | 48342 | 17620 | 49 | 137405 | 60286 | 22061 |

Table -10

2.15 District has large SC population which is third highest in the state and accounts for 36.44% of the total population of the district.

TOTAL SC POPULATION-1991

Census-1991

| | Rural | Urban | Total |
|--------|----------|--------|----------|
| Male | 1,06,447 | 21,438 | 1,27,885 |
| Female | 91,629 | 18,930 | 1,10,559 |
| Total | 1,98,076 | 40,368 | 2,38,444 |

Table - 11

2.16 As per the provisional results of the 2001 census district now has a population of 7,76,702 persons which shows an absolute growth of 1,22,268 persons in the decade 1991-2001.

POPULATION-2001

| | Population | | | 0-6 Population | | |
|----------|-------------|-------------|-------------|----------------|-----------|-----------|
| | Persons | Male | Female | Persons | Male | Female |
| Mukatsar | 7,76,702 | 4,11,721 | 3,64,981 | 1,01,724 | 56,300 | 45,424 |
| State | 2,42,89,296 | 1,29,63,362 | 1,13,25,934 | 30,55,492 | 17,04,142 | 13,51,350 |

Table - 12

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 Mukatsar has the lowest population density of the state. It has 250 persons sq. kms. of its area while state average is 403 persons per sq. kms. of its area and Ludhiana has 645 persons per sq. kms. Its concentration

index is also very low it has 0.55 concentration index while normal should have been 1.0. As per the provisional census figure for 2001 density of population in the district has increased to 297. Sex ratio in the district has also marginally improved 1000 males to 886.

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 which makes 184 schools become available for middle classes.

2.19 Initial survey under SSA has been completed in the district. As per the provisional figures there are 94,457 school age children in the district.

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

| PE Block | 6-11 | | | 11-14 | | | Total |
|----------------|---------------|---------------|----------------|---------------|--------------|---------------|---------------|
| | Male | Female | Total | Male | Female | Total | |
| 1. Mukatsar-I | 4,189 | 3,448 | 7,637 | 1,887 | 1,403 | 3,290 | 10,927 |
| 2. Mukatsar-II | 7,276 | 6,197 | 13,473 | 2,877 | 2,475 | 5,352 | 18,825 |
| 3. Doda | 4,756 | 3,836 | 8,592 | 2,215 | 1,728 | 3,943 | 12,535 |
| 4. Giddarbaha | 4,959 | 4,266 | 9,225 | 2,380 | 1,797 | 4,177 | 13,402 |
| 5. Malaut | 6,783 | 5,438 | 12,221 | 2,993 | 1,797 | 4,790 | 17,011 |
| 6. Lambi | 8,004 | 6,306 | 14,310 | 3,852 | 2,301 | 6,153 | 20,463 |
| Total | 35,967 | 29,491 | 6,54,58 | 16,204 | 3,091 | 27,705 | 93,165 |

Table - 13

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 65458 there are 32588 SC children and 7673 BC children which makes 61.51% of the total school age population. Out of six blocks three have a predominant SC/BC population.

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

| S.No. | P.E. Blocks | General | SC | BC | Total |
|-------|--------------|---------------|---------------|--------------|---------------|
| 1. | Mukatsar-I | 3,127 | 3,704 | 806 | 7,637 |
| 2. | Mukatsar-II | 4,358 | 8,065 | 1,050 | 13,473 |
| 3. | Doda | 4,221 | 3,484 | 887 | 8,592 |
| 4. | Giddarbaha | 4,693 | 3,503 | 1,029 | 9,225 |
| 5. | Malaut | 4,302 | 6,329 | 1,590 | 12,221 |
| 6. | Lambi | 4,496 | 7,503 | 2,311 | 14,310 |
| | Total | 25,197 | 32,588 | 7,673 | 65,458 |

Table - 14

Similarly in the 11-14 age group there are 28999 school age children and out of these 13066 belong to SC Category and 3813 to BC Category which makes 58.21% 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. | Mukatsar-I | 1,658 | 1,288 | 344 | 3,290 |
| 2. | Mukatsar-II | 1,919 | 2,920 | 513 | 5,352 |
| 3. | Doda | 2,152 | 1,510 | 281 | 3,943 |
| 4. | Giddarbaha | 2,082 | 1,532 | 563 | 4,177 |
| 5. | Malaut | 1,953 | 2,438 | 903 | 5,294 |
| 6. | Lambi | 2,356 | 3,378 | 1,209 | 6,943 |
| | Total | 12,120 | 13,066 | 3,813 | 28,999 |

Table - 15

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

| | Total Population | 0-6 | School Age | | |
|-----------------------------|--------------------------|-----------------|---------------|---------------|---------------|
| | | | 6-11 | 11-14 | Total |
| Male | 4,11,721 | 56,300 | 35,967 | 16,204 | 52,171 |
| Female | 3,64,981 | 45,424 | 29,491 | 12,795 | 42,286 |
| Total | 7,76,702 | 1,01,724 | 65,458 | 28,999 | 94,457 |
| | % to Total Population | 13.09 | 8.43 | 3.73 | 12.16 |
| Female per thousand male | | 806 | 708 | 789 | 810 |

Table - 16

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

2.22 Out of School Children

Village level survey for out of school children in the district reveals that there are 14283 children in 6-14 age group which are not attending school which makes 15.12% of the school age population and is very high.

AGE GROUPWISE POPULATION 30-9-2000

| Sr. No. | Age Group | Population | Children not going school | Percent |
|---------|---------------|------------|---------------------------|---------|
| 1. | 6-11 | 65,458 | 9,246 | 14.12 |
| 2. | 11-14 | 28,999 | 425 | 14.65 |
| 3. | Indeterminate | — | 787 | — |
| | 6-14 | 94,457 | 14,283 | 15.12 |

Table - 17

Data pertains to 229 villages. Data of 15 villages for out of school children in yet to be received.

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

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

| Sr. No. | P.E. Blocks | Total School Age Population | Children not going school | | Total |
|---------|-------------|-----------------------------|---------------------------|--------|-------|
| | | | Male | Female | |
| 1. | Mukatsar-I | 7,637 | 571 | 504 | 1,075 |
| 2. | Mukatsar-II | 13,473 | 981 | 889 | 1,870 |
| 3. | Doda | 8,592 | 585 | 542 | 1,127 |
| 4. | Giddarbaha | 9,225 | 753 | 765 | 1,518 |
| 5. | Malaut | 12,221 | 405 | 475 | 880 |
| 6. | Lambi | 14,310 | 1,349 | 1,427 | 2,776 |
| | Total | 65,458 | 4,644 | 4,602 | 9,246 |

Table - 18

2.24 Blockwise breakup of out of school children of 11-14 age group is given in the table. In 11-14 age group also PE Block Lambi 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. | Mukatsar-I | 3,290 | 339 | 298 | 637 |
| 2. | Mukatsar-II | 5,352 | 369 | 318 | 687 |
| 3. | Doda | 3,943 | 281 | 281 | 562 |
| 4. | Giddarbaha | 4,177 | 356 | 332 | 688 |
| 5. | Malaut | 5,294 | 238 | 181 | 419 |
| 6. | Lambi | 6,943 | 627 | 630 | 1,257 |
| | Total | 28,999 | 2,210 | 2,040 | 4,250 |

Table - 19

2.25 Castewise breakup of out of school children reveals that largest number of out of school children belong to SC category. In BC category there is a fewer number PE Blockwise/Castewise breakup is given in the following table for 6-14 age group. As shown in the table. Out of 14283 out of school children 10239 belong to scheduled cast which is 71.68% of the total out of school children. As there children are socially and economically backward there may necessitate an earnest state intervention.

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

| S.No. | P.E. Blocks | General | SC | BC | Total |
|-------|--------------|--------------|---------------|--------------|---------------|
| 1. | Mukatsar-I | 264 | 1,293 | 168 | 1,725 |
| 2. | Mukatsar-II | 557 | 2,121 | 174 | 1,852 |
| 3. | Doda | 438 | 1,298 | 56 | 1,792 |
| 4. | Giddarbaha | 582 | 1,507 | 171 | 2,260 |
| 5. | Malaut | 149 | 1,104 | 132 | 1,385 |
| 6. | Lambi | 828 | 2,916 | 525 | 4,269 |
| | Total | 2,818 | 10,239 | 1,226 | 14,283 |

Table - 20

2.26 Out of the 14283 out of school children 6374 never attended school which is 44.63% of the total children not going school and 7001 children left school at various stages due to different reasons.

LEFT SCHOOL/NOT JOINED SCHOOL

| P.E. Block | Did not join School | Left School | | | | | | Information not available | Total |
|--------------|------------------------|-------------|-------------|-------------|-------------|-------------|------------|------------------------------|--------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Mukatsar-I | 451 | 211 | 301 | 248 | 184 | 143 | 62 | 125 | 1725 |
| Mukatsar-II | 1085 | 304 | 413 | 341 | 258 | 220 | 62 | 169 | 2852 |
| Doda | 852 | 113 | 190 | 165 | 100 | 110 | 47 | 215 | 1792 |
| Giddarbaha | 1134 | 168 | 202 | 191 | 145 | 158 | 97 | 165 | 2260 |
| Malaut | 752 | 95 | 190 | 94 | 98 | 78 | 23 | 55 | 1385 |
| Lambi | 2100 | 326 | 647 | 381 | 262 | 304 | 70 | 179 | 4269 |
| Total | 6374 | 1217 | 1943 | 1420 | 1047 | 1013 | 361 | 908 | 14283 |

Table - 21

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

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

2.28 Child labour is not an aberration but quite rampant in the district. Out of the 14283 out of school children 5628 are engaged in one or other kind of work which comes out about 40%. Following table gives the PE Block wise break up.

WORKING CHILD POPULATION

| PE Block | 6-11 | | | | 11-14 | | | |
|----------------|------|-----|--------|-------|-------|-----|--------|-------|
| | S/C | B/C | Others | Total | S/C | B/C | Others | Total |
| 1. Mukatsar-I | 560 | 48 | 124 | 732 | 395 | 45 | 118 | 558 |
| 2. Mukatsar-II | 454 | 42 | 48 | 544 | 488 | 58 | 29 | 575 |
| 3. Doda | 89 | 6 | 6 | 101 | 142 | 15 | 13 | 170 |
| 4. Giddarbaha | 104 | 16 | 2 | 122 | 152 | 9 | 3 | 164 |
| 5. Malaut | 201 | 31 | 32 | 264 | 344 | 34 | 16 | 394 |
| 6. Lambi | 833 | 109 | 44 | 986 | 755 | 179 | 84 | 1018 |
| Total | 2241 | 252 | 256 | 2749 | 2276 | 340 | 263 | 2879 |

Table - 22

It may be notes that out of the 6-11 age group out of school children 81.52% belong to scheduled. Caste and in 11-14 age group 79% belong to scheduled caste.

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

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

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

| P.E. Block | Income Group | | | | | | | | | | | | Total | Not Known |
|--------------|--------------|------------|------------|------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|-------------|------------|
| | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | | |
| | M | F | M | F | M | F | M | F | M | F | M | F | | |
| Mukatsar-I | 43 | 26 | 145 | 107 | 167 | 143 | 88 | 107 | 117 | 109 | 10 | 11 | 1073 | 2 |
| Mukatsar-II | 76 | 54 | 150 | 144 | 277 | 287 | 200 | 166 | 120 | 121 | 88 | 64 | 1747 | 123 |
| Doda | 3 | 2 | 51 | 52 | 206 | 204 | 159 | 134 | 102 | 93 | 29 | 25 | 1060 | 67 |
| Giddarbaha | 33 | 24 | 91 | 92 | 179 | 220 | 295 | 275 | 84 | 101 | 45 | 35 | 1474 | 44 |
| Malaut | 31 | 39 | 74 | 79 | 173 | 217 | 92 | 105 | 28 | 28 | 5 | 7 | 878 | 2 |
| Lambi | 37 | 56 | 171 | 130 | 493 | 594 | 351 | 421 | 179 | 131 | 117 | 92 | 2772 | 4 |
| Total | 223 | 201 | 682 | 604 | 1495 | 1665 | 1185 | 1208 | 630 | 583 | 294 | 234 | 9004 | 242 |

Table - 23

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

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

Sarav Shiksha Abhiyan
District Elementary Education Plan District – Mukatsar

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

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

| P.E. Block | Income Group | | | | | | | | | | | | Total | Not known | Income Not given |
|-------------|--------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----------|------------------|
| | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | | | |
| | M | F | M | F | M | F | M | F | M | F | M | F | | | |
| Mukatsar-I | 11 | 13 | 80 | 79 | 97 | 87 | 51 | 41 | 85 | 62 | 12 | 15 | 633 | 13 | 4 |
| Mukatsar-II | 28 | 7 | 47 | 31 | 88 | 88 | 75 | 59 | 46 | 45 | 23 | 26 | 563 | 295 | 124 |
| Doda | 4 | 6 | 22 | 24 | 116 | 127 | 60 | 51 | 44 | 38 | 17 | 15 | 524 | 103 | 38 |
| Giddarbaha | 6 | 12 | 41 | 32 | 98 | 114 | 109 | 101 | 55 | 42 | 32 | 20 | 662 | 54 | 26 |
| Malaut | 29 | 14 | 47 | 26 | 99 | 92 | 51 | 35 | 12 | 9 | — | 5 | 419 | 86 | — |
| Lambi | 14 | 16 | 79 | 119 | 235 | 230 | 185 | 169 | 90 | 72 | 24 | 24 | 1257 | 236 | — |
| Total | 92 | 68 | 316 | 311 | 733 | 738 | 531 | 456 | 332 | 268 | 108 | 105 | 4058 | 787 | 192 |

Table - 24

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

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

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

| Sr. No. | P.E. Blocks | Physical Handicapped (1) | Blind (2) | Deaf & Dumb (3) | Mentally weak (4) | Others (5) | Total |
|---------|--------------|-----------------------------|--------------|--------------------|----------------------|---------------|------------|
| 1. | Mukatsar-I | 4 | — | 5 | 15 | 20 | 44 |
| 2. | Mukatsar-II | 20 | 2 | 5 | 29 | 24 | 80 |
| 3. | Doda | 3 | — | 4 | 4 | 1 | 12 |
| 4. | Giddarbaha | 6 | — | 4 | 7 | 2 | 19 |
| 5. | Malaut | 5 | 2 | 2 | 9 | 2 | 20 |
| 6. | Lambi | 27 | 8 | 6 | 36 | 17 | 94 |
| | Total | 65 | 12 | 26 | 100 | 66 | 269 |

Table - 25

2.31 Mainstreaming of Out of School Children

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

Sarav Shiksha Abhiyan
District Elementary Education Plan District – Mukatsar

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

Districts Mukatsar 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. | Mukatsar-I | 10,927 | 910 | 802 | 1,712 |
| 2. | Mukatsar-II | 22,825 | 1,350 | 1,207 | 2,557 |
| 3. | Doda | 12,535 | 866 | 823 | 1,689 |
| 4. | Giddarbaha | 13,402 | 1,109 | 1,097 | 2,206 |
| 5. | Malaut | 17,515 | 643 | 656 | 1,299 |
| 6. | Lambi | 21,253 | 1,972 | 2,057 | 4,033 |
| | Total | 94,457* | 6,854 | 6,642 | 13,496 |

Table - 26

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

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

Training and capacity building

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

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

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

4. OBJECTIVE-WISE INTERVENTIONS

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

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

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

Access

- Expanding access by way of establishing new schools viz., formal primary schools, EGS centres in all the schoolless habitations or areas where children do not have access to primary schooling facilities within a radius of 1km.
- 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 alongwith 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. | Mukatsar-I | 5 | 2 |
| 2. | Mukatsar-II | 5 | 2 |
| 3. | Doda | 5 | 2 |
| 4. | Giddarbaha | 5 | 2 |
| 5. | Malaut | 5 | 2 |
| 6. | Lambi | 6 | 2 |
| | Total | 30 | 12 |

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-16 | 64 | 16 | 16 | 16 | 48 | 16 |
| Proposed-22 | 88 | 22 | 22 | 22 | 66 | 22 |
| Total | 152 | 38 | 38 | 38 | 114 | 38 |

**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 | | | |
| Mukatsar-I | 4 | 3 | 7 | 28 | 7 | 7 | 7 | 21 | 7 |
| Mukatsar-II | 2 | 2 | 4 | 16 | 4 | 4 | 4 | 12 | 4 |
| Doda | — | 4 | 4 | 16 | 4 | 4 | 4 | 12 | 4 |
| Giddarbaha | 2 | 2 | 4 | 16 | 4 | 4 | 4 | 12 | 4 |
| Malaut | 4 | 3 | 7 | 28 | 7 | 7 | 7 | 21 | 7 |
| Lambi | 4 | 8 | 12 | 48 | 12 | 12 | 12 | 36 | 12 |
| Total | 16 | 22 | 38 | 152 | 38 | 38 | 38 | 114 | 38 |

Table - 29

5.2 Enrollement & Retention

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

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

AGE GROUPWISE POPULATION 30-9-2000

| Sr. No. | Age Group | Population | Children not going school | Percent |
|---------|---------------|------------|---------------------------|---------|
| 1. | 6-11 | 65,458 | 9,246 | 14.12 |
| 2. | 11-14 | 28,999 | 425 | 14.65 |
| 3. | Indeterminate | — | 787 | — |
| | 6-14 | 94,457 | 14,283 | 15.12 |

Table - 30

Interventions for Enrolment and Retention

5.2.1 Provision of Additional teachers to the existing primary schools

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

Blockwise breakup of Primary Teacher required/classroom

| Block | Total | Existing* Teachers | Required Teachers | Class Room | |
|-------------|-------|-----------------------|----------------------|------------|------|
| | | | | Ex. | Req. |
| Mukatsar-I | 8323 | 219 | 12 | 224 | 18 |
| Mukatsar-II | 12132 | 318 | 29 | 217 | 76 |
| Doda | 6045 | 169 | 10 | 141 | 14 |
| Giddarbaha | 8071 | 166 | 42 | 149 | 59 |
| Malaut | 10372 | 279 | 13 | 239 | 27 |
| Lambi | 8688 | 218 | 21 | 203 | 30 |
| Total | | 1369 | 127 | 1173 | 224 |

Table - 31

* Including Head Teacher and Centre Head Teacher

5.2.2 Provision of Additional Classrooms

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

Sarav Shiksha Abhiyan
District Elementary Education Plan District – Mukatsar

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

As per the above norm 409 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. |
| 1369 | 1130 | 2499 | 1173 | 886 | 2059 | 224 | 185 | 167 |

Table - 32

| |
|----------------------------|
| Total Room Required |
| 409 |

Blockwise Breakup Upper Primary Teach/Class room

| Block | Total Enrolment | Existing Teacher | Required | | Class Room | | HM Room required |
|----------------|-----------------|------------------|----------|-----|------------|------|------------------|
| | | | Teacher | HM | Existing | Req. | |
| 1. Mukatsar-I | 2227 | 220 | 10 | 33 | 166 | 5 | 33 |
| 2. Mukatsar-II | 4017 | 282 | 17 | 740 | 252 | 2 | 40 |
| 3. Doda | 1930 | 113 | 5 | 15 | 81 | 4 | 15 |
| 4. Giddarbaha | 3044 | 121 | 14 | 18 | 85 | 4 | 18 |
| 5. Malaut | 2793 | 208 | 17 | 33 | 159 | 3 | 33 |
| 6. Lambi | 2625 | 186 | 16 | 28 | 143 | — | 28 |
| Total | | 1130 | 79 | 167 | 886 | 18 | 167 |

Table - 33

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 (P+UP) | Head Master room for Upper primary |
|---------|-------------------|--|------------------------------------|---|------------------------------------|
| 1. | Mukatsar-I | 439 | 390 | 23 | 33 |
| 2. | Mukatsar-II | 600 | 469 | 78 | 40 |
| 3. | Doda | 282 | 222 | 18 | 15 |
| 4. | Giddarbaha | 287 | 234 | 63 | 18 |
| 5. | Malaut | 487 | 398 | 30 | 33 |
| 6. | Lambi | 404 | 346 | 30 | 28 |
| | Total | 2499 | 2059 | 242 | 167 |

Table - 34

5.2.3 Mainstreaming of Out of School Children

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

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

5.2.4 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.

Sarav Shiksha Abhiyan
District Elementary Education Plan District – Mukatsar

| | 1-5 | 6-8 | Total |
|--------------------|--------------|--------------|--------------|
| SC Students (male) | 17706 | 7398 | 25104 |
| Girls Students | 25790 | 8296 | 34086 |
| Total | 43496 | 15694 | 59190 |

Table - 35

| Total Student eligible for free Text Book | Cost @ 150/- per annum |
|--|---------------------------|
| 59190 | 89,01,000 |

Blockwise Brakeup of SC/Girls Students

| Block | 1-5 | | 6-8 | | Total | | G. Total |
|----------------|---------------|---------------|--------------|--------------|---------------|---------------|---------------|
| | Male | Total | Male | Total | Male | Total | |
| | SC | Girls | SC | Girls | SC | Girls | |
| 1. Mukatsar-I | 2,001 | 3,895 | 758 | 794 | 2,759 | 4,689 | 7,448 |
| 2. Mukatsar-II | 4,278 | 6,133 | 1,534 | 2,324 | 5,812 | 8,457 | 14,269 |
| 3. Doda | 1,881 | 3,026 | 847 | 1,017 | 2,728 | 4,043 | 6,771 |
| 4. Giddarbaha | 1,921 | 3,673 | 864 | 1,421 | 2,785 | 5,094 | 7,879 |
| 5. Malaut | 3,483 | 5,096 | 1,380 | 1,482 | 4,863 | 6,578 | 11,441 |
| 6. Lambi | 4,142 | 3,967 | 2,015 | 1,258 | 6,157 | 5,225 | 11,382 |
| Total | 17,706 | 25,790 | 7,398 | 8,296 | 25,104 | 34,086 | 59,190 |

Table - 36

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.

Sarav Shiksha Abhiyan
Education Guarantee Scheme District – Mukatsar

| P.E. Block | Total | In good Condition | Need minor repair | Need major repair |
|---------------------|-------|-------------------|-------------------|-------------------|
| 1. Mukatsar-I | 353 | 211 | 91 | 51 |
| 2. Mukatsar-II | 474 | 321 | 92 | 61 |
| 3. Doda | 232 | 165 | 39 | 28 |
| 4. Giddarbaha | 225 | 150 | 55 | 20 |
| 5. Malaut | 398 | 215 | 88 | 95 |
| 6. Lambi | 342 | 226 | 77 | 39 |
| Total Primary | 2024 | 1288 | 442 | 294 |
| Total upper primary | 886 | 591 | 162 | 133 |
| G.Total | 2910 | 1879 | 604 | 427 |

Table - 37

The planning process reveals that there are 14283 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 | 65,458 | 9,246 | 14.12 |
| 2. | 11-14 | 28,999 | 425 | 14.65 |
| 3. | Indeterminate | — | 787 | — |
| | 6-14 | 94,457 | 14,283 | 15.12 |

Table - 38

Strategies for mainstreaming

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

Objective

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

Sarav Shiksha Abhiyan
District Elementary Education Plan District – Mukatsar

- 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 | 39 | 1,468 | 76 | 4 | 1 |
| 2 | 39 | 2,649 | 135 | 7 | 1 |
| 3 | 24 | 1,725 | 88 | 5 | 1 |
| 4 | 21 | 1,862 | 93 | 5 | 1 |
| 5 | 38 | 1,182 | 61 | 3 | 1 |
| 6 | 49 | 4,126 | 200 | 10 | 1 |
| Total | 210 | 13,012 | 653 | 34 | 6 |

Table - 39

5.2.7 Child Labour

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

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

- Holding of public meetings, rallies, marchers utilizing every public function to highlight the child rights issue.
- Conferences by members of gram panchayats VEDCs, Women's groups, youth groups and NGOs.
- Induction of teachers through trainings, provision of support structures in the villages.
- 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 |
|-------------------------------------|--|
| 235 | 1880 |

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 |
| 653 |

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

Sarav Shiksha Abhiyan
District Elementary Education Plan District – Mukatsar

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 | 2499 | 653 | 34 | 6 | 24 |

Table-40

QUALITY - TRAININGS

| S.No. | Block Name | Trainings | | | | | |
|-------|-------------|----------------|---------|-------|-----------------|---------|-------|
| | | No. of Schools | | | No. of Teachers | | |
| | | Pry. | U. Pry. | Total | Pry. | U. Pry. | Total |
| 1. | Mukatsar-I | 56 | 33 | 89 | 219 | 220 | 439 |
| 2. | Mukatsar-II | 54 | 40 | 94 | 318 | 282 | 600 |
| 3. | Doda | 37 | 15 | 52 | 169 | 113 | 282 |
| 4. | Giddarbaha | 36 | 18 | 54 | 166 | 121 | 287 |
| 5. | Malaut | 65 | 33 | 98 | 279 | 208 | 487 |
| 6. | Lambi | 48 | 28 | 73 | 218 | 186 | 424 |
| | Total | 296 | 167 | 463 | 1369 | 1130 | 2499 |

Table-41

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

District Resource Group

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

Block Resource Groups (BRG)

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

| BRG Personnel | Regular Teacher | Volunteers |
|----------------------|------------------------|-------------------|
| 48 | 2499 | 693 |

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. | Mukatsar-I | 8 | 219 | 220 | 76 | 4 | 1 | 4 |
| 2. | Mukatsar-II | 8 | 318 | 282 | 135 | 7 | 1 | 4 |
| 3. | Doda | 8 | 169 | 113 | 88 | 5 | 1 | 4 |
| 4. | Giddarbaha | 8 | 166 | 121 | 93 | 5 | 1 | 4 |
| 5. | Malaut | 8 | 279 | 208 | 61 | 3 | 1 | 4 |
| 6. | Lambi | 8 | 218 | 186 | 200 | 10 | 1 | 4 |
| | Total | 48 | 1369 | 1130 | 653 | 34 | 6 | 24 |

Table-42

6.3 School Support - Professional support Structures

a) District Institute of Education and Training (DIET)

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

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

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

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

b) Block Resource Centres (BRC)

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

The details of BRCs and BRPs as follows:

| BRCs | BRPs |
|-------------|-------------|
| 6 | 18 |

| S. No. | Name of the Block | No. of BRCs | No. of BRPs |
|---------------|--------------------------|--------------------|--------------------|
| 1. | Mukatsar-I | 1 | 3 |
| 2. | Mukatsar-II | 1 | 3 |
| 3. | Doda | 1 | 3 |
| 4. | Giddarbaha | 1 | 3 |
| 5. | Malaut | 1 | 3 |
| 6. | Lambi | 1 | 3 |
| | Total | 6 | 18 |

Table-43

Inputs

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

Functional Aspects of BRCs/BRPs

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

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

c) CRCs

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

| No. of Block | No. of CRCs |
|---------------------|--------------------|
| 6 | 38 |

BLOCKWISE LIST OF CRCS

| Block | No. of BRC | No. of CRC |
|----------------|------------|------------|
| 1. Mukatsar-I | 1 | 7 |
| 2. Mukatsar-II | 1 | 8 |
| 3. Doda | 1 | 5 |
| 4. Giddarbaha | 1 | 4 |
| 5. Malaut | 1 | 8 |
| 6. Lambi | 1 | 6 |
| Total | 6 | 38 |

Table-44

Functional Aspects

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

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

Inputs

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

6.4 Quality Teaching-School, Teacher and CRC Grants

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

Particulars of Grants-School, Teacher & CRC

| No of School | | | No. of Teachers | | | No of CRCS |
|--------------|-----------|-------|-----------------|-----------|-------|------------|
| Primary | U.Primary | Total | Primary | U.Primary | Total | |
| 296 | 167 | 463 | 1369 | 1130 | 2499 | 38 |

Table-45

GRANTS-SCHOOLS, TEACHERS & CRCS

| S.No. | Block | No. of School | | No of Teachers | | | | Head. Master | No. of CRCS |
|-------|--------------|---------------|------------|----------------|-------------|--------------|-----------|--------------|-------------|
| | | Primary | U.Pry. | In-Service | | New required | | | |
| | | | | Pry. | U.Pry. | Pry. | U.Pry. | | |
| 1. | Mukatsar-I | 56 | 33 | 219 | 220 | 12 | 10 | 33 | 7 |
| 2. | Mukatsar-II | 54 | 40 | 318 | 282 | 29 | 17 | 40 | 8 |
| 3. | Doda | 37 | 15 | 169 | 113 | 10 | 5 | 15 | 5 |
| 4. | Giddarbaha | 36 | 18 | 166 | 121 | 42 | 14 | 18 | 4 |
| 5. | Malaut | 65 | 33 | 279 | 208 | 13 | 17 | 33 | 8 |
| 6. | Lambri | 48 | 28 | 218 | 186 | 21 | 16 | 28 | 6 |
| | Total | 296 | 167 | 1369 | 1130 | 127 | 79 | 167 | 38 |

Table-46

6.5 Teaching Learning Material to Upper Primary Schools

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

| | |
|---------------------|-------------------------------------|
| No. of block | No. of Upper Primary Schools |
| 6 | 205 |

TLM GRANT FOR UPPER PRIMARY SCHOOLS

| S. No. | Name of the Block | No of Upper Primary Schools/Section | | | Total |
|--------|-------------------|-------------------------------------|----------|----------|-------|
| | | Exist | Upgraded | Proposed | |
| 1. | Mukatsar-I | 33 | 4 | 3 | 40 |
| 2. | Mukatsar-II | 40 | 2 | 2 | 44 |
| 3. | Doda | 15 | — | 4 | 19 |
| 4. | Giddarbaha | 18 | 2 | 2 | 22 |
| 5. | Malout | 33 | 4 | 3 | 40 |
| 6. | Lambi | 28 | 4 | 8 | 40 |
| | Total | 167 | 16 | 22 | 205 |

Table-47

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

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

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

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

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

6.7 Improved School Management- Training to Head Masters

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

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 |
| 251 | 167 |

SCHOOL MANAGEMENT TRAININGS-HEAD MASTERS HT/CHT

| S. No. | Block Name | No. of Primary School | | No. of Upper Primary H. Ms (proposed) |
|-------------------|-------------|-----------------------|-----|--|
| | | HT | CHT | |
| 1. | Mukatsar-I | 37 | 7 | 33 |
| 2. | Mukatsar-II | 42 | 8 | 40 |
| 3. | Doda | 23 | 5 | 15 |
| 4. | Giddarbaha | 23 | 4 | 18 |
| 5. | Malout | 52 | 8 | 33 |
| 6. | Lambi | 36 | 6 | 28 |
| Total (HT+CHT)251 | | 213 | 38 | 167 |

Table-48

6.8 Academic monitoring of schools by DIETs

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

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

In addition to it, the DIET staff will also attend CRC meetings which are scheduled to be conducted at sub-block level once in a month and participate in the deliberations of professional exchange. Support from 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 | | | |
| 1. Mukatsar-I | 8260 | 2218 | 10478 | 1712 | 802 | 16 |
| 2. Mukatsar-II | 12752 | 4017 | 16769 | 2557 | 1207 | 24 |
| 3. Doda | 6356 | 2263 | 8619 | 1689 | 823 | 16 |
| 4. Giddarbaha | 7593 | 3044 | 10617 | 2206 | 1097 | 22 |
| 5. Malaut | 10501 | 2942 | 13443 | 1299 | 656 | 13 |
| 6. Lambi | 8687 | 2595 | 11282 | 4033 | 2057 | 41 |
| Total | 54149 | 17079 | 712208 | 13496 | 6642 | 132 |

Table-49

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

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

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

7.2 Early Childhood Care and Education

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

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

| No. of Block | No. of Village | No. of Children 3-6 | | | ECCE Proposed | Anganwaris existing |
|--------------|----------------|---------------------|-------|-------|---------------|---------------------|
| | | Boys | Girls | Total | | |
| 6 | 240 | 26212 | 21136 | 47348 | 140 | 200 |

Table-50

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

| No. of Block | No. of Village | No. of Children 3-6 | | | ECCE Proposed | Anganwaris existing |
|--------------|----------------|---------------------|-------|-------|---------------|---------------------|
| | | Boys | Girls | Total | | |
| Mukatsar-I | 49 | 1864 | 1500 | 3364 | 15 | 41 |
| Mukatsar-II | 43 | 2907 | 2366 | 5273 | 7 | 43 |
| Doda | 30 | 2006 | 1674 | 3680 | 43 | 15 |
| Giddarbaha | 23 | 1662 | 1317 | 2979 | 33 | 16 |
| Malaut | 41 | 3259 | 2424 | 5683 | — | 43 |
| Lambi | 50 | 3368 | 2949 | 6317 | 42 | 42 |
| Total | 236* | 15066 | 12230 | 27296 | 140 | 200 |

Table-51

* 3-6 Data pertains to 236 villages

Inputs under ECCE

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

7.3 Intervention of Disabled Children

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

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

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

8. RESEARCH, EVALUATION, SUPERVISION AND MONITORING

8.1 Research

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

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

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

Inputs

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

8.2 Evaluation Aspects

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

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

Inputs

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

8.3 Supervision and Monitoring

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

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

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

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

8.4 Management Information System (MIS)

The MIS is an important component of Planning and Implementation of Sarva Siksha Abiyan Programmes.

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

8.5 Objectives of MIS

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

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

8.6 Inputs under SSA

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

9. IMPROVING SCHOOL INFRASTRUCTURE FACILITIES AND OTHER CIVIL WORKS

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

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

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

Execution of Civil Works

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

Community contribution

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

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

Civil Works

9.1 Buildings to New Schools

As a part of expansion of access for the schooling facilities to all the children in the age group of 6-14, it is proposed to open 30 formal primary schools in larger villages. In addition to provision of two regular teachers per school it is also proposed to provide a building viz., five rooms, verandha to each of the 30 primary schools. It is also proposed to provide new building to 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 |
|--|---|--|
| 30 | 7 | VEDCC |

Buildings to New Schools

| Sr. No. | Blocks | No. of New Primary School Buildings | New buildings to buildingless schools | Implementation Agency |
|---------|--------------|-------------------------------------|---------------------------------------|-----------------------|
| 1. | Mukatsar-I | 5 | 1 | VEDC |
| 2. | Mukatsar-II | 5 | 1 | VEDC |
| 3. | Doda | 5 | 1 | VEDC |
| 4. | Giddarbaha | 5 | 3 | VEDC |
| 5. | Malaut | 5 | 1 | VEDC |
| 6. | Lambi | 5 | — | VEDC |
| | Total | 30 | 7 | |

Table-52

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 | |
| 167 | 242 | 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. | Mukatsar-I | 18 | 5 | 33 | VEDC |
| 2. | Mukatsar-II | 76 | 2 | 40 | VEDC |
| 3. | Doda | 14 | 4 | 15 | VEDC |
| 4. | Giddarbaha | 59 | 4 | 18 | VEDC |
| 5. | Malaut | 27 | 3 | 33 | VEDC |
| 6. | Lambi | 30 | .. | 28 | VEDC |
| | Total | 224 | 18 | 167 | |

Table-53

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.

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. | Mukatsar-I | 1 | Block Education Committees |
| 2. | Mukatsar-II | 1 | Block Education Committees |
| 3. | Doda | 1 | Block Education Committees |
| 4. | Giddarbaha | 1 | Block Education Committees |
| 5. | Malaut | 1 | Block Education Committees |
| 6. | Lambi | 1 | Block Education Committees |
| | Total | 6 | |

Table-5.3

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 |
|------------------------|-------------------------|-------------|-------------------------------------|
| 90,60,000 | 128,10,000 | 2,18,70,000 | 23,15,000 |

| Sr. No. | Blocks | No. of Rooms | | No. of Schools P+UP | Implementing Agency |
|---------|------------------|--------------|--------------|---------------------|---------------------|
| | | Minor Repair | Major Repair | | |
| 1. | Mukatsar-I | 91 | 51 | 89 | VEDC |
| 2. | Mukatsar-II | 92 | 61 | 94 | VEDC |
| 3. | Doda | 39 | 28 | 52 | VEDC |
| 4. | Giddarbaha | 55 | 20 | 54 | VEDC |
| 5. | Malaut | 88 | 95 | 98 | VEDC |
| 6. | Lambi | 77 | 39 | 76 | VEDC |
| | Total(Primary) | 442 | 294 | 463 | |
| | Total upper Pri. | 162 | 133 | - | VEDC |
| | Grand Total | 604 | 427 | 463 | |

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.

BUDGET SUMMARY
INTERVENTION -WISE BUDGET ESTIMATES – DISTRICT MUKATSAR

(Rs. in lakhs)

| | 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 | 20.726 |
| 3 | Research Evaluation, Monitoring & Supervision | 9.252 | 6.752 | 6.752 | 6.752 | 29.508 |
| 4. | Community Mobilization & Participation | 39.750 | 40.750 | 40.750 | 40.750 | 162.00 |
| 5. | Access & Alternative Schooling | 722.817 | 722.754 | 722.754 | 722.754 | 2891.709 |
| 6. | Civil Works | 722.600 | 570.800 | 320.00 | 150.00 | 1813.400 |
| 7. | Pedagogy & School Improving | 697.859 | 66.863 | 112.975 | 62.775 | 940.472 |
| 8. | Education of Focussed Groups | — | — | — | — | — |
| | a) Girl Child Education | 91.629 | 93.00 | 94.500 | 96.00 | 375.129 |
| | b) Early Childhood Education | 34.657 | 31.257 | 34.657 | 31.257 | 131.828 |
| | c) Children with Special Educational Needs | 27.741 | 0.453 | 0.453 | 0.453 | 29.100 |
| | d) Scheduled Cast Children | 37.656 | 39.000 | 40.500 | 42.000 | 159.156 |
| | Total | 2113.305 | 1561.453 | 1361.810 | 1121.215 | 6576.142 |

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

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

Proposed Budget for 4 year-District Mukstar, 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 Mukstar, 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 Mukstar, 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 500 x 8 x 2 | | 8000 | 2.400 | 8000 | 2.400 | 8000 | 2.400 | 8000 | 2.400 | 8000 | 9.600 |
| 2 | Bal Melas at village/Cluster 223 | 0.050 | 223 | 11.150 | 223 | 11.150 | 223 | 11.150 | 223 | 11.150 | 223 | 44.600 |
| 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 | 223 | 22.300 | 223 | 22.300 | 223 | 22.300 | 223 | 22.300 | 223 | 89.200 |
| 5 | Campaign material | 0.010 | 230 | 2.300 | 230 | 2.300 | 230 | 2.300 | 230 | 2.300 | 230 | 9.200 |
| 6 | News letter | 0.500 | 2 | 1.000 | 4 | 2.000 | 4 | 2.000 | 4 | 2.000 | 4 | 7.000 |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| | Total | | | 39.750 | | 40.750 | | 40.750 | | 40.750 | | 162.000 |

Proposed Budget for 4 year-District Mukstar, 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 653 x 60 x 70 | 0.042 | 653 | 27.426 | 653 | 27.426 | 653 | 27.426 | 653 | 27.426 | 653 | 109.704 | |
| 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) 127 x 12 | 0.070 | 1524 | 106.680 | 1524 | 106.680 | 1524 | 106.680 | 1524 | 106.680 | 1524 | 426.720 | |
| 6 | Salary of upper primary schools teachers 79 x 12 | 0.082 | 948 | 77.736 | 948 | 77.736 | 948 | 77.736 | 948 | 77.736 | 948 | 310.944 | |
| 7 | Salary for Head master 167 x 12 | 0.096 | 2004 | 192.384 | 2004 | 192.384 | 2004 | 192.384 | 2004 | 192.384 | 2004 | 769.536 | |
| | New Schools | | | | | | | | | | | | |
| 8 | Salary for primary teachers 60 x 12 | 0.070 | 720 | 50.400 | 720 | 50.400 | 720 | 50.400 | 720 | 50.400 | 720 | 201.600 | |
| 9 | Salary for upper teachers 228 x 12 | 0.082 | 2736 | 224.352 | 2736 | 224.352 | 2736 | 224.352 | 2736 | 224.352 | 2736 | 897.408 | |
| 10 | Salary for Head master 38 x 12 | 0.096 | 456 | 43.776 | 456 | 43.776 | 456 | 43.776 | 456 | 43.776 | 456 | 175.104 | |
| | Total | | | 722.817 | | 722.754 | | 722.754 | | 722.754 | | 2891.079 | |

Proposed Budget for 4 year-District Mukstar, Punjab

| Intervention Name: Civil works | | | | | | | | | | | | Rs. In lakhs | |
|--------------------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|--------------|--|
| S. No | Item | Unit cost | 2001-2002 | | 2002-2003 | | 2003-2004 | | 2004-2005 | | Total | | |
| | | | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | |
| 1 | Additional classrooms and HM rooms 409 | 1.200 | 200 | 240.000 | 209 | 250.800 | | | | | 409 | 490.800 | |
| 2 | Buildings for building less school | 15.000 | 7 | 105.000 | | | | | | | 7 | 105.000 | |
| 3 | Block Resource centre buildings | 6.000 | 6 | 36.000 | | | | | | | 6 | 36.000 | |
| 4 | CRC Buildings 38 | 2.000 | 38 | 76.000 | | | | | | | 38 | 76.000 | |
| 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 38 | 5.000 | 18 | 90.000 | 10 | 50.000 | 10 | 50.000 | | | 38 | 190.000 | |
| 7 | Sanitary Blocks and drinking water facilities 181+138=319 | 1.200 | 119 | 142.800 | 100 | 120.000 | 100 | 120.000 | | | 319 | 382.800 | |
| 8 | Compound wall 38+31 | 1.200 | 69 | 82.800 | | | | | | | 69 | 82.800 | |
| 9 | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | |
| | Total | | | 772.600 | | 570.800 | | 320.000 | | 150.000 | | 1813.400 | |

Proposed Budget for 4 year-District Mukstar, 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 2499 | 0.0014 | 2499 | 34.986 | 292 | 4.088 | 2800 | 39.200 | | | 2800 | 78.274 |
| 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 2499 | 0.005 | 2499 | 12.495 | 2791 | 13.955 | 2791 | 13.955 | 2791 | 13.955 | 2791 | 54.360 |
| 5 | School grants | 0.020 | 463 | 9.260 | 463 | 9.260 | 463 | 9.260 | 531 | 9.260 | 531 | 37.040 |
| 6 | TLE grant to new school 22 | 0.500 | | | | | 22 | 11.000 | | | 22 | 11.000 |
| 7 | CRC grant 38 | 0.025 | | | 38 | 0.950 | 38 | 0.950 | 38 | 0.950 | 38 | 2.850 |
| 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 | 463 | 23.150 | 463 | 23.150 | 463 | 23.150 | 463 | 23.150 | 463 | 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 |

Proposed Budget for 4 year-District Mukstar, Punjab

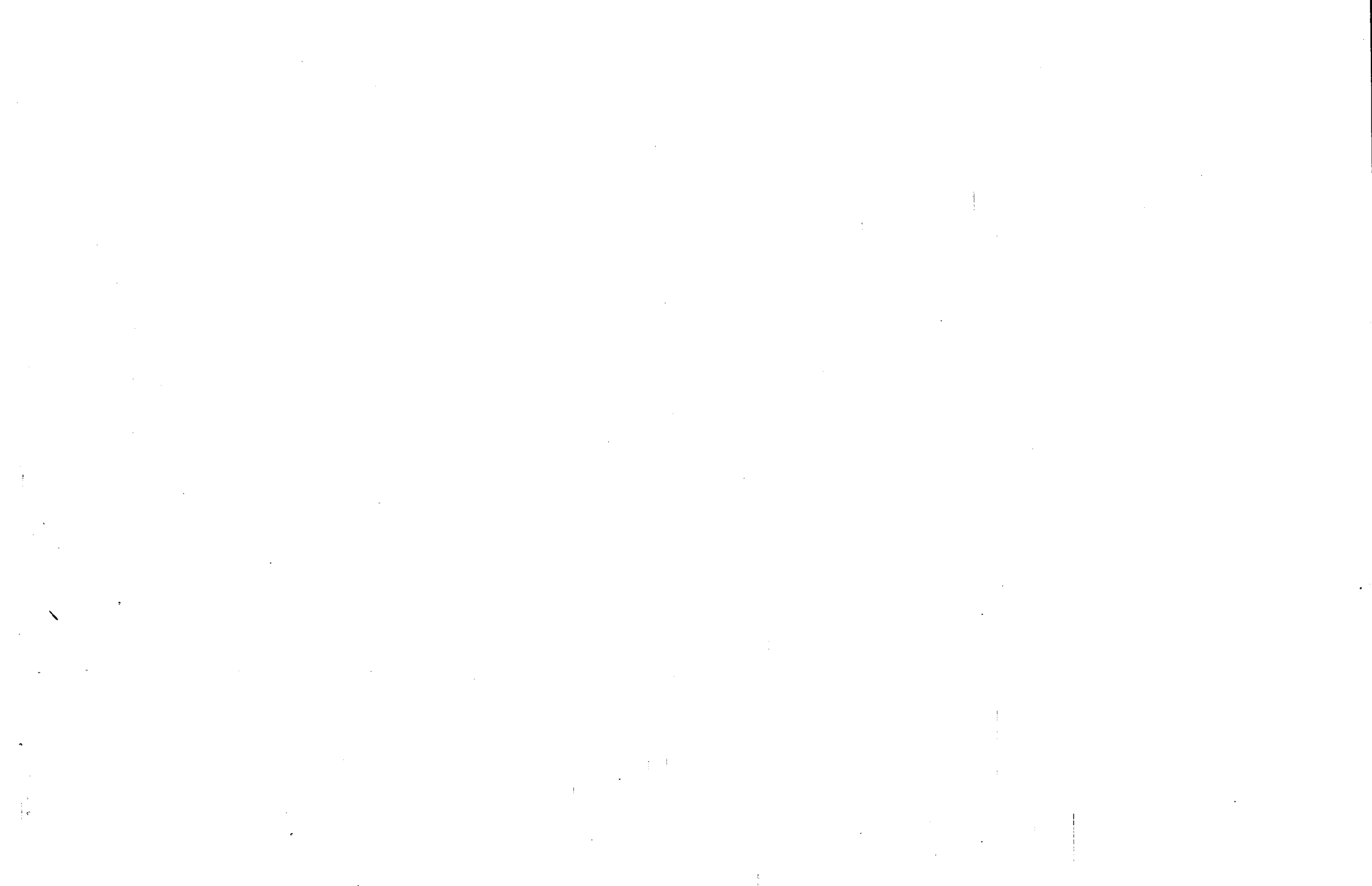
| Intervention Name: Pedagogy and school | | | | | | | | | | | | Rs. In lakhs |
|--|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|--------------|
| B. No | Item | Unit cost | 2001-2002 | | 2002-2003 | | 2003-2004 | | 2004-2005 | | Total | |
| | | | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial |
| 18 | CRC coordinator Training | 0.005 | 38 | 0.190 | 38 | 0.190 | 38 | 0.190 | 38 | 0.190 | 38 | 0.760 |
| 19 | Academic conventions(teachers) | 0.500 | 2 | 1.000 | 3 | 1.500 | 3 | 1.500 | 3 | 1.500 | 3 | 5.500 |
| 20 | TLM for primary school 296 | 0.500 | 296 | 148.000 | | | | | | | 296 | 148.000 |
| 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 183 | 0.500 | 183 | 91.500 | | | | | | | 183 | 91.500 |
| 26 | Furniture for CRC 38 | 0.100 | 38 | 3.800 | | | | | | | 38 | 3.800 |
| 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-120 | 0.050 | 120 | 6.000 | | | | | | | 120 | 6.000 |
| 29 | Electric fitting in classrooms-760 | 0.020 | 760 | 15.200 | | | | | | | 760 | 15.200 |
| 30 | Electric fans | 0.012 | 2006 | 24.072 | | | | | | | 2006 | 24.072 |
| 31 | Electric tubes | 0.003 | 3052 | 9.156 | | | | | | | 3052 | 9.156 |
| | classrooms furniture | | | | | | | | | | | |
| 32 | chairs | 0.006 | 335 | 2.010 | | | | | | | 335 | 2.010 |
| 33 | tables | 0.009 | 942 | 8.478 | | | | | | | 942 | 8.478 |
| 34 | Desk | 0.009 | 285 | 2.565 | | | | | | | 285 | 2.565 |
| 35 | Tat Patti | 0.001 | 1335 | 1.335 | | | | | | | 1335 | 1.335 |
| 36 | Alimrah | 0.030 | 1289 | 38.670 | | | | | | | 1289 | 38.670 |

| | | | | | | | | | | | | |
|----|----------------------------------|-------|------|---------|--|--------|--|---------|--|--------|------|---------|
| 37 | Blackboards 559+1000 | 0.008 | 1559 | 12.472 | | | | | | | 1559 | 12.472 |
| 38 | minor repair class-rooms- 604 | 0.150 | 604 | 90.600 | | | | | | | 604 | 90.600 |
| 39 | major repair class rooms 427 | 0.300 | 427 | 128.100 | | | | | | | 427 | 128.100 |
| | Total | | | 697.859 | | 66.863 | | 112.975 | | 62.775 | | 940.472 |

Proposed Budget for 4 year-District Mukstar, 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 | 33 | 33.000 | 33 | 33.000 | 33 | 33.000 | 33 | 33.000 | 132 | 132.000 |
| 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 | 1 | 16.000 |
| 4 | TLM for bridge camps | 0.100 | 33 | 3.300 | 33 | 3.300 | 33 | 3.300 | 33 | 3.300 | 132 | 13.200 |
| 5 | Free text books for all girls | 0.0015 | 34086 | 51.129 | 35000 | 52.500 | 36000 | 54.000 | 37000 | 55.500 | 37000 | 213.129 |
| | Sub total | | | 91.629 | | 93.000 | | 94.500 | | 96.000 | | 375.129 |
| | b) Early Childhood Education | | | | | | | | | | | |
| 1 | Induction training of ECCE instructors 140 x 60 | 0.0007 | 8400 | 5.880 | 8400 | 5.880 | 8400 | 5.880 | 8400 | 5.880 | 8400 | 23.520 |
| 2 | Training of mothers association members 45 x 8 x 2 | 0.0003 | 720 | 0.216 | 720 | 0.216 | 720 | 0.216 | 720 | 0.216 | 720 | 0.864 |
| 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 | 0.0007 | 225 | 0.157 | 225 | 0.157 | 225 | 0.157 | 225 | 0.157 | 225 | 0.628 |
| 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 140 + 200 | 0.010 | 340 | 3.400 | | | 340 | 3.400 | | | 340 | 6.800 |
| 7 | ECCE workers Honorarium 140 x 12 | 0.007 | 1680 | 11.760 | 1680 | 11.760 | 1680 | 11.760 | 1680 | 11.760 | 1680 | 47.040 |
| 8 | Printing of modules | | | 1.000 | | 1.000 | | 1.000 | | 1.000 | | 4.000 |

| | | | | | | | | | | | | |
|----|--|--------|-------|----------------|-------|----------------|-------|----------------|-------|----------------|-------|----------------|
| 9 | ECCE helper Honorarium | 0.004 | 1680 | 6.720 | 1680 | 6.720 | 1680 | 6.720 | 1680 | 6.720 | 1680 | 26.880 |
| 10 | AWC workers/Ayash Honorarium | 0.003 | 1680 | 5.040 | 1680 | 5.040 | 1680 | 5.040 | 1680 | 5.040 | 1680 | 20.160 |
| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |
| | Sub Total | | | 34.657 | | 31.257 | | 34.657 | | 31.257 | | 131.828 |
| | c) Childhood with special educational needs | | | | | | | | | | | |
| 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 2274 | 0.0012 | 2274 | 27.288 | | | | | | | 2274 | 27.288 |
| 6 | | | | | | | | | | | | |
| | Sub total | | | 27.741 | | 0.453 | | 0.453 | | 0.453 | | 29.100 |
| | d) Scheduled cast children | | | | | | | | | | | |
| 1 | Free text books(Males) | 0.0015 | 25104 | 37.656 | 26000 | 39.000 | 27000 | 40.500 | 28000 | 42.000 | 28000 | 159.156 |
| | Subtotal | | | 37.656 | | 39.000 | | 40.500 | | 42.000 | | 159.156 |
| | Focus group total | | | 191.683 | | 163.710 | | 170.110 | | 169.710 | | 695:213 |



Intervention Name: Project Management

(Rs. in lakhs)

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

| 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 Mukatsar, Punjab

Intervention Name: Accesse Alternate Schooling

(Rs. in lakhs)

| S. No | Item | Unit cost | Physical | Financial | 2001-2002 | | | | | | | | | | | | |
|-------|--|-----------|----------|-----------|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| | | | | | Apr. | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | |
| 1 | Residential Bridge Courses | | | | | | | | | | | | | | | | |
| 2 | Induction training of EGS voluntary teachers/Bridge course volunteers 653 x 60 x 70 | 0.042 | 9180 | 6.426 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Induction training of EGS volunteers | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Training of BRPs in VV and AS teacher 18 x 5 | 0.0007 | 90 | 0.063 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | Salary for and for new school teacher(Primary) 127 x 12 | 0.070 | 1524 | 106.680 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 | Salary of upper primary schools teachers 79 x 12 | 0.082 | 948 | 77.736 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | Salary for Head master 167 x 12 | 0.096 | 2004 | 192.384 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | New Schools | | | | | | | | | | | | | | | | |
| 8 | Salary for primary teachers 60 x 12 | 0.070 | 720 | 50.400 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9 | Salary for upper teachers 228 x 12 | 0.082 | 2736 | 224.352 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10 | Salary for Head master 38 x 12 | 0.096 | 456 | 43.776 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Total | | | 701.817 | | | | | | | | | | | | | |

| 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 2499 | 0.0014 | 2499 | 34.986 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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 2499 | 0.005 | 2499 | 12.495 | | | | | | | | ✓ | | | | |
| 5 | School grants | 0.020 | 463 | 9.260 | | | | | | | | ✓ | | | | |
| 6 | TLE grant to new school 22 | 0.500 | | | | | | | | | | ✓ | | | | |
| 7 | CRC grant 38 | 0.025 | | | | | | | | | | ✓ | | | | |
| 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 | 463 | 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 Mukatsar, Punjab

Intervention Name: Pedagogy and school Improvement

(Rs. in lakhs)

| S. No | Item | Unit cost | Physical | Financial | 2001-2002 | | | | | | | | | | | |
|-------|--|-----------|----------|-----------|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | | | | Apr. | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| 18 | CRC coordinator Training | 0.005 | 38 | 0.190 | | | | | | | | ✓ | ✓ | | | |
| 19 | Academic conventions(teachers) | 0.500 | 2 | 1.000 | | | | | | | | | ✓ | | | ✓ |
| 20 | TLM for primary school 296 | 0.500 | 296 | 148.000 | | | | | | | | ✓ | | | | |
| 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 183 | 0.500 | 183 | 91.500 | | | | | | | | ✓ | | | | |
| 26 | Furniture for CRC 38 | 0.100 | 38 | 3.800 | | | | | | | | ✓ | | | | |
| 27 | BRC grant | 0.125 | 6 | 0.750 | | | | | | | | | ✓ | | | |
| 28 | Electric connection in primary and Upper primary school-120 | 0.050 | 120 | 6.000 | | | | | | | | ✓ | ✓ | ✓ | | |
| 29 | Electric fitting in classrooms-760 | 0.020 | 760 | 15.200 | | | | | | | | | | | | |
| 30 | Electric fans | 0.012 | 2006 | 24.072 | | | | | | | | ✓ | ✓ | ✓ | | |
| 31 | Electric tubes | 0.003 | 3052 | 9.156 | | | | | | | | ✓ | ✓ | ✓ | | |
| | classrooms furniture | | | | | | | | | | | ✓ | ✓ | ✓ | | |
| 32 | chairs | 0.006 | 335 | 2.010 | | | | | | | | ✓ | ✓ | ✓ | | |
| 33 | tables | 0.009 | 942 | 8.478 | | | | | | | | ✓ | ✓ | ✓ | | |

| | | | | | | | | | | | | | | | | |
|----|---------------------------------|-------|------|----------------|--|--|--|--|--|--|---|---|---|--|--|--|
| 34 | Desk | 0.009 | 285 | 2.565 | | | | | | | ✓ | ✓ | ✓ | | | |
| 35 | Tat Patti | 0.001 | 1335 | 1.335 | | | | | | | ✓ | ✓ | ✓ | | | |
| 36 | Alimrah | 0.030 | 1289 | 38.760 | | | | | | | ✓ | ✓ | ✓ | | | |
| 37 | Black boards | 0.008 | 1559 | 12.472 | | | | | | | ✓ | ✓ | ✓ | | | |
| 38 | minor repair classrooms 604 | 0.150 | 604 | 90.600 | | | | | | | ✓ | ✓ | ✓ | | | |
| 39 | major repair class rooms-427 | 0.300 | 427 | 128.100 | | | | | | | ✓ | ✓ | ✓ | | | |
| | Total | | | 697.949 | | | | | | | | | | | | |

Implementation Schedule for 2001-02, District Mukatsar, 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 | 33 | 33.000 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Gender issues workshops | 0.200 | 1 | 0.200 | | | | | | | | ✓ | | | | |
| 3 | Printing of modules | | | 4.000 | | | | | | | | ✓ | | ✓ | | ✓ |
| 4 | TLM for bridge camps | 0.100 | 33 | 3.300 | | | | | | | | ✓ | ✓ | ✓ | | ✓ |
| 5 | Free text books for all girls | 0.0015 | 34086 | 51.129 | | | | | | | | | | | | ✓ |
| | Sub total | | | 91.629 | | | | | | | | | | | | |
| | b) Early Childhood Education | | | | | | | | | | | | | | | |
| 1 | Induction training of ECCE instructors 140 x 60 | 0.0007 | 8400 | 5.880 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Training of mothers association members 45 x 8 x 2 | 0.0003 | 720 | 0.216 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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 | 0.0007 | 225 | 0.157 | | | | | | | | ✓ | ✓ | | | |
| 5 | Convergence workshop for ECCE | 0.100 | 4 | 0.400 | | | | | | | | ✓ | | ✓ | | ✓ |
| 6 | TLM for ECCE and Anganwaris 140 + 200 | 0.010 | 340 | 3.400 | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | ECCE workers Honorarium 140 x 12 | 0.007 | 1680 | 11.760 | | | | | | | | ✓ | ✓ | ✓ | | |

| | | | | 1.000 | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|----|--|--------|-------|----------------|--|--|--|--|--|--|---|---|---|---|---|---|
| 9 | ECCE helper Honorarium | 0.004 | 1680 | 6.720 | | | | | | | | ✓ | | ✓ | ✓ | ✓ |
| 10 | AWC workers/Ayash Honorarium | 0.003 | 1680 | 5.040 | | | | | | | ✓ | | ✓ | ✓ | | ✓ |
| 11 | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | |
| | Sub Total | | | 34.657 | | | | | | | | | | | | |
| | c) Childhood with special educational needs | | | | | | | | | | | | | | | |
| 1 | TLM for special education/IED centers | 0.020 | 6 | 0.120 | | | | | | | ✓ | | | | | |
| 2 | IED Training to BRC staff 18 x 5 | 0.0007 | 90 | 0.063 | | | | | | | ✓ | ✓ | | | | |
| 3 | IED assessment camps | | 6 | 0.120 | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Resource persons honorarium | 0.050 | 3 | 0.150 | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | Special assistance to disabled children 2274 | 0.0012 | 2274 | 27.288 | | | | | | | | | ✓ | | | |
| 6 | | | | | | | | | | | | | | | | |
| | Sub total | | | 27.741 | | | | | | | | | | | | |
| | d) Scheduled cast children | | | | | | | | | | | | | | | |
| 1 | Free text books (SC Males) | 0.0015 | 25104 | 37.656 | | | | | | | | | | | | ✓ |
| | Subtotal | | | 37.656 | | | | | | | | | | | | |
| | Focus Group total | | | 191.683 | | | | | | | | | | | | |

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

Intervention Name: Project Management

(Rs.in lakhs)

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

| Implementation Schedule Proposed Budget for 4 years-District Mukatsar, Punjab | | | | | |
|---|--|-----------|-----------|----------------|-----------|
| Intervention Name: Planning Management | | | | (Rs. in lakhs) | |
| S. No | Item | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
| 1 | Planning Exercise | ✓ | ✓ | ✓ | ✓ |
| 2 | Training of BRPs in School Mapping and Macro Planning 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 | | | | | |
| | Total | | | | |

| Implementation Schedule Proposed Budget for 4 years-District Mukatsar, Punjab | | | | | |
|--|---|-----------|-----------|-----------|-----------|
| Intervention Name: Research, Evaluation, Monitoring and Supervision | | | | | |
| <i>(in lakhs)</i> | | | | | |
| S. No | Item | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
| 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 | | | | | |
| | Total | | | | |

| Implementation Schedule Proposed Budget for 4 years-District Mukatsar, Punjab | | | | | |
|---|--|-----------|-----------|-----------|----------------|
| Intervention Name: Community Mobilization and Participation | | | | | (Rs. in lakhs) |
| S. No | Item | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
| 1 | Orientation to VEDC Members 500 x 8 x 2 | ✓ | ✓ | ✓ | ✓ |
| 2 | Bal Melas at village/Cluster 223 | ✓ | ✓ | ✓ | ✓ |
| 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 | | | | | |
| | Total | | | | |

| Implementation Schedule Proposed Budget for 4 years-District Mukatsar, Punjab | | | | | |
|---|---|-----------|-----------|----------------|-----------|
| Intervention Name: Accesse Alternate Schooling | | | | (Rs. in lakhs) | |
| S. No | Item | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
| 1 | Residential Bridge Courses | | | | |
| 2 | Induction training of EGS voluntary teachers/Bridge course volunteers 653 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) 127 x 12 | ✓ | ✓ | ✓ | ✓ |
| 6 | Salary of upper primary schools teachers 79 x 12 | ✓ | ✓ | ✓ | ✓ |
| 7 | Salary for Head master 167 x 12 | ✓ | ✓ | ✓ | ✓ |
| | New Schools | | | | |
| 8 | Salary for primary teachers 60 x 12 | ✓ | ✓ | ✓ | ✓ |
| 9 | Salary for upper teachers 228 x 12 | ✓ | ✓ | ✓ | ✓ |
| 10 | Salary for Head master 38 x 12 | ✓ | ✓ | ✓ | ✓ |
| | Total | | | | |

| Implementation Schedule Proposed Budget for 4 years-District Mukatsar, Punjab | | | | | |
|---|---|-----------|-----------|----------------|-----------|
| Intervention Name: Civil works | | | | (Rs. in lakhs) | |
| S. No | Item | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
| 1 | Additional classrooms and HM rooms 409 | ✓ | ✓ | | |
| 2 | Buildings for building less school | ✓ | | | |
| 3 | Block Resource centre buildings | ✓ | | | |
| 4 | CRC Buildings 38 | ✓ | | | |
| 5 | New Primary school buildings (30) | | ✓ | ✓ | ✓ |
| 6 | upgraded and proposed UP school Buildings 38 | ✓ | ✓ | ✓ | |
| 7 | Sanitary Blocks and drinking water facilities 181+138=319 | ✓ | ✓ | ✓ | |
| 8 | Compound wall | ✓ | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| | Total | | | | |

| Implementation Schedule Proposed Budget for 4 years-District Mukatsar, Punjab | | | | | |
|---|--|-----------|----------------|-----------|-----------|
| Intervention Name: Pedagogy and school improvement | | | (Rs. in lakhs) | | |
| S. No | Item | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
| 1 | Teachers training in multi level/ activity based teaching 2499 | ✓ | ✓ | ✓ | |
| 2 | Training of BRPs in methods & BRCs 48+18+24 = 90 | ✓ | ✓ | ✓ | ✓ |
| 3 | Training of DRG 10 | ✓ | ✓ | ✓ | ✓ |
| 4 | TLM grant for teachers of formal schools 2499 | ✓ | ✓ | ✓ | ✓ |
| 5 | School grants | ✓ | ✓ | ✓ | ✓ |
| 6 | TLE grant to new school 22 | | | ✓ | |
| 7 | CRC grant 38 | | ✓ | ✓ | ✓ |
| 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 | ✓ | | | |

| Implementation Schedule Proposed Budget for 4 years-District Mukatsar, Punjab | | | | | |
|--|--|------------------|------------------|-----------------------|------------------|
| Intervention Name: Pedagogy and school Improvement | | | | <i>(Rs. in lakhs)</i> | |
| S. No | Item | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
| 18 | CRC coordinator Training | ✓ | ✓ | ✓ | ✓ |
| 19 | Academic conventions(teachers) | ✓ | ✓ | ✓ | ✓ |
| 20 | TLM for primary school 296 | ✓ | | | |
| 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 183 | ✓ | | | |
| 26 | Furniture for CRC 38 | ✓ | | | |
| 27 | BRC grant | ✓ | ✓ | ✓ | ✓ |
| 28 | Electric connection in primary and Upper primary school-120 | ✓ | | | |
| 29 | Electric fitting in classrooms-760 | ✓ | | | |
| 30 | Electric fans | ✓ | | | |
| 31 | Electric tubes | ✓ | | | |
| classrooms furniture | | | | | |
| 32 | chairs | ✓ | | | |
| 33 | tables | ✓ | | | |
| 34 | Desk | ✓ | | | |
| 35 | Tat Patti | ✓ | | | |

| | | | | | |
|----|-------------------------------|---|--|--|--|
| 36 | Alimrah | ✓ | | | |
| 37 | Black boards 559+1000 | ✓ | | | |
| 38 | minor repair class rooms -604 | ✓ | | | |
| 39 | major repair class rooms -427 | ✓ | | | |
| | Total | | | | |

| Implementation Schedule Proposed Budget for 4 years-District Mukatsar, Punjab | | | | | |
|---|--|-----------|-----------|-----------|----------------|
| Intervention Name: Education of Focussed Groups | | | | | (Rs. in lakhs) |
| S. No | Item | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
| | a) Girl Child Education | | | | |
| 1 | Residential Bridge Course Camps for girls | ✓ | ✓ | ✓ | ✓ |
| 2 | Gender issues workshops | ✓ | ✓ | ✓ | ✓ |
| 3 | Printing of modules | ✓ | ✓ | ✓ | ✓ |
| 4 | TLM for bridge camps | ✓ | ✓ | ✓ | ✓ |
| 5 | Free text books for all girls | ✓ | ✓ | ✓ | ✓ |
| | <i>Sub total</i> | ✓ | ✓ | ✓ | ✓ |
| | b) Early Childhood Education | | | | |
| 1 | Induction training of ECCE instructors 140 x 60 | ✓ | ✓ | ✓ | ✓ |
| 2 | Training of mothers association members 45 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 | ✓ | ✓ | ✓ | ✓ |
| 5 | Convergence workshop for ECCE | ✓ | ✓ | ✓ | ✓ |
| 6 | TLM for ECCE and Anganwaris 140 + 200 | ✓ | | ✓ | |
| 7 | ECCE workers Honorarium 140 x 12 | ✓ | ✓ | ✓ | ✓ |
| 8 | Printing of modules | ✓ | ✓ | ✓ | ✓ |
| 9 | ECCE helper Honorarium | ✓ | ✓ | ✓ | ✓ |

| | | | | | |
|----|--|---|---|---|---|
| 10 | AWC workers/Ayash Honorarium | ✓ | ✓ | ✓ | ✓ |
| 11 | | | | | |
| 12 | | | | | |
| | <i>Sub Total</i> | | | | |
| | c) Childhood with special educational needs | | | | |
| 1 | TLM for special education/IED centers | ✓ | ✓ | ✓ | ✓ |
| 2 | IED Training to BRC staff 18 x 5 | ✓ | ✓ | ✓ | ✓ |
| 3 | IED assessment camps | ✓ | ✓ | ✓ | ✓ |
| 4 | Resource persons honorarium | ✓ | ✓ | ✓ | ✓ |
| 5 | Special assistance to disabled children 2274 | ✓ | | | |
| 6 | | | | | |
| | <i>Sub total</i> | | | | |
| | d) Scheduled cast children | | | | |
| 1 | Free text books(Males) | ✓ | ✓ | ✓ | ✓ |
| | <i>Subtotal</i> | | | | |
| | Focus group total | | | | |

Household Location (Rural)

| | | Total | SC Houses |
|------------------------|-----------------------------------|--------------|--------------|
| PE269 | Inside Lal Dora | 7066 | 2709 |
| | Outside Lal Dora but Inside 1.5Km | 2978 | 1687 |
| | Outside Lal Dora and beyond 1.5Km | 788 | 197 |
| | Total | 10832 | 4593 |
| PE270 | Inside Lal Dora | 11222 | 5028 |
| | Outside Lal Dora but Inside 1.5Km | 2750 | 1884 |
| | Outside Lal Dora and beyond 1.5Km | 1209 | 512 |
| | Total | 15181 | 7424 |
| PE271 | Inside Lal Dora | 6387 | 1793 |
| | Outside Lal Dora but Inside 1.5Km | 3410 | 1580 |
| | Outside Lal Dora and beyond 1.5Km | 1051 | 445 |
| | Total | 10848 | 3818 |
| PE272 | Inside Lal Dora | 7232 | 2152 |
| | Outside Lal Dora but Inside 1.5Km | 2302 | 1382 |
| | Outside Lal Dora and beyond 1.5Km | 1059 | 248 |
| | Total | 10593 | 3782 |
| PE273 | Inside Lal Dora | 9477 | 3857 |
| | Outside Lal Dora but Inside 1.5Km | 3112 | 1548 |
| | Outside Lal Dora and beyond 1.5Km | 1908 | 229 |
| | Total | 14497 | 5634 |
| PE274 | Inside Lal Dora | 14709 | 5821 |
| | Outside Lal Dora but Inside 1.5Km | 3071 | 1932 |
| | Outside Lal Dora and beyond 1.5Km | 1406 | 455 |
| | Total | 19186 | 8208 |
| District Totals | | | |
| | Inside Lal Dora | 56093 | 21360 |
| | Outside Lal Dora but Inside 1.5Km | 17623 | 10013 |
| | Outside Lal Dora and beyond 1.5Km | 7421 | 2086 |
| | Total | 81137 | 33459 |

Households(Rural)

| | | Total | Kachhe | Pachhe |
|--------------|--------------------------------------|--------------|-------------|--------------|
| PE269 | Landowning Cultivators (General) | 5071 | 329 | 4742 |
| | Non-Landowning Cultivators (General) | 390 | 186 | 204 |
| | Backward Classes | 581 | 118 | 463 |
| | Scheduled Castes | 3908 | 1685 | 2223 |
| | People engaged in service/trade | 340 | 15 | 325 |
| | Total | 10290 | 2333 | 7957 |
| PE270 | Landowning Cultivators (General) | 6161 | 592 | 5569 |
| | Non-Landowning Cultivators (General) | 2284 | 456 | 1828 |
| | Backward Classes | 1061 | 303 | 758 |
| | Scheduled Castes | 7167 | 1896 | 5271 |
| | People engaged in service/trade | 604 | 69 | 535 |
| | Total | 17277 | 3316 | 13961 |
| PE271 | Landowning Cultivators (General) | 5933 | 118 | 5815 |
| | Non-Landowning Cultivators (General) | 298 | 9 | 289 |
| | Backward Classes | 632 | 29 | 603 |
| | Scheduled Castes | 3529 | 796 | 2733 |
| | People engaged in service/trade | 498 | 7 | 491 |
| | Total | 10890 | 959 | 9931 |
| PE272 | Landowning Cultivators (General) | 5391 | 231 | 5160 |
| | Non-Landowning Cultivators (General) | 317 | 77 | 240 |
| | Backward Classes | 908 | 105 | 803 |
| | Scheduled Castes | 3582 | 1354 | 2228 |
| | People engaged in service/trade | 494 | 21 | 473 |
| | Total | 10692 | 1788 | 8904 |
| PE273 | Landowning Cultivators (General) | 5722 | 271 | 5451 |
| | Non-Landowning Cultivators (General) | 1531 | 436 | 1095 |
| | Backward Classes | 1312 | 386 | 926 |
| | Scheduled Castes | 5632 | 1678 | 3954 |
| | People engaged in service/trade | 1450 | 245 | 1205 |
| | Total | 15647 | 3016 | 12631 |
| PE274 | Landowning Cultivators (General) | 7913 | 878 | 7035 |
| | Non-Landowning Cultivators (General) | 2989 | 1659 | 1330 |
| | Backward Classes | 2479 | 699 | 1780 |
| | Scheduled Castes | 6843 | 4027 | 2816 |
| | People engaged in service/trade | 1574 | 528 | 1046 |
| | Total | 21798 | 7791 | 14007 |

Households/Habitations(outside village)Rural

| | | DistanceFromVillage(Km.) | | Total | SC |
|-------|-----------------------------|--------------------------|------|-------|------------|
| | | Min | Max. | | |
| PE269 | Habitation Of 1-5 Houses | 0 | 5 | 257 | 23 |
| | Habitation Of 6-10 Houses | 0 | 3 | 34 | 6 |
| | Habitation Of 11-25 Houses | 0 | 3 | 14 | 12 |
| | Habitation Of 26-50 Houses | 0 | 1 | 2 | 1 |
| | Habitation Of 51-75 Houses | 0 | 0.5 | 1 | 0 |
| | Habitation Of 76-100 Houses | 0 | 0 | 0 | 0 |
| | Total | | | | 308 |
| PE270 | Habitation Of 1-5 Houses | 0 | 5 | 188 | 14 |
| | Habitation Of 6-10 Houses | 0 | 3 | 10 | 1 |
| | Habitation Of 11-25 Houses | 0 | 3.5 | 16 | 3 |
| | Habitation Of 26-50 Houses | 0 | 2.5 | 5 | 4 |
| | Habitation Of 51-75 Houses | 0 | 0.5 | 1 | 1 |
| | Habitation Of 76-100 Houses | 0 | 1 | 1 | 0 |
| | Total | | | | 221 |
| PE271 | Habitation Of 1-5 Houses | 0 | 9 | 207 | 11 |
| | Habitation Of 6-10 Houses | 0 | 5 | 34 | 2 |
| | Habitation Of 11-25 Houses | 0 | 6 | 26 | 1 |
| | Habitation Of 26-50 Houses | 0 | 5 | 71 | 4 |
| | Habitation Of 51-75 Houses | 0 | 0 | 0 | 0 |
| | Habitation Of 76-100 Houses | 0 | 0 | 0 | 0 |
| | Total | | | | 338 |
| PE272 | Habitation Of 1-5 Houses | 0 | 3 | 76 | 5 |
| | Habitation Of 6-10 Houses | 0 | 1 | 32 | 4 |
| | Habitation Of 11-25 Houses | 0 | 3 | 21 | 7 |
| | Habitation Of 26-50 Houses | 0 | 5 | 27 | 1 |
| | Habitation Of 51-75 Houses | 0 | 0.5 | 4 | 3 |
| | Habitation Of 76-100 Houses | 0 | 0 | 1 | 1 |
| | Total | | | | 161 |
| PE273 | Habitation Of 1-5 Houses | 0 | 3 | 285 | 9 |
| | Habitation Of 6-10 Houses | 0 | 4 | 60 | 4 |
| | Habitation Of 11-25 Houses | 0 | 4 | 97 | 6 |
| | Habitation Of 26-50 Houses | 0 | 6 | 6 | 5 |
| | Habitation Of 51-75 Houses | 0 | 0 | 2 | 1 |
| | Habitation Of 76-100 Houses | 0 | 2 | 0 | 0 |
| | Total | | | | 450 |

| | | DistanceFromVillage(Km.) | | Total | SC |
|------------------------|-----------------------------|--------------------------|------|-------------|------------|
| | | Min | Max. | | |
| PE274 | Habitation Of 1-5 Houses | 0 | 3 | 234 | 33 |
| | Habitation Of 6-10 Houses | 0 | 5 | 29 | 2 |
| | Habitation Of 11-25 Houses | 0 | 4 | 33 | 8 |
| | Habitation Of 26-50 Houses | 0 | 1 | 6 | 5 |
| | Habitation Of 51-75 Houses | 0 | 0 | | 0 |
| | Habitation Of 76-100 Houses | 0 | 0 | 0 | 0 |
| | Total | | | | 302 |
| District Totals | | | | | |
| | Habitation Of 1-5 Houses | 0 | 9 | 1247 | 95 |
| | Habitation Of 6-10 Houses | 0 | 5 | 199 | 19 |
| | Habitation Of 11-25 Houses | 0 | 6 | 207 | 37 |
| | Habitation Of 26-50 Houses | 0 | 6 | 117 | 20 |
| | Habitation Of 51-75 Houses | 0 | 0.5 | 8 | 5 |
| | Habitation Of 76-100 Houses | 0 | 2 | 2 | 1 |
| | Total | | | 1780 | 177 |

Availability of Public Transport

| Conveyance | No. |
|------------------------|-----------|
| PE269 | |
| Bus | 6 |
| Bus,Minibus | 1 |
| Bus,Minibus,Tempo | 9 |
| Minibus | 9 |
| Minibus,Tempo | 6 |
| Others | 3 |
| Rail,Bus,Minibus,Tempo | 2 |
| Tempo | 11 |
| Total | 47 |
| PE270 | |
| Bus | 5 |
| Bus,Minibus | 7 |
| Bus,Minibus,Tempo | 11 |
| Bus,Tempo | 1 |
| Minibus | 7 |
| Minibus,Tempo | 3 |
| Others | 6 |
| Rail,Bus,Minibus | 1 |
| Rail,Bus,Minibus,Tempo | 1 |
| Tempo | 2 |
| Total | 44 |
| PE271 | |
| Bus | 9 |
| Bus,Minibus | 10 |
| Bus,Minibus,Tempo | 3 |
| Minibus | 6 |
| Others | 3 |
| Total | 31 |
| PE272 | |
| Bus | 3 |
| Bus,Minibus | 2 |
| Bus,Minibus,Tempo | 6 |
| Bus,Tempo | 1 |
| Minibus | 4 |
| Minibus,Tempo | 1 |
| Others | 1 |

| Conveyance | No. |
|------------------------|------------|
| Rail,Bus,Minibus,Tempo | 2 |
| Rail,Bus,Tempo | 1 |
| Tempo | 3 |
| Total | 24 |
| PE273 | |
| Bus | 11 |
| Bus,Minibus | 2 |
| Bus,Minibus,Tempo | 8 |
| Minibus | 5 |
| Minibus,Tempo | 10 |
| Rail,Bus,Tempo | 1 |
| Rail,Tempo | 1 |
| Tempo | 3 |
| Total | 41 |
| PE274 | |
| Bus | 8 |
| Bus,Minibus | 8 |
| Bus,Minibus,Tempo | 12 |
| Bus,Tempo | 3 |
| Minibus | 9 |
| Minibus,Tempo | 4 |
| Others | 2 |
| Rail,Tempo | 1 |
| Tempo | 4 |
| Total | 51 |
| Grand Total | 238 |

Location of Villages viz. Pucca Road

| | Distance | | No. |
|--------------|--------------------|------|------------|
| PE269 | 0 | Kms. | 42 |
| | 2-5 | Kms. | 3 |
| | 5-10 | Kms. | 1 |
| | Total | | 46 |
| PE270 | 0 | Kms. | 38 |
| | 2-5 | Kms. | 2 |
| | Total | | 40 |
| PE271 | 0 | Kms. | 30 |
| | Total | | 30 |
| PE272 | 0 | Kms. | 23 |
| | 2-5 | Kms. | 1 |
| | Total | | 24 |
| PE273 | 0 | Kms. | 39 |
| | 2-5 | Kms. | 2 |
| | Total | | 41 |
| PE274 | 0 | Kms. | 46 |
| | 10-Above | Kms. | 1 |
| | 2-5 | Kms. | 2 |
| | 5-10 | Kms. | 1 |
| | Total | | 50 |
| | Grand Total | | 231 |

Frequency of Public Transport(Rural)

| | Available Conveyance | | No. |
|--------------|----------------------|------|-----------|
| PE269 | 0-15 | Min. | 1 |
| | 15-30 | Min. | 12 |
| | .5-1 | Hrs. | 14 |
| | 1-2 | Hrs. | 12 |
| | 2-Above | Hrs. | 5 |
| | None | Hrs. | 3 |
| | Total | | 47 |
| PE270 | 0-15 | Min. | 11 |
| | 15-30 | Min. | 9 |
| | .5-1 | Hrs. | 13 |
| | 1-2 | Hrs. | 5 |
| | 2-Above | Hrs. | 4 |
| | None | Hrs. | 3 |
| | Total | | 45 |
| PE271 | 15-30 | Min. | 8 |
| | .5-1 | Hrs. | 8 |
| | 1-2 | Hrs. | 8 |
| | 2-Above | Hrs. | 2 |
| | None | Hrs. | 3 |
| | Total | | 29 |
| PE272 | 15-30 | Min. | 11 |
| | .5-1 | Hrs. | 8 |
| | 1-2 | Hrs. | 2 |
| | 2-Above | Hrs. | 1 |
| | None | Hrs. | 1 |
| | Total | | 23 |
| PE273 | 0-15 | Min. | 5 |
| | 15-30 | Min. | 14 |
| | .5-1 | Hrs. | 12 |
| | 1-2 | Hrs. | 8 |
| | Total | | 39 |

PE274

| Available Conveyance | | No. |
|----------------------|------|------------|
| 0-15 | Min. | 5 |
| 15-30 | Min. | 12 |
| .5-1 | Hrs. | 24 |
| 1-2 | Hrs. | 7 |
| 2-Above | Hrs. | 2 |
| None | Hrs. | 2 |
| Total | | 52 |
| Grand Total | | 235 |

DistanceFromDisttHeadQuarter

| | Distance | No. Of Villages |
|--------------|----------|-----------------|
| PE269 | 10-20 | 22 |
| | 20-30 | 10 |
| | 5-10 | 16 |
| PE270 | 10-20 | 21 |
| | 20-30 | 13 |
| | 5-10 | 11 |
| PE271 | | 0 |
| | 10-20 | 15 |
| | 20-30 | 11 |
| | 30-40 | 5 |
| PE272 | 20-30 | 10 |
| | 30-40 | 10 |
| | 40-50 | 4 |
| PE273 | | 0 |
| | 10-20 | 1 |
| | 20-30 | 16 |
| | 30-40 | 19 |
| | 40-50 | 6 |
| PE274 | 30-40 | 2 |
| | 40-50 | 17 |
| | 50-100 | 33 |

DistanceFromTehsilHeadQuarter

| | Distance | No. of Villages |
|--------------|----------|-----------------|
| PE269 | 10-20 | 23 |
| | 20-30 | 9 |
| | 5-10 | 16 |
| PE270 | 10-20 | 17 |
| | 20-30 | 16 |
| | 30-40 | 1 |
| | 5-10 | 11 |
| PE271 | 10-20 | 11 |
| | 20-30 | 15 |
| | 30-40 | 5 |
| PE272 | 10-20 | 14 |
| | 5-10 | 10 |
| PE273 | 10-20 | 15 |
| | 20-30 | 9 |
| | 5-10 | 18 |
| PE274 | 10-20 | 15 |
| | 20-30 | 18 |
| | 30-40 | 11 |
| | 40-50 | 3 |
| | 5-10 | 5 |

Distance From Sub Tehsil Head Quarter

| | Distance | No. Of Villages |
|--------------|----------|-----------------|
| PE269 | 10-20 | 10 |
| | 20-30 | 4 |
| | 5-10 | 7 |
| PE270 | 10-20 | 8 |
| | 20-30 | 4 |
| | 40-50 | 2 |
| | 5-10 | 5 |
| PE271 | 10-20 | 9 |
| | 20-30 | 5 |
| | 5-10 | 14 |
| PE272 | 10-20 | 8 |
| | 5-10 | 7 |
| PE273 | 10-20 | 5 |
| | 20-30 | 2 |
| | 30-40 | 1 |
| | 5-10 | 4 |
| PE274 | 10-20 | 20 |
| | 20-30 | 7 |
| | 30-40 | 2 |
| | 5-10 | 19 |

Pre-Education(Rural)

| | | No. | Total | Boys | Girls |
|------------------------|--------------------|-----|-------|-------|-------|
| PE269 | Total 3-6 AgeGroup | | 3364 | 1864 | 1500 |
| | Aanganwadi's | 41 | 1872 | 1020 | 852 |
| | Others | | 460 | 279 | 181 |
| | Total | | 5696 | 3163 | 2533 |
| PE270 | Total 3-6 AgeGroup | | 5273 | 2907 | 2366 |
| | Aanganwadi's | 43 | 2943 | 1595 | 1348 |
| | Others | | 1518 | 947 | 571 |
| | Total | | 9734 | 5449 | 4285 |
| PE271 | Total 3-6 AgeGroup | | 3680 | 2006 | 1674 |
| | Aanganwadi's | 15 | 1053 | 551 | 502 |
| | Others | | 533 | 302 | 231 |
| | Total | | 5266 | 2859 | 2407 |
| PE272 | Total 3-6 AgeGroup | | 2979 | 1662 | 1317 |
| | Aanganwadi's | 16 | 1183 | 614 | 569 |
| | Others | | 819 | 507 | 312 |
| | Total | | 4981 | 2783 | 2198 |
| PE273 | Total 3-6 AgeGroup | | 5683 | 3259 | 2424 |
| | Aanganwadi's | 43 | 3114 | 1629 | 1485 |
| | Others | | 1651 | 1036 | 632 |
| | Total | | 10448 | 5924 | 4541 |
| PE274 | Total 3-6 AgeGroup | | 6317 | 3368 | 2949 |
| | Aanganwadi's | 42 | 3350 | 1847 | 1503 |
| | Others | | 1539 | 819 | 720 |
| | Total | | 11206 | 6034 | 5172 |
| District Totals | | | | | |
| | Total 3-6 AgeGroup | | 27296 | 15066 | 12230 |
| | Aanganwadi's | 200 | 13515 | 7256 | 6259 |
| | Others | | 6520 | 3890 | 2647 |
| | Total | | 47331 | 26212 | 21136 |

सर्व शिक्षा मुहिम की तैयारियां पूरी

अजय गहलोत
मुकाम, 28 नवंबर

मनव संसाधन विकास मंत्रालय ने सन 2000-01 के लिए सर्व शिक्षा मुहिम की तैयारियां पूरी कर चुकी हैं। इन तैयारियों के तहत विभिन्न विभागों में नियुक्ति हो रही है और हमारे विद्यालयों में छात्रक सुधार की तैयारी हो रही है।

केंद्र, अक्सर दूरा स्थानों को जा रही यह स्कूलों में उन जिलों से शुरू की जा रही है, जहां औरतों को साक्षरता कम है। इन जिलों में मुकाम, फरीदकोट, जियोसपुर, भुवना, संगरूर व बठिंडा प्रमुख हैं। इन जिलों को भी प्रोजेक्ट रिजल्ट पहले ही केंद्र सरकार के पास भेजा जा चुका है, जो गंत भी हो चुकी है। इस स्कूलों के अधीन आने वाले किस्म के रूप में 31 लाख रुपये की राशि मंजूर हो गई है, क्योंकि तीन अन्य जिलों मोहा, पटियाला व अमृतसर को भी इस स्कूलों के अधीन लाया जा रहा है। स्कूलों के अंशान वर्ष 2000 को जितने छात्र 2000 तक पढ़ने का संकल्प रखा गया है।

सर्व शिक्षा अभियान के अधीन 6:11 व 11-14 वर्ष के ऐसे बच्चों, जिन्होंने अभी तक पढ़ाया नहीं हुआ है, को शिक्षा देना है, जो शिक्षा के

लिए देने का काम किया जाएगा। इसके लिए जिलों के अनुसार जगह जगह सेंटर स्थापित किए जाएंगे और टीचर कर्करियर का पुनर्गठन कर उन बच्चों को शिक्षा दी जाएगी। इसके बाद उन्हें आगे की पढ़ाई के लिए मूल्य मुक्तों में भागी बनाना जाएगा। शिक्षा, हा जाने-ना अभिस्कर के उद्देश्य को लेकर शुरू की जा रही इस स्कूलों को सफल बनाने के लिए जिलों के शिक्षा अधिकारियों, ब्लॉक शिक्षा अधिकारियों, हाइटे लेक्चररों व जिला टोप के सदस्यों के

के साथ फरीद पब्लिक स्कूल में सर्व शिक्षा अभियान के प्रोजेक्ट डायरेक्टर राधू सिंह नेधवा को त्रयानों में हो चुका है।

दूर मंडिना में डिप्टी जेजेकर को आइडियल सुपुत्र इन्हीं ने स्कूलों से संबंधित सुझावों को स्कूलों के बारे में भी प्रकाश डाला। जबकि डीईओ (जगदीश) बठिंडा जमानत सिंह खत्री, डीईओ (स) बठिंडा जगदीश सिंह, डीईओ मंगल प्रकाश और आर ने इस मुहिम में योगदान देने का आह्वान की।

मुकाम में शिक्षा अधिकार राधू सिंह दिवस की अगुवाई में शुरू हो रही इस स्कूलों के बारे में उप विभागा शिक्षा अफसर कलदेव सिंह वेदी ने बताया कि इस स्कूलों में 2000 तक स्कूलों में शामिल किया जाएगा। यह स्कूलों सन् 2007 तक वर्ष वर्ष व 2010 तक अबत वर्ष को शिक्षा पूरी करेगी।

सोमेश्वर आगर मुकाम सिंह 'जग वेदी' ने बताया कि यह स्कूलों में, निरक्षर तहत गैर व बर्त स्तर पर निर्वासितों, अध्यापकों, बच्चों, सर्व शिक्षा कमेटीयों से समन्वित बनाने से उपर जा रही है। इसमें पहले एलबीटी शिक्षा प्लान लेकर होगा। इससे शिक्षा के क्षेत्र में सर्वोच्च सुधार आने का उम्मीद है।

खास बातें

31 लाख रुपये की पहली किस्त मंजूर की गई

मोहा, पटियाला व अमृतसर भी स्कूलों में शामिल होंगे

सोमनाथ अद्वैत किया जा रहे हैं। स्कूलों की अधिक तैयारियों के अधीन हो जल 29 नवंबर को फरीदकोट में एक सोमनाथ का आयोजन किया जा रहा है, जबकि मुकाम, मंगल व बठिंडा जिलों के शिक्षा अधिकारियों, ब्लॉक शिक्षा अधिकारियों, हाइटे लेक्चररों व जिला टोप सदस्यों का संयोजित सत्र दिनों बठिंडा

ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਦੀਆਂ ਆਰੰਭਕ ਤਿਆਰੀਆਂ ਅਧੀਨ ਮਾਲਵੇ ਦੇ ਮੁੱਖ ਜ਼ਿਲ੍ਹਿਆਂ ਨਾਲ ਸੰਬੰਧਿਤ ਸੈਮੀਨਾਰ

ਮੁਕਤਸਰ, 29 ਨਵੰਬਰ (ਵਿ. ਪ੍ਰ.)— ਸਿੱਖਿਆ ਹਰ ਬੱਚੇ ਦਾ ਅਧਿਕਾਰ' ਦੇ ਉਦੇਸ਼ ਨੂੰ ਲੈ ਕੇ ਮਾਨਵ ਮਨੋਰ ਵਿਕਾਸ ਮੰਤਰਾਲਾ ਭਾਰਤ ਸਰਕਾਰ ਅਤੇ ਪੰਜਾਬ ਸਰਕਾਰ ਵੱਲੋਂ ਚਲਾਈ ਜਾਣ ਵਾਲੀ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਦੀਆਂ ਅਰੰਭਕ ਤਿਆਰੀਆਂ ਅਧੀਨ ਜਿਲ੍ਹਾ ਮੁਕਤਸਰ, ਮਾਨਸਾ ਅਤੇ ਬਠਿੰਡਾ ਦੇ ਸਿੱਖਿਆ ਅਧਿਕਾਰੀਆਂ, ਬਨਾਰ ਸਿੱਖਿਆ ਅਫਸਰ, ਡਾਇਟ ਲੈਕਚਰਾਰਾਂ ਅਤੇ ਜਿਲ੍ਹਾ ਟੀਮ ਮੈਂਬਰਾਂ ਦਾ ਸੈਮੀਨਾਰ ਬਠਿੰਡਾ ਵਿਖੇ ਚਾਬਾ ਵਗੈਦ ਪਬਲਿਕ ਸਕੂਲ ਵਿਖੇ ਹੋਇਆ। ਇਸ ਥਾਂ ਜਾਣਕਾਰੀ ਦਿੱਤੀਆਂ ਸੈਮੀਨੈਰੀਅਨ ਅਮਰਕੂਰਪੀਰ ਸਿੰਘ ਨੇ ਦੱਸਿਆ ਕਿ ਇਸ ਸੈਮੀਨਾਰ ਦੀ ਪ੍ਰਧਾਨਗੀ ਮਾਨਯੋਗ ਸ਼ਾਥ ਸਿੰਘ ਰੋਧਾਵਾ ਪ੍ਰਿੰਸੀਪਲ ਡਾਇਰੈਕਟਰ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ-ਪੰਜਾਬ ਨੇ ਕੀਤੀ। ਆਪਣੇ ਪ੍ਰਧਾਨਗੀ ਭਾਸ਼ਣ ਵਿਚ ਸ੍ਰੀ ਰੋਧਾਵਾ ਨੇ ਦੱਸਿਆ ਕਿ ਕੇਂਦਰ ਸਰਕਾਰ ਦੁਆਰਾ ਸ਼ੁਰੂ ਕੀਤੀ ਇਹ ਸਕੀਮ ਪੰਜਾਬ ਦੇ ਉਨ੍ਹਾਂ ਵਿਸ਼ੇਸ਼ ਜ਼ਿਲ੍ਹਿਆਂ ਜਿਨ੍ਹਾਂ ਵਿਚ ਔਰਤਾਂ ਦੀ ਸਾਖਰਤਾ ਦਰ ਘੱਟ ਹੈ, ਉਥੇ ਸ਼ੁਰੂ ਕੀਤੀ ਗਈ ਹੈ, ਜਿਨ੍ਹਾਂ ਵਿਚ ਮੁਕਤਸਰ, ਬਰੀਦਥੋਟ, ਫਿਰੋਜ਼ਪੁਰ, ਮਾਨਸਾ, ਜੰਗਰ ਅਤੇ ਬਠਿੰਡਾ ਪ੍ਰਮੁੱਖ ਹਨ। ਉਪਰੰਤ ਜ਼ਿਲ੍ਹਿਆਂ ਦੀਆਂ ਯੋਜਨਾਵਾਂ ਪਹਿਲਾਂ ਹੀ ਕੇਂਦਰ ਸਰਕਾਰ ਨੂੰ ਭੇਜੀਆਂ ਜਾ ਚੁੱਕੀਆਂ ਹਨ ਅਤੇ ਇਹ ਪਾਸ ਵੀ ਹੋ ਚੁੱਕੀਆਂ ਹਨ ਅਤੇ ਪਹਿਲਾਂ ਕਿਸਤ ਵਜੋਂ 91 ਲੱਖ ਰੁਪਏ ਦੀ ਰਾਸ਼ੀ ਮਨਜ਼ੂਰ ਵੀ ਹੋ ਚੁੱਕੀ ਹੈ ਜਦ ਕਿ ਤਿੰਨ ਹੋਰ ਜ਼ਿਲ੍ਹੇ ਮੋਗਾ, ਪਟਿਆਲਾ ਅਤੇ ਐਮ੍ਰਿਤਸਰ ਸਕੀਮ ਅਧੀਨ ਲਿਆਏ ਜਾ ਰਹੇ ਹਨ। ਉਨ੍ਹਾਂ ਹਾਜ਼ਰ ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਿੱਖਿਆ ਸੁਧਾਰਕ ਇਸ ਲੋਕ ਮੁਹਿੰਮ ਵਿਚ ਤਨਦਾਹੀ ਨਾਲ ਆਪਣਾ ਯੋਗਦਾਨ ਪਾਉਣ ਦੀ ਅਪੀਲ ਕੀਤੀ।

ਗੁਪਤੀ ਪ੍ਰਨੇਤ ਕੁਆਰਡੀਨੇਟਰ ਸ਼ੀਮਤੀ ਸੁਸਮਾ ਸ਼ਰਮਾ ਨੇ ਇਸ ਸਕੀਮ ਨਾਲ ਸੰਬੰਧਿਤ ਐਜੂਕੇਸ਼ਨ

ਗੁਪਤੀ ਸਕੀਮ ਥਾਂ ਚਾਨਣਾ ਪਾਉਣ ਲਈ ਦੱਸਿਆ ਕਿ ਇਸ ਅਧੀਨ 6-11 ਅਤੇ 11-14 ਸਾਲ ਦੇ ਉਨ੍ਹਾਂ ਬੱਚਿਆਂ ਨੂੰ, ਜਿਨ੍ਹਾਂ ਨੂੰ ਅਜੇ ਤੱਕ ਸਕੂਲ ਦਾ ਮੂੰਹ ਨਹੀਂ ਵੇਖਿਆ, ਦੀ ਬਨਾਮਤ ਕਰਕੇ ਸਮਾਜ ਦੀ ਮਗ ਅਨੁਸਾਰ ਉਥੇ ਸੈਂਟਰ ਸੁਥਾਪਤ ਕਰਕੇ, ਟੀਚਰ ਵਲੋਂ ਸੈਂਟਰ ਦੀ ਚੋਣ ਕਰਕੇ ਬੱਚਿਆਂ ਨੂੰ ਸਿੱਖਿਆ ਕਰਕੇ ਮੁੱਖ ਸਕੂਲ ਵਿਚ ਭਰਤੀ ਕੀਤਾ ਜਾਵੇਗਾ। ਜਿਲ੍ਹਾ ਮੁਕਤਸਰ ਵਿਚ ਜਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫਸਰ, ਸ. ਰਾਜ ਸਿੰਘ ਦਿਉਲ ਦੀ ਅਗਵਾਈ ਹੇਠ ਚੱਲ ਰਹੀ ਇਸ ਸਕੀਮ ਥਾਂ ਜਾਣਕਾਰੀ ਦਿੱਤੀਆਂ ਉਪ-ਜਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫਸਰ ਸ. ਬਲਦੇਵ ਸਿੰਘ ਬੰਦੀ ਨੇ ਦੱਸਿਆ ਕਿ ਇਸ ਲੋਕ ਮੁਹਿੰਮ ਤਹਿਤ 6-14 ਸਾਲ ਦੇ ਸਾਰੇ ਬੱਚਿਆਂ ਨੂੰ 2003 ਤੱਕ ਸਕੂਲਾਂ ਵਿਚ ਦਾਖਲ ਕੀਤਾ ਜਾਵੇਗਾ, ਜੋ 2007 ਤੱਕ ਪੰਜ ਸਾਲਾਂ ਦੀ ਸਿੱਖਿਆ ਪੂਰੀ ਕਰਨਗੇ ਅਤੇ 2010 ਤਕ ਅੱਠ ਸਾਲਾਂ ਦੀ ਸਿੱਖਿਆ ਪੂਰੀ ਕਰਨਗੇ। 2010 ਨੂੰ ਚੌਥੇ ਭਾਗ ਆਉਣ ਸਾਲ ਦਾ ਟੀਚਾ ਰੱਖਿਆ ਗਿਆ ਹੈ।

ਉਪਰੰਤ ਸਕੀਮ ਥਾਂ ਪੈਸ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦਿੱਤੀਆਂ ਅਮਰਕੂਰਪੀਰ ਸਿੰਘ ਨੇ ਦੱਸਿਆ ਕਿ ਇਹ ਪਹਿਲੀ ਵਾਰ ਹੈ ਕਿ ਸਕੀਮ ਪਿੰਡ/ਕਾਰਡ ਪੱਧਰ 'ਤੇ ਵਸਨੀਕਾਂ, ਅਧਿਆਪਕਾਂ, ਬੱਚਿਆਂ, ਪੇਂਡੂ ਸਿੱਖਿਆ ਕਮੇਟੀਆਂ ਨਾਲ ਗੱਲਬਾਤ ਕਰਕੇ ਹੱਥਾਂ ਤੋਂ ਉਪਰ ਜਾ ਰਹੀ ਹੈ ਜਿਸ ਤੋਂ ਜਿਲ੍ਹਾ ਐਲੀਮੈਂਟਰੀ ਸਿੱਖਿਆ ਯੋਜਨਾ ਤਿਆਰ ਹੋਵੇਗੀ। ਸਿੱਖਿਆ ਦੇ ਸਰਬ ਵਿਆਪਕੀਕਰਨ ਲਈ ਇਸ ਅਭਿਆਨ ਦੇ ਸ਼ੁਰੂ ਹੋਣ ਨਾਲ ਸਿੱਖਿਆ ਜਨਤਕ ਵਿਚ ਵਿਆਪਕ ਸੁਧਾਰ ਆਉਣ ਦੀਆਂ ਉਮੀਦਾਂ ਹਨ, ਜਿਹੜੀ ਕਿ ਸਮੇਂ ਦੀ ਲੋੜ ਹੈ। ਇਸ ਮੌਕੇ 'ਤੇ ਹੋਰਨਾਂ ਤੋਂ ਟਿਲਾਵਾ ਸ੍ਰੀ ਜਸਬੰਦ ਸਿੰਘ ਦਾਨੀ ਗੋ. ਈ. ਓ. ਪ੍ਰਾ. ਬਠਿੰਡਾ, ਸ. ਜਗਨਾਥ ਸਿੰਘ ਗੋ. ਈ. ਓ. (ਸ) ਬਠਿੰਡਾ, ਸ਼ੀਮਤੀ ਪ੍ਰਕਾਸ਼ ਕੰਗ ਗੋ. ਈ. ਓ. ਮਾਨਸਾ ਅਤੇ ਹੋਰ ਸੰਬੰਧਿਤ ਅਧਿਕਾਰੀ ਮੌਜੂਦ ਸਨ।







Chandigarh Tribune

4 Tuesday, September 26, 2000

Education Department organises seminar

From Our Correspondent
CHANDIGARH

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

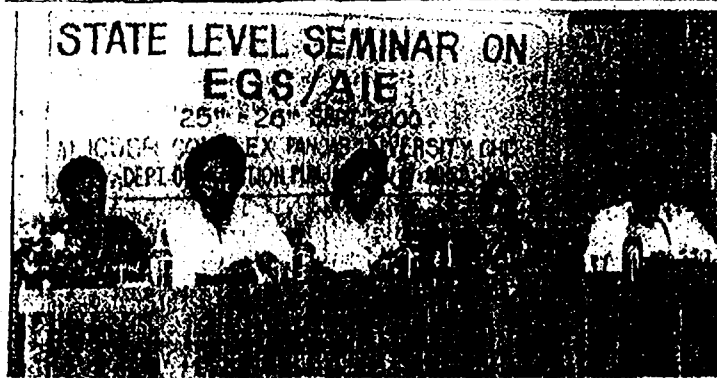
The EGS and the AIE are new centrally sponsored schemes for non-formal education of out of school children in the age group of 6 to 14 years. The delegates discussed the various categories of out

of school children and the suitable strategies for them.

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



पंजाब केसरी, अम्बाला 26 सितम्बर 2000 मंगलवार



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