

Appraisal Mission for

SARVA SHIKSHA ABHIYAN

in

Five Districts of Punjab

(August 29 - September 5, 2001)

Aide Memoire

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SECTION 1 : EXECUTIVE SUMMARY

The Mission to Punjab comprised of representatives of the GOI and the Government of Punjab. They jointly appraised five district plans out of the nine prepared for low female literacy districts by the state. There are seventeen districts in all in the state. The appraisal was completed between August 30 and September 4, 2001. The mission members comprised of Dr. Pramila Menon, Fellow, NIEPA, Dr Neeru Snehi, Associate Fellow, NIEPA, Dr. M.P. Rastogi (Retd. from NCERT), Dr. S.C. Gujaria, Sr. Consultant from the Technical Support Group, Ed.CIL, Dr. Shabnam Sinha, Reader, NCERT was the convenor. The state representatives included Shri Rajeev Sharma, Asstt. Project Director and Smt. Sushma Sharma, Dy SPD.

The Mission would like to thank the MHRD, Govt. of India, especially Shri Sumit Bose, Joint Secretary, Elementary Education, GOI, Shri Job Zachariah and Shri Amit Kaushik, Directors, DEEL, MHRD, GOI for their cooperation and support in undertaking the appraisal work. The Mission would like to express gratitude to Director, NCERT, Prof. J.S. Rajput and Director, NIEPA, Prof. B.P. Khandelwal for nominating their faculty members and facilitating the work of the Mission. The Mission would also like to thank Mr. R.S. Sandhu, Secretary, School Education, GOP, Shri S.S. Randhawa, SPD, Shri Rajiv Sharma, ASPD and Ms. Sushma Sharma, Dy SPD for their co-operation and efforts to facilitate the work of the Appraisal team.

The visit of the Mission to the state commenced with a meeting with the state officials comprising of Shri S.S. Randhawa, SPD, Shri Rajeev Sharma, ASPD and Ms. Sushma Sharma, Dy. SPD as well as Shri Jain, Private consultant for planning. The plans appraised were of Faridkot, Muktsar, Moga, Bhatinda and Mansa.

The Mission acknowledges that the state has had no previous experience of DPEP or any other major intervention in the primary sector in recent years. Hence, the capacities for preparing and presenting state and district plans is at a very incipient stage and

needs further capacity building. As the members attending the meeting did not comprise of district representatives, the state was requested to call DPEOs and DIET representatives for interaction. Interaction could be had with DEEO representatives of Sangrur and Ferozepur. The Mission was able to interact with other officials during the field visit which was taken up in groups from the team. The field visits were as follows :

Districts visited	Schools/Block covered	Team Members	State facilitating officers
Faridkot	Machaki Kalan Primary School. Govt. Primary School, Mehmuaana	Dr. Pramila Menon Dr. Shabnam Sinha	Shri Rajiv Sharma, ASPD
Muktsar	Govt. High School and Primary School, Bangewala	Dr. M.P. Rastogi Dr. S.C. Gujaria Dr. Neeru Snehi	Shri S.S. Randhawa, SPD Ms. Sushma Sharma, Dy. SPD
Amritsar	Gandimind block	Dr. Pramila Menon Dr. Shabnam Sinha	Shri Rajeev Sharma, ASPD

After returning from the field visit, a meeting was held with Shri R.S. Sandhu, Secretary, School Education, Govt of Punjab. A meeting was also held with the Director, SCERT, Mr. Sohan Lal to ensure the involvement of the SCERT in the quality components of the SSA like pedagogical issues, teacher training and education of special focus groups. Mr. Sandhu assured that the state commitment for fund allocation would be met with as the state was charging Rs. 2/- per liquor bottle sold in the state for education purposes. There would not be shortage of funds from the side of the state.

After going through the plans and the discussions, the Mission was of the view that,

- The plans could have been prepared in a more decentralised manner by having them consolidated at the cluster/block/district level, rather than at the state level which was the case here.
- The glaring data gaps could be filled in by providing further information along with parent sources.
- The Directorate of Primary Education could be involved more effectively in the functioning of the SSA, which was working on a skeletal staff of three officers and a couple of junior staff.

- The state had not prepared any state component plan, hence expressed their inability to ensure enough staff and infrastructure to effectively start work on the SSA. The pre-preparatory activities funds had been exhausted and the SPD informed that there was practically no fund for taking up SSA work at the state level.

The state however, did not appear to be in a position to prepare a ten year state perspective plan as the capacities/orientation is not adequate to do so. Considering the fact that Punjab has not had DPEP or any other primary education programme of great magnitude running, the Mission was of the view, that **some Interim Grant needed to be released for the state component for the financial year 2001-2002, in anticipation of a comprehensive state perspective plan to kick-start SSA in Punjab.** This was discussed with the officials of MHRD, GOI who also were of the view that an interim plan be prepared to undertake immediate exigent expenditures at the state level. Subsequently a brief Interim plan of Rs. 55,91.900/- was submitted to the Appraisal team. **It is for the consideration of the Govt. of India. The Mission is of the view that an Interim Grant may be released if such provision is not violative of any norms. The Mission recommends that fund allocation may be made for the districts based on revised cost estimates only for the F.Y. 2001-2002. Further release of funds for subsequent years be made only on submission of revised district plans as suggested by the Mission.**

The Mission would like to present some major recommendations for the improvement and implementation of the DEEPs :

MAJOR RECOMMENDATIONS

The Mission strongly recommends the following :

- **The State need to prepare and submit a state component plan with a vision for the years i.e. 2010.**
- **District plans for all the five districts may be revised on a priority basis.**

- District plans may be complete in term of basic information, related to number of institutions (habitation) enrolment, retention/transaction rate.
- The Mission recommends that all the processes adopted in SSA need to be participatory.
- Strengthening and activating the SCERT and the DIETs need to be taken up on a priority basis.
- Formation of SRG, DRG and BRG for monitoring and implementation of quality aspects like curriculum reform, pedagogical issues and teacher development is required to be taken up.
- Adequate capacity building exercises need to be taken up for continuous comprehensive evaluation strategies.
- Need assessment exercises for assessing training need, development of training modules and ensuring training evaluation mechanisms for the same have to be devised.
- Costing break up needs further detailing and rationalisation.
- Innovative funds of ECE and gender needs to adhere to the ceiling of Rs. 15 lacs.
- Adequate capacity building in ECE and gender issues would be needed, necessitating resource support from national organisations and NGOs in the area.
- The costing for Integrated Education Development component has exceeded the ceiling of Rs. 1200/- per child. This norm/ceiling would need to be adhered to.
- Training and resource support mechanisms for IED need to be worked out. Interaction and coordination with resource organisation like Rehabilitation Council of India, NCERT, ALIMCO, Kanpur and other NGOs working in this area needs to be taken up.
- A technical committee be formed at district level which would survey dilapidated buildings and recommend whether the building is repairable or has to be reconstructed.
- At the state level, it would be mandatory to have an engineering cell for overall planning and monitoring of civil works.
- The revised costings need to adhere to the SSA financial norms.

SECTION 2 : PLANNING PROCESS

PRE-PROJECT ACTIVITIES

In Punjab, pre-project activities have started initially as capacity building exercises held at Mussorie and NIEPA. In these training programmes specific areas like micro planning, ^{and} school mapping exercises were carried out. Pre project proposals for eight districts was submitted and in the first installment six districts were covered. Three more districts were covered now under the second installment

A workshop was organised in NIEPA to familiarize the participants with the concept of Sarva Shiksha Abhiyan. The Mission was informed that M.V. Foundation in Andhra Pradesh had also shared their experiences in the area of non-formal education with the block primary education officers and district education officers.

The pre-project activities in the districts were started with the premise that the community can participate in the process of implementation of plan for the improvement of education in the habitation. To provide baseline informations, formats were developed for different surveys both at village level and school level. Baseline surveys were developed and administered to collect information regarding the number of existing schools both primary and upper primary, and to ascertain the need for upgradation of opening of new schools.

ACCESS

In the context of Punjab access has been defined in terms of expansion by establishing new schools i.e. formal primary schools, EGS schools in all the schoolless habitations or areas which do not have access to primary schooling facilities within a radius of 1 k.m. Some of the existing primary schools were proposed to be upgraded to upper primary schools for improving access of girl children who have dropped out after completion of

class V in their native habitation. The data relating to all these dimensions were currently under consolidation and therefore was not reflected in the plan documents. Household survey has still not been undertaken. The society was registered under the Societies Registration Act on June 9, 2000.

Demographic profile

Table - I

Sl.No.	District	No. of Blocks	No. of wards	Population	Sex ratio (M.F)	Population of 0-6 age group	School age (6-14) population		Total
							6-11	11-14	
1.	Faridkot	5	63	552466	1:0.881	67396	48168	20481	68642
2.	Moga	6	56	886313	1:0.883	110111	96075	43355	139430
3.	Muktsar	6	63	776702	1:0.886	101724	65458	27705	93165
4.	Bhatinda	6	288	1181236	1:0.865	145511	93760	46748	140508
5.	Mansa	5	71	688630	1:0.875	94512	783397	32114	110511

It is observed that inter-district gender variations are minimal. The population of school age children is highest in Bhatinda and lowest in Faridkot, due to its proximity to the border. Muktsar also has similar demographic profile as Faridkot.

Castewise Distribution of school Age population

Table - II

Sl.No.	District	Total School age population(6-14)	School age Population (6-14)		Out of school children.	Disadvantaged population %
			SC%	BC%		
1.	Faridkot	68649	32568(47)	6940(10)	7329	276(4.02)
2.	Moga	139430	57323 (41)	18381(13)	16779	189(1.3)
3.	Muktsar	93165	45654(49)	11486(12)	14273	269(2.9)
4.	Bhatinda	140508	53519(38)	17722(12.6)	7390	319(2.2)
5.	Mansa	110511	44960(40.6)	13899(12.5)	11628	658(5.90)

14283

The total school going population (6-14) is highest in Bhatinda. The percentage of scheduled caste population is higher in Muktsar. In the table it can be seen that both scheduled caste and backward caste population constitute almost 60% of the total population.

Number of Institutions proposed – An Overview

The table given below detailing the number of institution proposed is prepared according to needs addressed in the five district plans provided.

to be

Upgraded to

Table - III

Sl.No.	District	EGS	N.P.S.	N. U.P.S.	P.S. / UPS
1.	Faridkot	366	25	20	11
2.	Moga	844	30	18	12
3.	Muktsar	653	30	22	16
4.	Bhatinda	367	30	23	19
5.	Mansa	569	25	-	24

- State norms for starting EGS, primary schools & upper primary schools need to be mentioned.
- Though the information in the plans is given separately for 6-11 and 11-14 age group, total number students enrolled in different education schemes is required habitation wise. Information required is suggested in the form of a table below.

Table - IV

Population Norms	No. of habitations	Population		Served			Unserved		
		6-11	11-14	EGS	PS	UPS	EGS	PS	UPS
500-250									
250-200									
200-100									
Less than 100									
Total									

This table of information will help in arriving at the number of habitations requiring EGS/PS/UPS. In case of the unserved habitations the distances from the nearest PS/UPS/MS etc. may be provided.

Table - V

Unit cost	New Primary School Buildings		Upgraded and proposed UPS buildings					
	Total number proposed over the project period	Number proposed in 1 st year	Unit cost (in lakhs)	Total number proposed over the project period			Number proposed in 1 st year	
				Total	Upgraded	New		
Bhatinda	15.00	30	10	5.00	42	20	22	12
Faridkot	15.00	25	5	5.00	31	12	19	10
Muktsar	15.00	30	0	5.00	38	16	22	18
Moga	15.00	30	0	5.00	30	12	18	12
Mansa	15.00	25	10	5.00	24	16	8	24

The information about the total number of institutions proposed (new and upgraded) is provided in the table above. In the context of primary schools, the total number proposed in each of the districts vary between 25-30. In the first year of implementation, Bhatinda and Mansa districts have proposed 10 schools each. In the case of upper primary, district Muktsar has proposed 18 schools, while Bhatinda and Moga have proposed for 12 schools each. District Mansa has proposed the highest number of school i.e. 24.

INFRASTRUCTURE

I Primary School related infrastructural need : Physical (civil work)

Table - VI

Sl.No.	District	New proposed PS	Additional Classroom required in existing schools		Total number of Schools	Number of Schools requiring Repair	
						Minor *	Major *
1.	Faridkot	25	177	Not recommend as per	896		
2.	Moga	30	298	SSA	-	283	11
3.	Muktsar	30	1173	norms	2024	298	180
4.	Bhatinda	30	599		-	442	294
5.	Mansa	25	565		-	315	181

- Need for additional classrooms required in the existing schools is addressed in the above table. But the basic information number of schools and number of teachers needs to be mentioned.

II Upper Primary School related needs : Physical (Civil Works)

Table - VII

Sl. No.	District	New UPS	No. of PS to be upgraded	HM rooms required	Additional Classrooms required		Repairs		
						Recomm ended	Total	Minor	Major
1.	Faridkot	20	11	134	20	20	689	178	85
2.	Moga	18	12	199	99	99	-	106	83
3.	Muktsar	22	16	167	16	16	886	62	133
4.	Bhatinda	23	19	230	-	-	-	166	79
5.	Mansa	20	24	156/886	72	72	-	-	-

In the context of upper primary education, efforts have been undertaken by State Government by upgrading some of the primary schools in the districts, but the gaps in physical infrastructure, and its influence on the retention, enrolment as well as their achievement needs to be strengthened.

The proposed number of additional classrooms required is based on the Punjab State Government norms as per SSA only 3 rooms provision has been made.

In all the blocks additional rooms are proposed for the existing primary schools as per the one teacher, one room, norm of Punjab State Education Board but existing number of teachers and students enrolled is not provided.

TEACHERS

Table - VIII : Primary School related infrastructural need : Teachers

Sl. No.	District	Number of NPS	Number of Teachers		Recommendation
			Existing	Additional Required	
1.	Faridkot	25	1063	113	No norms in SSA to give teachers for existing vacancies
2.	Moga	30	1970	239	
3.	Muktsar	30	1369	127	
4.	Bhatinda	30	1831	520	
5.	Mansa	25	1662	460	

Table - IX : Upper Primary School related infrastructural need : Teachers

Sl. No.	District	New UPS proposed	Number of PS to be upgraded	TPR	Proposed Additional Teachers	Head Masters	Recommendation
1.	Faridkot	20	11	1:39	67	134	Demand not justified
2.	Moga	18	12	1:25	-	199	
3.	Muktsar	22	16	1:14	79	137	
4.	Bhatinda	23	19	1:25	*	230	
5.	Mansa	-	24	1:20	-	156	

* data not yet available.

The teachers required for already upgraded primary schools is as per the state norm (4 B.Ed + 1 PT + 1 Ant) while SSA norm for upper primary is 3 teachers per school. Further teachers for already existing schools is not provided under SSA.

The data of student enrollments and enrolment projections for the ten year perspective should be provided in order to facilitate the additional requirements.

- Number of existing vacancies, teachers should be made available to calculate the additional requirements.
- As per PSB norms, one post of head master per school is provided but provision of headmaster in existing schools is not under SSA norms.
- Districtwise TPR is in the range of one teacher for 20-39 children, indicating that need for additional teachers is not justified.

Enrolment Ratio

- Trends in drop out rate have been provided yearwise in the supplement (State Component Plan) yearwise though transition rates even for transition from Vth standard to VIth standard are not available.
- Apart from this, rate of growth, existing enrolment and projections for the ten years for assigning the additional needs in terms of number of schools and programmes is not mentioned.
- In order to set targets for enrolment and retention NER, GAR and GER requires to be calculated.

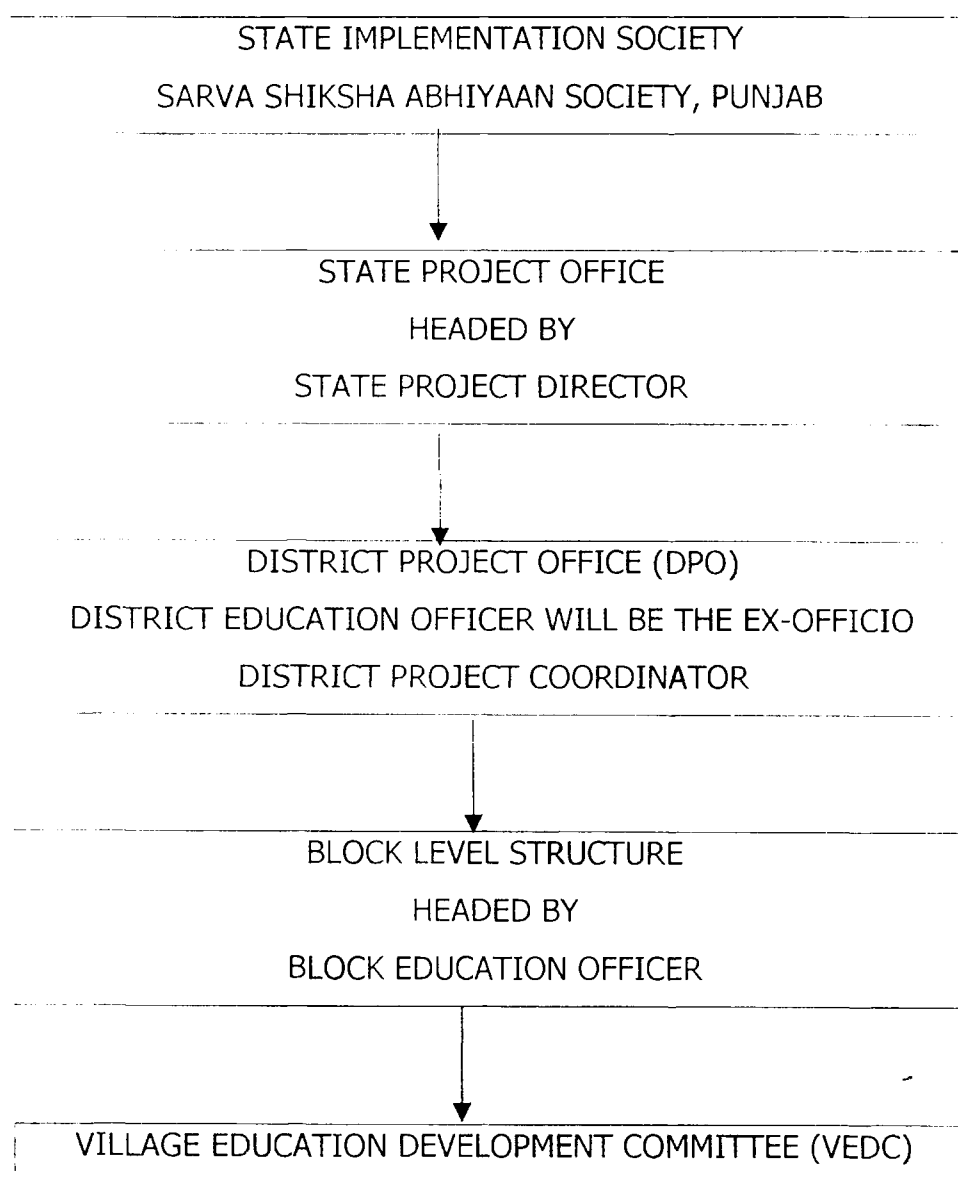
PLANNING PROCESS

The major objective of achieving universalisation of elementary education with community involvement has been the thrust of the plan documents. The Mission was informed that the planning teams of various levels i.e. habitation, cluster, block and districts had interacted with the teachers, parents and community members alongwith participation of panchayats at the grassroot level. These interactions have not been documented. The data gathered at the grassroot level were finally consolidated at the state level.

In the case of a planning framework the Mission observed that the plans were not prepared in a participatory manner. Information gathered at the lower levels were finally put together at the state level. Hence, stakeholders participation at various levels in the preparation of plans is totally missing. Keeping in view, the educational scenario of Punjab. It was important that the interactions at various levels needed to be documented. The Mission observed that the constitution of various committees were also not process based.

In the case of Village Education Development Committee the process of formation was entrusted to the school. Therefore, these members were not selected through a process of election. It was also observed that in the composition of the VEDC only one woman member was present. The activities related to the VEDC were limited to only two meetings and activities in a fulfilled form were yet to be undertaken.

MANAGEMENT STRUCTURE



RECOMMENDATIONS FOR PLANNING

1. **The State may prepare a Perspective Plan for all the districts covered under SSA i.e. 2010.**
2. **Annual Work Plans must flow from the State perspective.**
3. **The planning process adopted should be participatory, starting from village level, block and district level.**
4. **Management structures which are in place in the State may be clearly presented in the District Plan.**
5. **Centrally Sponsored Schemes currently operational in the State may be indicated with details of utilization.**
6. **In the first Annual Work Plan, Capacity Building for all levels may be given top priority in terms of fund allocations.**
7. **Planning interventions for Access, Retention and Quality must be clearly stated in the District Plan.**
8. **All information gaps related to data on enrolment, retention and number of teachers may be added.**
9. **The activities undertaken by the existing structures under SSA may also be indicated in the Plan document.**
10. **Planning for difficult areas and groups may be stated separately in the District Plan.**

SECTION 3 : QUALITY IMPROVEMENT

Quality improvement is often used with pedagogical improvement in the context of primary education. Quality improvement interventions which happen to be the central issue in the SSA programme are one of the most difficult ones to plan, appraise and implement. Several interventions have been proposed by the Punjab state to address the issue of quality improvement in primary education. Primarily the proposed interventions fall in the area of :

- development of curricular materials;
- teacher training;
- teaching learning process;
- learner's evaluation and
- improving school facilities through provision of teacher grant and school grant.

Development and Production of Curricular material :

Currently the Punjab State Education Board is responsible for developing school text-books through the mechanism of both in-house and external experts. It reviews the books as and when required. It has prepared books on the basis of state curriculum which is developed as per the National curriculum frame work, and MLL as envisaged in National Policy of education 1986 (NPE). These books are being currently used in schools. The children and the teacher of these schools have only text book, as a means to transact the curriculum in the teaching - learning process. On visit to schools it was observed that very little supplementary reading material is available in the schools. **The Mission, therefore suggests that an 'Action oriented plan of curriculum', spelling out the content competencies, and the methodology required for the competencies to be developed in the area of language Mathematics**

and Environment science for classes I to VIII may be developed with the help of experts and teachers by organising workshop and get it printed. A copy of this plan may be made available preferably to each teacher. It will help in their teaching and improving learner's achievement. This has not been shown in the plan. The Mission recommends that this may be considered.

Teacher's Guide

The state under the TLM grant, TLE grant and school grant proposed to provide assistance to schools towards procurement of TLM @ Rs. 50,000/- per school and school grant @ Rs. 2,000/- per year, per school. It will be good if the state develop supplementary reading materials in the form of teachers guide, workbook etc. Developing teacher's guide and supplementary material may include identification of subject experts, orientation of writers, reviewers through a series of workshops.

The Mission is of the view that the content of the supplementary reading material, either procured or developed should enrich the teaching learning process rather than increasing the curricular load while selecting, procuring developing and providing the supplementary material.

Pupil assessment

The state in their plans has only appreciated the idea of maintaining academic progress of the child in the school and sharing the same with the community. To assess the progress and achievement of the child and to maintain their record, various tools and techniques are used. But no programme has been proposed in the district plan. In name of inputs some provision for holding workshop for development of strategies on assessment, and development of test items and

discussion on pupil assessment procedure have been made. In this context the Mission is of the view **that pupil evaluation needs to be re-examined and appropriate modalities to make pupil evaluation an effective and non-threatening process for children be worked out.** Further it will be good if a "Question Bank" for grade V, VI, VII and VIII be developed.

It is therefore suggested that an "Item Bank" (Question Bank) for evaluating the progress of the child may be developed with the help of subject experts and teachers by holding a series of workshops. This "Item Bank" (Question Bank) may get printed, and may be made available to teachers and learners. It will help in learning and improving learner's achievement.

Teacher Training :

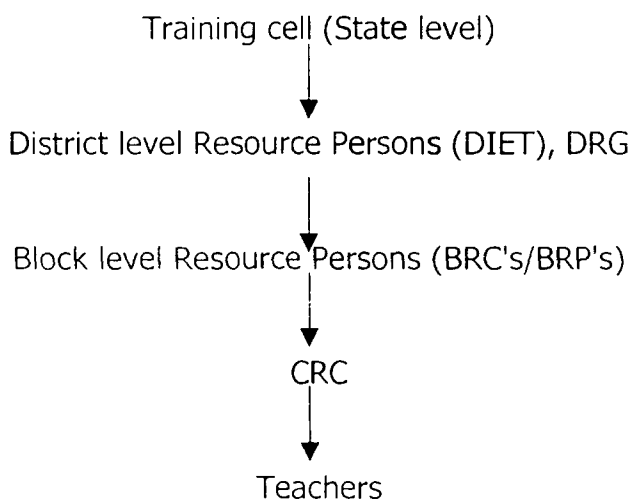
Considering the importance of teacher in the educational process the approach to training under S.S.A. has been holistic in terms of inculcating pedagogical and professional competencies among teachers. The basic assumptions of training are :

- teaching will emerge as a real activity through participation
- teaching learning will be a joyful activity
- the attainment of decided competencies and mastery learning.

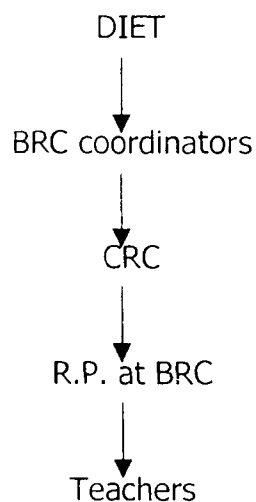
The teacher training include among other things improving teacher's classroom performance, motivation, school effectiveness through teaching learning processes. The proposed strategy of teacher training focuses on competency based training, multigrade teaching, child-centred, activity centred and continuous comprehensive evaluation. The training programme of teachers and other educational functionaries should include, identification of training needs,

preparation of training modules, training material, methodology resources, venue, duration, honorarium and follow up.

The training is proposed in a cascade model as given



The state in the district plans has proposed various training programmes for :



Selection of RP and experts and resource material is a difficult task. Hence the **Mission recommends that a training cell may be created at the SPO**

level which may also constitute SRG and DRG for undertaking all pedagogical activities in collaboration with SCERT and others.

The levels proposed in the cascade model needs reexamination to minimise the transmission loss. The involvement of BRC's in training activities may leave them little time for academic activities and monitoring and supervision. **The Mission suggests that the training load of BRC should be assessed and care should be taken to ensure that their field activities are not compromised.**

Development of professional competency of teachers especially in cognitive area and also in new innovative approaches such as joyful learning, activity based teaching etc., is an important aspect for improving quality of primary education. The Mission is of the view that every primary teacher must get an opportunity to have a training of atleast 20 days, on the above areas. These training courses require systematic planning while selecting the resource persons, resource material etc. Besides it also needs continuous monitoring, evaluation and feedback of the teacher training.

At present in the state has the SCERT, DIET and Punjab Education Board, which are responsible for training.

Strengthening and institutional capacity building of the following is recommended:

- the SCERT
- the State Resource Group
- the DIETs
- the District Resource Group
- the Block Resource Group
- the CRC coordinators and the CRG

SECTION 4 : EDUCATION OF SPECIAL FOCUS GROUPS

I. Education of the Girl Child

The state of Punjab data reveals that a relatively small number of girls are out of school. The goal of UEE in terms of participation of girls does not seem far away. A break up of the girl child education scenario in quantifiable terms are as follows :

	Total No. of Girls	Total No. of Out of School Girls	Total No. of Girls Enrolled
Faridkot	6-11 years-21526 11-14 years-9293	3291	DATA NOT PROVIDED
Muktsar	6-11 years - 29-491 11-14 yrs. - 10098	6642	
Bhatinda	6-11 yrs, 42, 102 11-14 yrs, 21855	3245	
Moga	6-11 yrs - 44197 11-14 yrs - 20091	8209	
Mansa	6-11 yrs - 35697 11-14 yrs - 14,492	5265	

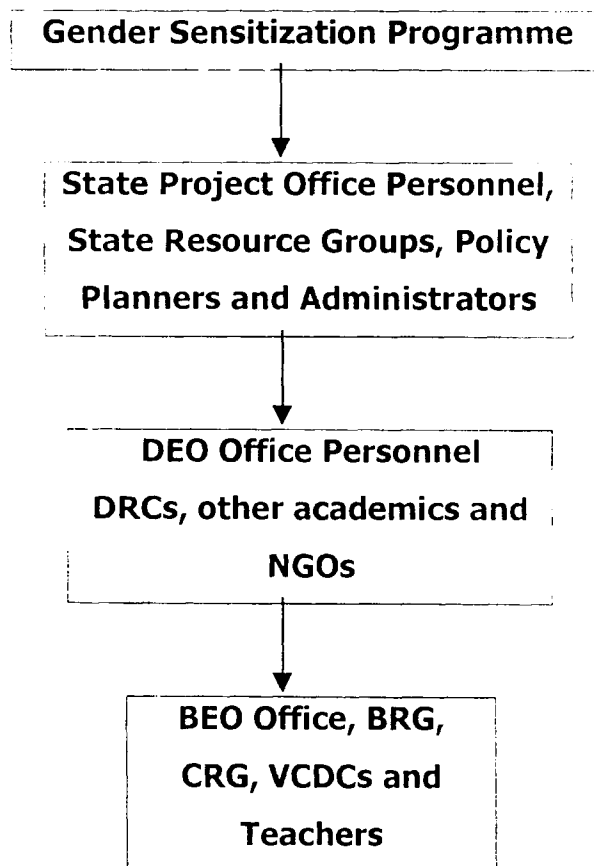
- Field visits to the districts of Faridkot, Muktsar and Amritsar revealed a happy situation that the VEDCs were in place, along with a women representative in it.
- The community articulated a specific concern for the provision of access to schools to the girl children in terms of provision of UPS and toilets for girls.
- There appeared to be very few programmes running which were addressed specially to the needs to the girl child. However, the community had on its own provided drinking water facility and toilets in some schools. These were sporadic efforts and rudimentary in nature.
- Back to school camps have been proposed for the girl child as also bridge courses, which would go into the EGS/AIE component.

- The VEDC appears to be keeping a vigilant check on enrolment of the girl child, except for extreme difficult blocks like Gandimind, Valtoha etc. belonging to the Indo-Pakistan border area in Amritsar.
- The VEDC however appeared to be in need of gender sensitization efforts. The women VEDC member of Machaki Kalan School (Faridkot) did not attend the meeting. In appeared constomary and accepted that her husband should do so. However, the VEDC lady member of Mehmuana Govt. Primary School (Faridkot) who is also the sarpanch was vocal, active and extremely concerned about the needs of the girl child.
- The entire teacher community, the teacher education as well as the state level personnel are concerned about the needs of the girl child but require capacity building in identifying needs and devising strategies for them.
- Workshops have been proposed on gender issues at the district level for district personnel as well as the DRG.
- Special enrolment drives for enrolment of the girl child as been proposed which needs to be strategies and priotized.
- The gender sensitization workshops and capacity building programme for teachers and other personnel needs to entail development of a general training package on gender issues.

Recommendations

- **The mission appreciates the concern of the community in general and the SSA personnel in particular about bringing about qualitative change and upgradation in girls education. Estimated toilets for girls is a justified demand and can be accepted completely.**
- **Convergence with programmes running for girls needs to be taken up. Special interventions for SC girls, whose population is considerable needs to be taken up and strategised.**

- EGS/AIE interventions for the addressing the needs of the girl child would be taken care of (Provided in a separate plan on EGS/AIE, submitted to MHRD, GOI).
- The VEDC at the very outset need to be sensitised on gender issues with special focus on empowerment of the women members of the VEDCs.
- Capacity building and orientation programmes need to be taken up for undertaking gender-friendly classroom transactional processes to develop a positive self esteem in the girl children.
- Capacity building and gender sensitisation programmes could be taken up in the following way in the first year of the programme.



- The budgetary provisions are not in accordance with the strategies listed out in the write up.

- In working out the budget. Some proposed activities need to be rebooked as under :

Proposed Activities	Possible to-book under
1. Residential bridge course camps for girls	Access or Alternative Schooling
2. TLM for bridge course camps	Access or Alternative Schooling
3. Free textbooks for all girls	Incentives

Intervention Proposed	Recommendation
1. Residential Bridge Course Camps for girls	1. To be taken care of the EGS/AIE Plan, which has been prepared separately.
2. Workshops on Gender Issues	2. The content and structure needs to be planned very carefully by experts in the area of Women's Education.
3. Printing of Modules	3. The modules needs to be planned with a proper attention to its content and duration with a process based training methodology.
4. Training of Teacher on Gender Issues	4. The five day training package would need to focus on contextual issues as well as content areas and its transaction in the classroom. The teacher's mind set would need to be changed through such programmes. Monitoring would need to be undertaken to see that this should actually filter down in the classroom.
5. Remedial Coaching for Girls	5. Such classes would expect capacities in teachers to take up diagnostic exercises to assess the children's problem are and address them through appropriate remediation.
6. Special Enrolment drives for children	6. This would need to be strategised and prioritised. Large scale interventions through local specific folk media could be taken up. This could lead to micro interventions which address specific problems of particular locational situations.

General

At the very outset concerted effects would need to be taken up to undertake gender sensitisation programmes for academics, policy planners and resource

groups at state, district and sub-district levels. VEDCs in particular should be sensitised and capacities developed for transmission of these ideas to the community.

Early Childhood Education

The Integrated Child Development Scheme has been implemented in the state. The ECE interventions under SSA would therefore need to take up serious convergence exercises with the ICDS. The following table presents the member of ICDS centres already existing in the districts.

District	Anganwadis Existing	ECCE Proposed
Faridkot	170	34
Bhatinda	264	61
Muktsar	200	140
Moga	223	146
Mansa	213	91

The existing ICDS centres, it appeared, were not able to cater to all the children in the age group of 3-6 yrs. Hence, habitation wise need based creation of ECE centres have been through of.

- A sizeable number of children in the 3-5 age group are enrolled in school who have had no exposure to ECE, leading to achievement differentials at primary level.
- The existing anganwadi centres leave a lot to be desired in their ECE component. Some intervention would also be needed to ensure their efficient functioning during their working hours. The anganwadi workers would need to be trained in ECE pedagogy and transactional processes. Some new ECE centres have also been proposed.
- Their pre-school component was practically non-existent. The community expressed a need to have ECE centres within the school premises as often,

primary children especially girls brought younger siblings to school creating confusion.

- There is lack of convergence between activities/plans between the ICD and the education dept. The ICDS anganwadi workers need to be oriented in ECE issues and this could be done through SSA subsequently.

Recommendations

- **Strategies to be devised for ECE centre opening to ensure that funding does not go beyond Rs. 15 lacs innovative fund ceiling.**
- **The short fall of lack of exposure to pre-school education (till ECE centres are enough to cater to all 3-5 age group) could be met by providing School Readiness Programme devised by the NCERT, which is a 6-8 weeks programme covering salient features of the ECE programme.**
- **The state could think of setting up a small creche/ECE centre where the children could be deposited by the older siblings. However, each component should not exceed the total of Rs. 15 lacs which is the norm for innovative fund under ECE head.**
- **Capacity building and orientation of the anganwadi workers need to be taken up in the area of the ECE component for its proper implementation. Convergence would be required. A Secretary level meeting between the Secretary School Education and Secretary, Social Welfare GOP has been suggested.**

Intervention Proposed	Recommendation
<ul style="list-style-type: none"> • Induction training of ECCE instructors for the proposed ECCE centres. • Training of mother association members 	<ul style="list-style-type: none"> • This is recommended, only after the member of new ECCE centres proposed are further rationalised. • Recommended, only after the training schedule and content are validated by experts in the area.

<ul style="list-style-type: none"> • Training of BRPs and DIET personnel on ECCE • Training of Teacher where ECCE is being opened 	<ul style="list-style-type: none"> • Recommended • There appears to be no justification for this training on school. Readiness Package to teachers of school not having pre-primary education could be attempted.
<ul style="list-style-type: none"> • Convergence workshop TLM for ECCE • Honorarium for ECE workers, helpers and ayahs 	<ul style="list-style-type: none"> • Recommended. The TLM have to be validated by experts in ECE • Hon. recommended only for ECE workers and helpers, not ayahs. Hon. to be worked out for 7 months in current financial year.
<ul style="list-style-type: none"> • Lack of exposure of primary children to ECE 	<ul style="list-style-type: none"> • School Readiness Package to be taken up for 6-8 weeks in class I in the first 6-8 weeks.
<ul style="list-style-type: none"> • Existing ICDS centres upgradation and opening of new ECE centres 	<ul style="list-style-type: none"> • Training for ICDS workers required, opening of ECE centres should take into account the fact that all interventions should be within the Rs. 15 lac ceiling
<ul style="list-style-type: none"> • Disturbance in schools due to younger siblings coming to primary schools. 	<ul style="list-style-type: none"> • Co-location strategies like setting up creche/ECE centre in the primary school premise within Rs. 15 lac grant.
<ul style="list-style-type: none"> • Lack of convergence between Depts Social Welfare and Education. 	<ul style="list-style-type: none"> • Convergence workshops between these departments headed by respective secretaries.

Children from Disadvantaged Sections :

The state has a considerable SC population necessitating focused strategies to cover them. There is no ST population. The break up is as follows :

District	SC population in 6-14 age group	SC children not attending school
Faridkot	32568	5146
Bhatinda	53519	4552
Muktsar	45654	10239
Moga	57323	9849
Mansa	44980	11564

- The Social Welfare Dept. has a provision of providing free textbooks to SC children. The process however is difficult and the children apparently do not receive their books on time.
- Free textbooks was the only provision under this head. As they are already being provided, new strategies need to be thought out.

Recommendation :

- **Secretary level convergence meetings between Secretary, School Education and Secretary, Social Welfare GOP and appropriate downward filtration of convergence strategies for efficient and timely distribution of textbooks.**
- **Some other strategies like special enrolment drives in SC dominated areas and remedial teaching learning strategies for SC children need to be worked out.**

Children with Special Education Needs :

The following table presents an overall picture of children with special needs according to the data provided in the plans

District	No. of children with special needs
Faridkot	276
Muktsar	269
Bhatinda	319
Moga	189
Mansa	658

(Note : A reconfirmation of this data is required at the state level).

- The state proposes identification camps for children with special needs.
- Mainstreaming of disabled children into regular schools
- Development of TLM

- Providing resource support through Special Resource Teachers
- Convergence with departments working for the disabled
- Procurement and supply of appliances
- Training and capacity building to resource groups on SEN activities

Recommendations

- **Proper strategies to be developed for assessment and identification of needs of special children.**
- **An assessment needs to be made of the existing schools for special children and convergence of efforts to be taken up with them.**
- **In the development of TLM, involvement of experts in the area is required to ensure relevance of the TLM prepared for the concerned target group. Resource support from training organizations like the Rehabilitation Council of India (RCI) and NCERT could be tapped.**
- **Envisaging resource support to special Resource Teachers needs strategizing and utilization of resource for capacity building from RCI and NGOs already working in this area.**
- **Convergence strategies need to be spelt out for they have not been reflected in the cost break-up.**
- **Capacity building and orientation needs to be taken up for primary teachers, policy planners, VEDC members, as well as civil works personnel on disabled-friendly architectural designs.**
- **All teacher and VEDC training packages need to have at least one module on strategies for catering to the needs of children with special needs.**
- **Above all, in the costing tables, it needs to be seen that all interventions have to be within the norm of Rs. 1200/- per child, which has not been adhered to in the plans. Fund allocation would have to be revised accordingly.**
- **Procurement and supply of appliance could be taken up in consultation with ALIMCO, Kanpur.**

- **Monitoring formats of PMIS & EMIS also needs to capture data regarding disabled children.**
- **The Teacher Training package on Gender also needs to have at least 3 modules on IED.**

Intervention Proposed	Recommendation
<ul style="list-style-type: none"> • Identification camps for children with special needs. • Mainstreaming of special children into regular schools. • Development of TLM. • Resource support for Special Resource Teachers. • Convergence with departments working for disabled. • Aids and appliances. • Funding is beyond the norm of Rs. 1200/- per child. 	<ul style="list-style-type: none"> • Strategies and agencies to be identified for identification and assessment of children with special needs. • Assessment of existing schools for special children and convergence. • Resource support from RCI, NCERT and other resource organisations and NGOs. • Capacity building through resource organisations : long term intensive training of general teachers in IED too. • Frequent meetings / interaction and workshops involving NGOs, Dept. of Social Welfare personnel etc. • To be procured from ALIMCO, Kanpur • Fund allocation to be rationalised to adhere to the ceiling of spending Rs. 1200/- per child under IED head.

SECTION 5 : RESEARCH, EVALUATION, MONITORING AND SUPERVISION

Research and evaluation exercises have been proposed for guiding the future activities of SSA for achievement of UEE.

Interventions suggested :

- Action Research on areas like mainstreaming of out of school children, classroom processes, tackling cognitive areas etc. have been mentioned.
- Small classroom based researches have also been planned.
- Sponsoring of research studies and pilot project have been planned, besides conduct of school mapping and micro planning exercises.
- Evaluation in terms of progress and achievements of children has been envisaged.

Recommendations :

- **Action Research initiatives would need the requisite capacity building in the researchers. It is recommended that some capacity building on action and development of a training on action research be taken up. it could contain the following aspects :**
 - **Concept of Action Research**
 - **Meaning**
 - **Methodology of conducting action research**
 - **Findings and Report preparation**
 - **Suggestions for use in teaching-learning in the classrooms.**
- **Appropriate capacity building by national level resource organisations to be organised.**

- Evaluation of pupils would be taken up by BAS studies. However, taking up of BAS studies would also entail taking up of appropriate capacity building in taking up BAS studies. National resource organisations could provide resource support for developing an SRG unit for conducting BAS.

It is recommended that action research, evaluation and monitoring should include areas for **children with special needs and needs of the girl child.**

Interventions Proposed	Recommended
<ul style="list-style-type: none"> • Action research and classroom based researches. • Conducting school mapping and micro planning exercises. • Evaluation of children's achievement 	<ul style="list-style-type: none"> • Capacity building of teachers in action research and development of training package on it. • Capacity building by national resource organisations before actual interventions being taken up. • Capacity building in teachers for continuous comprehensive evaluation.

NOTE :

In costing tables it has been found that the ceiling of spending Rs. 1400/- per school (primary and UPS) has not been taken into account in the DEEPs (Rs. 100/- is to be spent at the national level and 1400/- by the districts out of the 1500/- for research and evaluation). This needs to be adhered to strictly.

Management Information System

In order to coordinate various management functions, and to improve planning processes under Sarva Shiksha Abhiyaan in the state, a variety of data is needed, ~~but is~~ needed in a form that suits the requirement of educational administrators, planners, decision makers and researchers at various geographical and administrative hierarchies.

For the implementation of SSA, a management information system should be planned at the outset in order to collect and compile information received on various dimensions of access, retention and quality. These data/information will be useful for planning for all children terms of the enrolment and retention at various levels. In the context of Punjab, in addition to the information collected through data capture formats, a household survey will be essential especially for assessing the out of school children and non enrolled children.

Strategies	Activities
(1) Establishment of a MIS unit in the office of SPO	Recruitment of a System Analyst and Data Entry Operator
(2) Planning for Infrastructure	Computer facilities to be made available at the SPO
(3) Development of data base for children in 6-14 age group	Proformae may be developed for generating information related to access, retention of 6-14 children
(4) Capacity Building	Capacity Building of field staff, specifically field officers and enumerators.
(5) Computerisation	The data may be computerised.
(6) Dissemination	The data may be shared with administrators, decision makers, primary education officers for their use in the planning process.

Recommendations :

The state has developed and administered a survey both at village and school levels. This data may be consolidated and also reflected in the district plan.

SECTION 6 : COMMUNITY MOBILIZATION

As the state of Punjab has had no exposure to DPEP or any other major intervention in primary education, community mobilization activities would have to be taken up on an extensive scale.

- Campaigns have been planned for community mobilization on educational issues like enrolment, child labour, commitment towards children etc.
- Training programmes for members of VEDCs and youth groups on community mobilization have been planned.
- The state has also planned for use of children as resource persons in community mobilization.
- Holding of public rallies, meetings etc. on child rights issues.
- A newsletter has been proposed for exchange of ideas.

NOTE :

- The strategies proposed have not been appropriately reflected in the costing tables.
- The proposed intervention have not been given any realistic implementation strategy.

Recommendations :

Although the intent is very noble, some implementation strategies need to be spelt out and strategised :

- **Some exercises for community mobilization that could be taken up are :**
 - **Development of awareness materials like pamphlets, brochures leaflets, posters etc., developed through participatory communicative approach.**

For a sustainable media campaign, advertisements in newspaper and journals could also be given. A concrete, strategized and prioritised plan

needs to be made for using traditional and folk media for communication like nautankis, nukkad nataks, puppet shows etc. As Punjab has a rich folk tradition, this could be effectively utilized for the purpose of awareness, mobilization and spread of the message of education.

Bal melas could be taken up and this has been provided for in the plan. The Mission recommends that this be taken up on a priority basis at the district level.

The Mission recommends that use of electronic media could be tapped for a wider audience coverage regarding SSA aims and objectives and sensitization on core issues. The media that could be used are :

- audio
- video

However, before any package is finally produced it is suggested that a programme brief outlining the objectives and the content be prepared. Media experts from local AIR, Doordarshan etc. could be involved.

- The training programmes for VEDCs and youth groups need to be detailed out appropriately. The Mission recommends that the content of the training module be prepared in association with resource groups in this area. Experts in the area of training module preparation as well as those involved in actual training could be involved. Effective trainers need to be identified.
- The use of children as resource persons is a very good idea. However, its strategy has not been spelt out. The state could think of the following strategies :
 - Identification of Resource persons.
 - Preparation of a training package for their capacity building as the approach would be different when children are to be trained.
 - Preparation of a blue print for utilization of this resource appropriately.

- For holding of public rallies and meetings, resource groups need to be constituted at the district and block levels. VEDC members could be effectively utilised for it.
- The Mission recommends that the proposed newsletter be prepared on a quarterly basis. This would need sustained meetings and workshops to cover the following areas :
 - Design and layout
 - Content specification
 - Printing style
 - Dissemination and circulation strategies

Intervention Proposed	Recommendation
<ul style="list-style-type: none"> • Campaigns for community mobilization 	<ul style="list-style-type: none"> • Development of awareness materials like pamphlets, brochures, leaflets, posters etc. • Ads in newspapers and journals • Use of traditional folk media • Use of bal-melas • Use of electronic media like audio and video with programme brief preparation before actual production.
<ul style="list-style-type: none"> • Training programmes for VEDCs 	<ul style="list-style-type: none"> • Preparation of training content with involvement of experts. <p>Identification and involvement of experts in training and training content development.</p>
<ul style="list-style-type: none"> • Use of children as resource persons 	<ul style="list-style-type: none"> • Identification of child resource persons. • Preparation of training package. • Blue print preparation for use of this training resource.
<ul style="list-style-type: none"> • Holding of public rallies and meetings 	<ul style="list-style-type: none"> • Formation of resource groups for the same with utilization of VEDCs.
<ul style="list-style-type: none"> • Preparation of newsletter 	<ul style="list-style-type: none"> • A quarterly journal. • Training design and layout content specification, printing style, and dissemination and circulation strategies to be spelt out.

SECTION 7 : CIVIL WORKS

- The Perspective plan is for four years and not ten years as required by SSA.

New Primary school buildings

- New primary school buildings are proposed.. It is not clear as to how many schools are being provided in unserved habitations. The plan mentions that new schools (presumably in addition to an existing one) are being provided in habitations with population more than 3000. No data has been provided on the number of schoolless habitations in the district. During Appraisal, it was clarified by the state that habitations in Punjab are very scattered and thus cannot be considered as a basis for planning new schools. It may be noted that the norm for providing schools/ alternative schools under SSA are: 'within one Km of every habitation' and 'opening of new schools as per State norms'. Therefore before approving of any new school buildings, information is required on :

- State norms on opening of new schools
- Number of children do not have schooling facilities within 1 Km
- Number of schools needed to cater these children
- Number of formal schools can be provided out of these as per state norms. (for the rest provision of alternative schools has to be made).

SSA do not have any provision of new schools in already served habitations. However to cater for large habitations with huge enrolment, additional classrooms can be provided to the existing schools.

- The new primary school buildings are being proposed with five classrooms with an unit cost of 15 lakhs. SSA norms stipulates two classrooms and a verendah for a new school building. In case these schools are in unserved habitations, the requirement would not be more than this to begin with. It is therefore suggested that the new schools (as well as buildingless schools) be restricted to two classrooms and a verendah with an unit cost of about Rs. 3 lakhs.

Upper Primary schools

- No information is available on the existing number of primary and upper primary schools. Neither is there any information on the number of primary graduates and the number of UPS required to cater to them. The State norm for opening Upper primary schools is also not given. In absence of all these information, it is difficult to justify the demand for new schools.
- The unit cost for such upgradation @ Rs. 5 lakhs per school (for three additional rooms, the headmaster's room has been budgeted separately) is also on the higher side. It is suggested to reduce the unit cost to Rs. 4 lakhs per school
- **Additional classrooms** have been proposed over the project period. The basis of calculating this requirement is also not clear. Detailed information on enrolment and available number of classrooms is needed to arrive at the figures of the number of classrooms required. Requirement of additional classroom should also take into account the projected increase in enrolment in subsequent years. Also as per the SSA norms, the CRCs are to be used as additional classrooms. Therefore the number of CRCs has to be deducted from the number of additional classrooms required.
- Apart from the above items, **sanitary blocks, drinking water facilities and boundary walls** have also been proposed in the plans. As in the earlier cases, details of the total requirement of these facilities have not been indicated. The unit costs proposed are also on a higher side.
- The districts have proposed **major and minor repairs in addition to a repairs grant** of Rs 5000 per school per year. While the SSA norms permit for a repairs grant, there is no provision for major and minor repairs. The Appraisal team was told that a number of buildings are in a dilapidated condition and needs urgent

rehabilitation. **The Mission recommends that a technical committee be formed at the district level which would survey all such buildings and recommend whether the building is repairable or has to be reconstructed. Accordingly reconstruction of school buildings may be suggested in future work plans.**

- The plan documents provide no information on the ***monitoring and supervision systems*** proposed. As the constructions under SSA are to be done by the community (mainly comprising of non technical people), it is very important to have a strong supervision system to ensure quality. Supervision at site may be through an in-house engineering cell set up for the project or through an existing agency. The community would need continuous support with regard to technical matters, accounting procedures, good construction practices, materials and fund management. **The Mission recommends that at the State level however, it would be mandatory to have an engineering cell for overall planning and monitoring of civil works. This cell would also be responsible for developing designs and manuals, checking estimates, deciding policies and reporting to GOI.**
- The plan documents also do not give any information on the various other schemes for school infrastructure and what has been provided through these schemes in the recent past. The plan should also analyse how much of the total infrastructural requirement can be funded through such ***convergence***.

COSTINGS

The state has proposed 4 years district plans for 5 districts and a state component plan under SSA for a period 2001-2005. The total project cost for 1st year stands at Rs. 12376.709 lacs as provided below :

(Rs. in lakhs)

Districts	Total	Ist year
(1) Bhatinda	7612.89	2976.944
(2) Faridkot	5064.015	1823.173
(3) Mansa	7054.078	2701.604
(4) Moga	8353.119	2705.763
(5) Muktsar	6576.142	2113.305
(6) State component plan	-	55.92*

* Interim budget, perspective plan to follow :

- The state has not provided the project costs in terms of major categories i.e. access, retention, quality improvement and capacity building.
- 1st year project costs bifurcated into civil works, management costs and the programme costs are provided below :

(Rs. in lakhs)

District	Civil works cost (%)	Management cost (%)	Programme cost (%)	Total cost for Ist year
(1) Bhatinda	1359.85 (45.67%)	8.30 (0.27%)	1608.794 (54.04%)	2976.944
(2) Faridkot	701.6 (38.48%)	8.31 (0.45%)	1113.263 (61.06)	1823.173
(3) Mansa	1134.193 (41.98%)	8.30 (0.30%)	1559.111 (57.71%)	2701.604
(4) Moga	892.45 (32.98%)	8.30 (0.30%)	1805.013 (66.70%)	2705.763
(5) Muktsar	1019.85 (48.25%)	8.30 (0.39%)	1085.155 (51.34%)	2113.305
(6) State component plan	-	30.696 (54.89%)	25.224 (45.10%)	55.92
Total	5107.943 (41.27%)	72.206 (0.58%)	7196.56 (58.14)	12376.709

- The civil work costs amount to Rs. lakhs 1359.85, 701.6, 1134.193, 892.45, 1019.85 for the districts Bhatinda, Faridkot, Mansa, Moga and Muktsar which is beyond 33% limit for all the districts except for Moga.
- The management cost for each district is well within the ceiling of 6%. For the state component, it is 30.696. However, as per SSA guidelines, the management cost could go upto 6% of the total programme cost. Taking this in view, the total management cost for 1st year comes out to be Rs. 72.206 lacs which is 0.58% of project cost for 1st year.
- The state seems to be unaware of many of the budgary norms, e.g. family survey and survey updation has been costed lumpsome, furniture & equipment per BRC has been budgeted at Rs. 3.00 lakh per BRC and the interventions for IED exceed the norms of Rs. 1200/- per child. The state has been briefed on the norms by the mission.
- There is a mismatch between figures as quoted in write-up and costing tables.

The mission recommends that revised costings should take care of these anomalies.

SECTION 9

Field Visit - I

Districts Visited	Team Members
Faridkot	Dr. Pramila Menon - NIEPA
Amritsar	Dr. Shabnam Sinha, NCERT Shri Rajeev Sharma, ASPD, Punjab

A three member team comprising of two members of the GOI and one from GOP visited two districts for assessing the field situation and having interaction with the field level functionaries. The following places were visited.

Faridkot : (1) Machaki Kalan Govt. Primary School
(2) Govt. Primary School, Mehmuaana

Amritsar : Visit to blocks lying on the Indo-Pak border like Gandimind for assessment of locational, socio-cultural and access related problems of children.

In Faridkot, discussions/meetings took place with the DPEO and the DIET Principal. All the BPEOs were also present and participated in discussions on planning processes undertaken by the field functionaries. Extensive discussions were taken up with the VEDC members of both the schools of Faridkot. Aged members of the community had come for the meeting at their own initiative and participated actively in the discussions. The appraisal team was given to understand that one of the major problems faced by the district was of water-logging which was eroding schools and many of the older schools appeared to be unfit for children to sit in. This would need to be addressed in assessing the civil works component.

In Amritsar, extensive discussions were taken up with the DPEO who articulated the major problem of his district which was related to Indo-Pak border tensions. It often led to temporary migrations when shelling or other tensions escalated with return of the families when things settled down. This would have to be addressed effectively through the EGS/AIE component.

The field visit was very useful for subsequent assessment of the plans in terms of juxtaposing them with ground realities.

Field Visit - II

A team consisting of Dr. M.P. Rastogi (a free-lancer), Dr. Neeru Snehi (NIEPA), Dr. S.C. Gujaria (Ed.CIL's TSG), Ms. Sushma Sharma (Dy. State Project Director, SSA Punjab) visited Muktsar district alongwith Sh. S.S. Randhawa, SPD, SSA Punjab.

The team had interaction with district primary education officer - DPO SSA and his team in his office and visited DIET Muktsar. Also the team had an opportunity to visit a school complex consisting of a secondary school and a primary school. The team could visit a newly constructed five room primary school, based on which the state has proposed such schools to be constructed in all the districts.

Muktsar is a new district. The region is arid and semi-arid and is close to Thar desert of Rajasthan and falls in south west part of Punjab. The district is predominantly rural with only 23.40% urban population. The SCs constitute 36.4% of the total population of the district.

DIET has recently been established in the district in a temporary building and since the posts have not been sanctioned, it is staffed with persons on deputation from education department. It has an officiating principal and a sta

of 9 lecturers and engaged in pre-service and in-service trainings. Mission was informed that proposals for receiving aids under the DIET scheme has early been sent to GOI. A clear need for strengthening of DIET was felt to enable it to provide academic leadership.

The team visited Govt. High school **Bangewala** consisting of 6 to 10 classes. In its vicinity, is a primary school which was closed due to the single teacher being on leave that day and for the safety of students due to presence of a small pond near by. The team interacted with students and teachers of class 6 and 8 basically to have a feel of educational scenario for elementary education.

On interaction with students of class 6th, we found most of them to be good at studies. **There was no furniture available in the class and the students have to make their own arrangements.** Most of the students of this school were coming to the school covering a distance of 5 kms. by bus. There were only 19 students studying in that class and the reason for such poor enrolment was stated to be the presence of a model school situated nearby. Most of the students in this school were from the deprived section of the society and were getting scholarships. The mission felt that there was a great need for infrastructure and for improvement in the academic levels in that school. To have better learning environment, the school must be equipped with minimum facilities such as teaching-learning material and equipment. This will ensure not only the retention of the students from deprived section but also bring back the students from the so called model schools.

The team discussed with the district educational functionaries about the process employed in plan formulation which clearly brought out the fact that instead of a household survey, a village survey was conducted with the help of teachers and village education committees.