

INDIA

SARV SIKHYA ABHIYAAN AUTHORITY (SSA)

19TH JOINT REVIEW MISSION

STATE REPORT: (Punjab) (January 13TH -27TH , 2013)

I . 1 Introduction

The 19th Joint Review Mission team comprising of Mr. A.K.Patnaik (GOI representative) and Dr. Usha Sharma (GOI representative) visited Punjab from 13th to 18th January 2014 to review progress towards overall goals and objectives of S.S.A with special reference to Quality Enhancement, planning and appraisal processes and overall assessment of implementation of program interventions.

The mission met with the Principal Secretary, School Education, Mrs. Anjali Bhawra, Mr. Kumar Rahul, Director General School Education cum SPD, SSA and Additional State Project Director Mrs. Parampal.Kaur.Sidhu, Mr. Avtar Singh, Deputy State Project Director, Mr. Satpal Sharma, Mr. Sanjeev Bhushan, Mr. Gurmeet Kumar and Dr. Ginni Duggal working as Assistant State Project Director's and other team members at the state level, including district officials in-charge of key interventions in SSA. The JRM team visited the districts of Sangrur and Moga and benefited from interactions with the District Project Coordinators (DPCs) Sh. Sher Singh and Sh. Jaspal Singh, district level SSA functionaries, school principals, teachers, students. The Mission records its deep appreciation of the kind hospitality and the cooperation of the DG and his officers in undertaking the Mission.

A briefing session was held with Director General School Education cum State Project director Mr. Kumar Rahul and Additional State Project Director Mrs. Parampal Kaur Sidhu.

After the briefing, a discussion was held where Director General School Education cum State Project Director and Additional State Project Director along with their team members comprising of Assistant State Project directors, ACFA and Deputy Managers of various components had a round table discussion on various activities /parameters being covered by the State under S.S.A. A presentation on different parameters and interventions were given by Dr.Ginni Duggal, ASPD Planning on behalf of the State.

II Overview and key issues and recommendation

Overview

- The mission commends the state in its efforts in reaching out to out of school children. A low dropout rate as reflected in DISE report merits mention.
- The states has provided good infrastructure facilities in the form of buildings, laboratories, thematic parks, toilets and drinking water. States progress in this regard is commendable.
- The mission endorses the State's efforts in establishing KGBVs and providing a platform for girls with quality education. Training of martial arts, adolescent

education, life skills and other activities which promote self- reliance are appreciated. Library facilities at KGBVs can be strengthened.

- As reported by SSA Punjab, the state ranked I in the provision of Mid Day Meal in North India and second among all States of India. The state's efforts in providing good quality and hygienic food to children are remarkable.
- The community support in the state is commendable. The SMC members and other officials make continuous efforts to involve the community in the development and welfare of schools. This had led to better infrastructure, teaching- learning material, computers, drinking water facilities and maintenance of schools.
- Various activities have been initiated by the State like radio broadcasts, EDUSAT, thematic parks, interventions in mathematics and English with support of other organizations to ensure quality.
- To cater to the needs of CWSN children, IE volunteers and IE resource teachers are making rigorous efforts at their own levels to support children in mainstream classrooms and ensure inclusive set-ups.

Key Issues

- *A shift in focus on understanding pertaining to curriculum framework, textbooks and in-service teacher orientation are needed. Focus on quality, co-ordination between the academic authority of the state and SSA is required.*
- *Professional development programmes for teachers, Block and Cluster co-ordinators need to be re-visited vis a vis the present needs and goals in the light of PCF 2013.*
- *The professional development programmes should be planned on a long-term basis with focus on developing understanding of processes of learning with respect to specific programme focused on enhancing learning.*
- *Disparities in the deployment of Resource teachers should be rationalized with equitable deployment in all clusters and districts. Placing RTs in remote blocks of the State is a challenging. State needs to urgently address this issue in order to ensure all blocks have 2RTs to support teachers in working with CWSN children.*
- *The state has recently developed PCF, curriculum, new text books, organized training programme on early literacy and PERVESH Programme is also going on from class 1 to 5. But there is lack of synergy in these. There is need to develop holistic approach or view. State needs to take action in this regard in order to ensure synergy amongst all components i.e. curriculum, syllabus, text books, teachers training and assessment of students.*
- *The state should revisit PCF 2013 in the light of NCF 2005. The state also needs to relook and revise its syllabus, text books and assessment pattern in the light of NCF 2005.*
- *The NCF 2005 emphasizes on meaningful process of language learning. The state needs to ensure conducive environment for language learning through print rich classroom, use of age appropriate, meaningful reading material for children, so that it enhances their reading and writing levels. The material in the form of good children's literature should be readily available to children in their classrooms and libraries. Teacher orientations also need to be channelized in this regard.*

- *The state should focus on selecting children's literature. In this regard, state can undertake a process of selection of children's literature in their regional languages based on the indicators suggested by NCERT in their process documentation for selection of children's literature, 2013. The books should have variety and should be according to the age-level, interest of children.*
- *The state should ensure that there should be a reading corner in each class where children's literature should be placed and is accessible to every child as and when required.*
- *A running board should be made available for all students in all primary schools so that each and every child in the class has a free access to a platform to write as and when he/she desires for. Such a blackboard helps in developing sensory motor skills of the child.*
- *Children in classes IV and V undergo multiple testing. There is PARVESH related Base- line, Mid-line and End-term testing and then regular CCE in classroom. This is not desirable as it creates pressure on both children and teachers.*
- *The State, however, needs to understand the spirit of CCE and not focus on testing children repeatedly. The PARVESH assessment is not required to be done on all children, this should be a sample survey and findings should be used for district specific intervention in teacher training, monitoring.*
- *The state needs to focus on developing a strong understanding of the needs and the developmental process of CWSN. The state should ensure intensive capacity building of teachers, so that they can understand and ensure inclusive practices.*
- *Monitoring and feedback is an essential component to strengthen any programme. This aspect needs to be strengthened in the state and monitoring and follow-ups need to be systematically regularized to provide academic support and hand-holding of teachers and schools.*

III PROGRESS TOWARDS THE ACHIEVEMENT OF GOALS

III.I Goal 1 : All Children in School

Punjab has provided physical access through free government schools in almost all habitations in the State. The state has reported that according to the AWP& B 2013-14, 23 primary schools and 45 additional classrooms in lieu of 15 upper primary schools have been sanctioned. The construction is in progress and the schools will be functional/ operational from session 2014-15. All grants have been released and the state is in the process of collecting Utilization certificates.

There are 15,694 habitations in the state. For year 2014-15, the state has identified 47 un-served habitations for primary schools and 38 un-served habitations for upper primary schools. The number of un-served habitations has been reduced as compared to last year. Last year's statistics show that un-served habitations identified for primary schools were 70 and un-served habitations identified for upper primary schools were 54. The State Government is taking measures to reduce these remaining un-served habitations. 7 primary and 14 upper primary schools are being proposed for session 2014-15 under ACCESS.

The mission would like to place on record its appreciation of the efforts of the state in providing physical access to Primary and upper primary schools through focused attention on strengthening and up-gradation of primary schools to the upper primary level.

Enrolment

As per DISE (2013-14) the enrolment of children in govt. Primary schools is 11,52,200 and in govt. aided schools is 67264. At upper primary level, the enrolment of children in govt. schools is 710199 and in aided schools is 66509. As per the DISE 2013-14, the status of enrolment of CWSN, SC, Muslim students is as follows:

Parameters	Primary	upper primary
No. of CWSN enrolled in govt. school	67621	26309
% of CWSN enrolled in govt. school	5.87	3.77
No. of CWSN enrolled in aided school	557	1423
% of CWSN enrolled in aided school	0.83	2.14
No. of SC children enrolled in govt. school	760755	441646
No. of SC children enrolled in aided school	23824	25316
No. of Muslim children enrolled in govt. school	32503	13527

The DISE data shows that there has been overall increase in enrolment both at primary and upper primary level. In 2011-12, GER at primary level was 104.34 and 111.18 in 2013-14. GER at upper primary level in 2011-12 was 80.59 and 96.71 in 2013-14. The increase in enrolment levels is appreciated by the Mission members.

Out of school children

The details of identified and coverage of OoSC as below:

Sr. No	Age group	Identified	Coverage
1	6-7 year directly admitted in school	3134	5795
2	7-14 years in NR-STR centre	8420	4994
	7-14 years of difficult circumstances	350	252
Total		11904	11041

In 2013-14, 11904 OoSC children were identified and 11,041 children were covered. 92.75% Out of school children have been covered during 2013-2014. During the year, out of 4994 students of Non- residential schools, 4667 students have been moved to mainstream schools i.e 93. 45% students have been shifted to mainstream schools. The efforts of the state in this regard are appreciable.

The State apprised the team members that to meet the Challenges on physical access front and strategies for ensuring education to the children of un-served habitations, **House Hold Survey** was conducted in the State of Punjab to identify out of school children in the age group 6-14 yrs for the Session 2014-15. 10840 Out of school children have been identified in

the state for session 2014-15. 2867 children are in the age group of 6-7. 7349 are children of 7-14 years of age group which includes 7186 children for non residential category, 150 for residential, 13 drop outs to be placed in KGBV'S and 624 children with special needs.

7 residential special training centres were approved for 350 Oosc of age group of 6-14 age group from difficult circumstances. 7 residential special training centres were opened in 6 districts and 252 children were covered in these centres. Free bridge course books, free uniforms, exposure visit and bedding for children, provision of food, health care, recreational arrangements and appointment of residential staff such as warden, special trainer, cook, helper & watchman is being done in the State to take care of these children.

Recommendation

The state has made efforts in increasing enrolment and access. The efforts of the state in this regard are appreciable. The mission would like to suggest following recommendations:

- *The state should ensure universal access as per state norms.*
- *Efforts should be made to ensure that children of migrant labours should be retained in schools.*
- *Tracking of children and on-going supplementary academic support for OOSC who have been mainstreamed into school and for children in school who are first generation learners or children in difficult circumstances who may not have household support should be continued.*

III.2 Goal 2: Bridging gender and social gaps

The data for status of girl's education and progress in bridging gaps in enrolment and retention shows that the states GER was high at primary level i.e 104.78 but at upper primary level it was 96.46. Similarly, the state's NER was 90.45 at primary level and 81.90 at upper primary level. The gender parity index of the state was 0.96 at primary level and 0.92 for upper primary level. The state showed gender gap of 3.58 at primary side and 7.65 at upper primary side. Gender Gap in GER has improved from 3.58 (2012-13) to -2.09 (2013-14) at primary level and 7.65 (2012-13) to 0.36 (2013-14) at upper primary level.

The following data* has been shared by the state which gives a clear picture of girls education-

Particulars	Primary Level	Upper Primary Level
Retention Rate(Girls)	98.44	100.15
Retention Rate(Total)	98.35	100.01
Dropout Rate(Girls)	1.56	-0.15
Dropout Rate(Total)	1.65	-0.01
Promotion Rate(Girls)	98.37	100.07
Promotion Rate(Total)	98.26	99.92
Repetition Rate (Girls)	0.08	0.09
Repetition Rate(Total)	0.08	0.09
GER(Girls)	102	92.32
GER (Total)	104.78	96.46
NER (Girls)	88.55	78.53

NER (Total)	90.45	81.90
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* Presentation by the state on 14th January, 2014

Mission was told that during the year 2013-14, distribution of uniforms was approved for studying in classes 1st to 8th in govt schools. Grant has been released in end of October month so the process of distributing the uniforms was under way. Govt. of Punjab has provisioned free education to girls up to tertiary stage for reducing the gender gap and empowering girls, Karate classes for girls was undertaken in most schools. In some of the schools visited, girls had received prizes for martial arts training. Such a form of martial arts training helped in developing confidence in them and helped in developing a sense of empowerment. Another important achievement of State Government was its initiative to provide Cycles to girl students to motivate and encourage them to continue their studies. Vocational education is also imparted to girls of classes 6th to 8th to make them self-reliant.

KGBVs

According to the DISE data, all 22 KGBVs are sanctioned but SSA officials reported that only 21 KGBV hostels are functional. **1 KGBV (Patiala) is under dispute**, which needs to be resolved. The state reported that KGBV hostels have been found to be of immense value at the elementary level, it would be useful for the state to consider setting up KGBVs for secondary girls as girls face immense security problems in reaching schools that are far away from their home. State has enrolled 1453 girls in these 21 hostels. The girls from disadvantaged homes and in special circumstances have been enrolled in these hostels. **985 girls belong to SC category, 450 girls belong to OBC category, 38 girls are CWSN, 126 girls are single parent child and 39 girls are out of school.** An interaction of mission members with the KGBV girls, staff and principal of KGBV Bhoggiwal, Sangrur revealed that the girls putting up in this hostel were very confident. They wanted the existing KGBV to be upgraded so that they can continue their studies there only. The staff and faculty of the GSSS Bhoggiwal gave academic support to facilitate learning of various subjects to these girls separately. The girls interacted with the mission members and desired that library facilities should be provided to KGBV'S to enhance their learning. The staff shared that funds of electricity, maintenance etc are less to cover up the actual costs. The team members felt the need to provide more appropriate furniture in adequate number (for e.g) tables, chairs and almira's for study purpose. The DISE data also reveals that infrastructure facilities at KGBVs are inadequate and the learning quality and curriculum transaction did not contain any element of enriched curriculum or accelerated learning.

The mission met the parents of one student studying in KGBV. The parents apprised the team members that they were very much satisfied with this scheme and disclosed that their elder daughter was also a product of this institution. They had to put their daughters in this KGBV because of paucity of funds at their end.

Recommendations

KGBVs are a remarkable effort in encouraging girl's education in the country and should be continuously upgraded to support quality education of girls. The mission recommends:

- *The schools may be upgraded through convergence with RMSA.*
- *State should ensure that KGVs are provided with library facilities to enhance learning of students.*

Children with special needs

As stated in SSA framework for implementation, 2011, children with special need should be provided with inclusive education in general schools. This includes special training in the form of school readiness programmes for CWSN, education through special schools, home schooling and community based rehabilitation. The ultimate aim would be to mainstream all CWSN in neighbourhood schools. Efforts have been made by the state to address the needs of CWSN.

Children with special need are identified in following numbers *

Category	Number	%
MR	21435	21.75%
VI	26067	26.45%
HI	14123	14.33%
Others	45953	46.63%
Total	98538	100%

* Data has been provided by Deputy Manager (Inclusive Education) on 14th January, 2014 presentation

In 2013-14, the state focused on mainstreaming the CWSN rather than keeping them segregated in special programs. 83% of CWSN were mainstreamed as compared to 75% during the previous year. As a result, children covered through School Readiness programs declined, with 10% CWSN attending SRPs as against 13.5% during previous year. Children covered under Home Based Education program also decreased with only 6% being covered under HBE as against 10% during the previous year. A total of 105035 CWSN have been covered under various interventions during the current academic year 2013-14.

Status of CWSN coverage intervention wise

Total CWSN identified	Total CWSN covered upto 31 st December, 2013					
	Mainstreamed in schools	Covered under Resource rooms	Covered under HBE	Total Covered	Remaining yet to be covered	% CWSN yet to be covered
108865	90624	11035	6501	105035	3830	4%

Status of IE Resource Teacher and IE volunteers

No. of IERT	IEV	No. of RR
440	1356	1364

The Mission members interacted with IERTs (Inclusive Education Resource Teachers and IEVs (Inclusive Education volunteers) and found them highly motivated and active. Mission also observed that the resource rooms were not well equipped and there were space constraints also. The mission members felt that resource rooms should be strengthened with more resources. There is about one resource room per cluster, which is insufficient to meet the needs of the children. There is a shortage of manpower as well and it is not deployed equitably. Although each block has 2 sanctioned posts of IE Resource teachers and district also hire itinerant resource teacher from the IE budget. There is an uneven distribution of resource people with some blocks not having single resource persons. State needs to ensure that 2 resource persons are essentially available in each block. Additional RPs may be placed as per need.

During discussions, it was noticed that the CWSN who are out-of-school are identified by the IERTs and IE Volunteers and brought to the Resource Room, where they are taught school readiness skills and then mainstreamed in an age appropriate class in a neighbourhood school.

During discussions at the Head Office, the problem of staffing was discussed with Deputy Manager (Inclusive Education), the mission suggest that state should develop a better understanding of the provisions of the IE component under SSA to appropriately address the issues of inclusion and learning among CWSN.

In the schools visited by the mission members, it was observed that there were ramps in almost all schools, but it was found that schools are still not barrier-free in reality. For instance in most schools, the area from the gate to the ramp has many barriers for a wheelchair borne child. Even within the building compound, there are many barriers, especially during rainy season. It was also observed that Disabled friendly toilets (DFTs) are not available in all Schools. From the data collected from SSA H.O. MIS, it was corroborated that DFTs are available in only about 50% of the Schools.

The state also has Physiotherapists appointed at the district level in 15 districts. However, the services are not adequate and these may now be provided through convergence with other relevant schemes and departments. Children are being provided recommended aids & assistive devices like artificial limbs, callipers, wheelchairs, tricycles, crutches, blind canes & slates, hearing aids, etc. Children with orthopaedic disabilities like polio, cerebral palsy, congenital deformities and cleft lip/ palette are being provided surgical correction on recommendation by qualified doctors. holistic, all round development of the children, special cultural programs and sports tournaments are organized in the state, which provide a platform for the differently abled children to display their varied skills and talents. To expand their horizons, children are taken on exposure visits -cum- picnics to places of educational or historical significance.

Recommendations

- *All schools should be made barrier-free with the construction of ramps with handrails in all schools needing ramps, disabled-friendly toilets. State may focus on disabled friendly constructions in the future and modify existing constructions.*

- *It is recommended that the deployment of Resource teachers should be rationalized with equitable deployment of available resources.*
- *It is recommended that the state may provide intensive onsite training to the general teachers to build their capacities to handle and teach children with special needs entrusted in their care.*

III.3 Goal 3: All children retained in education system

According to the figures from the state report and documents(DISE 2012-13) provided to the team, the retention rate of the state for primary classes is 98.35 & for upper primary is 100.01. Similarly, the dropout rate of the state for primary classes is 1.65 & for upper primary is 0.01. As per the DISE 2013-14 the dropout rate of the state for primary classes is 2 & for upper primary is 0.84. The promotion rate of the state for primary classes is 98.26 & for upper primary is 99.92. The repetition rate of the state for primary classes is 0.08 & for upper primary is 0.09.

The transition rate from primary to upper primary is slightly improved from 2011-12 to 2012-13 (from 98.39 to 99.33)

Infrastructural facilities

During the school visits, mission members observed that the almost all schools are well equipped with basic infrastructural facilities. DISE (2012-13) reported 99.59% schools with drinking water facility, 92.86% schools with common toilets, 96.45% schools with separate girls toilets.

Status of infrastructural facilities according to AWP&B 2013-14

No. of schools with separate toilets for boys (functional)	17758
No. of schools with separate toilets for girls (functional)	18572
No. of schools with drinking water facilities functional)	19460
No. of schools with ramp and handrails	17196
No. of schools with boundary wall/fencing	18933
No. of schools with playground	15357

Students are provided free textbooks in schools. Self learning, Material developed under *PERVESH* is used in schools . The material is in the form of books and cards. Other activities like school magazines, radio programmes for classes III- V are organised. School teachers and children prepare the programmes and radio channels broadcast these programmes.

The state has also developed theme parks for English, Mathematics and Science. Under BALA, the walls of the school have been used to make a running board. Words, sentences, quotations and pictures have been painted on the walls to make the school environment attractive for children.

Mission members appreciated the Mid day meal provided by the schools. The meal is prepared in the school by the women from the community on the *chulah* due to scarcity of

LPG. Hygiene and proper cleanliness was maintained in preparation of food. Meals are distributed by the workers with the help of teachers. Schools had utensils for children to eat food. These utensils were cleaned and maintained by the workers. Children too, were appreciative of the food they ate.

A teacher in Sangrur district had developed a software on Mid-day –Meal. It had 45 schools as its users. The software calculated the funds and status of stocks of the blocks by just entering the enrolment of the students present in the school. Thus the total report of the MDM could be generated at block level, cluster level. Mission members highly appreciate the efforts made in this regard.

Recommendations

- *The state may work on the quality of interventions in schools to increase retention of children in schools.*
- *The mission recommends that state may initiate a helpline to ensure a safe and conducive environment for children and prevent dropouts. This helpline may also be used for identifying OoSC.*

III.4 Goal 4: education for satisfactory quality

Availability of required number of teachers and progress in teacher recruitment:

It is essential that to maintain the quality of education, school has sufficient number of teachers appointed in schools. The state has made stringent efforts to recruit teachers and the PTR is also appreciable.

Under SSA, 6863 Post of Upper Primary Teachers (1851 Science & Math, 2273 Social studies & 2739 language) and 3798 Post of Primary Teachers are sanctioned. Out of which 3798 Primary and 6863 Upper Primary Teachers are recruited and *all are in position*. The mission members appreciated the staff recruitment position in the state.

Pupil Teacher Ratio (PTR) at Primary Level 28.03 and at Upper Primary level is 22.22

A recruitment board has been set up for recruitment of teachers in the state. New teachers are recruited in the State on the basis of PSTET i.e., Punjab State Teacher Eligibility Test. SCERT is the nodal agency for conducting this test. Three PSTET have already been conducted in the state. As and when any posts falls vacant due to resignation or any other reasons, teachers are deployed and rationalization is done in the schools on the basis of student strength as per RTE norms by the office of D.P.I.(SE) Punjab.

PERVESH (Primary VidyaSudhar) programme has been implemented in the state to build a strong base among children in learning basic language skills and mathematics through Creative Learning Model (CLM) of education in primary grades. **PERVESH** aims to bring about a large scale improvement in the quality of reading, writing and arithmetic level of primary schools children. Activity & Creativity based teacher training is given to teachers.

The state reported that onsite training & support to the teachers is given by *PERVESH* Co-ordinators. Monitoring of school activities is a regular feature. Text books oriented colourful printed material is given to each child. The **activity based Education calendar** for the academic year was also shown. It highlighted all the scholastic and co-scholastic activities to be carried out through-out the year. Annual and monthly plan in the form of activities have been suggested to teachers for scholastic and co-scholastics areas. Mission members are of view that this has both advantages and disadvantages. For some teachers this may be a planning tool while other may look at it as a prescription to be followed in their schools. In this regard state should ensure that the teachers use the calendar as a suggestive planning tool and may develop more activities around it based on their needs and convenience.

Under *PERVESH*, baseline, mid term and post tests are conducted to monitor the learning of children. These tests are conducted in grades I to V. State shared that tests also create a pressure on teachers to raise achievement levels and perform better in the classroom. *However the* Mission members are of view that *the pressure on teachers can cause unnecessary pressure on children as well. Secondly, teachers may start teaching focusing on children's performance in the tests and not focus on the processes of learning. Thirdly, so many tests in the year cause unnecessary pressure on children and is against the objectives of learning as stated in NCF 2005 and RTE. Fourthly, CCE is also implemented from grades IV above. So children of grades IV and V undergo multiple tests which is against the spirit of CCE.*

Another activity under *PERVESH* is to test all children of all schools from class 1 to 5 three times in a year (Baseline test, Mid test and Post test). This test should be done on sample basis. Monthly review meetings are held at district and State level. **Radio Class room is held for** class III to V students. **School Magazines'** is published annually and bi-annually by schools having children's and school teachers' writings. The magazine should be understood as source of providing good reading material for children. Therefore, its content should include good children literature and illustrations, so that children can engage with it and teachers can use it as a good resource for creating meaningful reading writing opportunities. . The **Annual Day was** celebrated on 20-02-13 in every primary school. The annual day should be an opportunity for interaction between school and community. Parents should be an integral part of the celebrations. The annual day should be a platform where parents can know about their children academic and co-curricular performance at school. **Competitions at cluster, block, district and state level** for sports, cultural and painting are a regular feature for the holistic development of the students etc. **BalSabha** (Pupils' Gathering) is held on every Saturday. Weekly topics are mentioned in education calendar. Last 45 minutes daily reserved for co-curricular activities in primary schools. Interactive parent teacher meeting are organised every six months.

During the school visits mission members observed that in most of the schools, learning corners were established i.e. maths, English, science, languages corners but reading corners were not available in every class and now the state has initiated the early literacy programme, this will be a necessary condition for the classroom. It was also observed that the books or material available at learning corners were not of the level of children and of good quality

either. Charts, posters and print material were available in the classroom but were placed on a height and beyond the reach of children. The font size was too small for children to read and the actual usage of the print material displayed was not observed in the schools visited. children's work was not displayed in any of the classrooms visited.

It is appreciable that the state has translated *Barkha* series in Punjabi. The mission members found children reading *Barkha* series in only one school in Moga district. The mission members were made to understand the the *Barkha* series was developed two years ago. However, it is not available in all schools. The Mission recommends that the series should be made available in all schools as children and teachers both find it helpful in developing reading skills. Classes I and II should have multiple sets of *Barkha* series in the reading corners in their classrooms. A set should also be made available in the school library. The literature observed in school library and learning corners was not relevant and according to the age-level of children.

Curriculum, syllabus and textbooks

The state has revised its curriculum in the year 2013. State claims that PCF 2013 was prepared on the pattern of NCF -2005. But the PCF 2013 has not been able to understand the vision of NCF 2005. The mission members observed that in the language section of PCF 2013, on one hand there are pointers focusing on pronunciation, neat and proportionate writing, identification of alphabets for reading, teaching colouring in given shapes and pictures as pre-writing skills, dictation (*Hindi ki dhwanion ka sahi uchcharan karaana/Spasht aur aanupatik akshar likhne ke yogya banana/varnon ki pehchan kevana/lekhan kaushal se purv vibhinna aakritiyon va chitron mein rang bharna shikaana, sulekh aur shrutlekh per zore dena p.34,37*) whereas on the other hand, PCF also talks about focusing on innate capacities, conducive environments for development of language skills.

The state needs to revise their syllabus also as it focuses on very mechanical and structural process in language i.e. *use of adjectives, use of pronouns, sentence structures He/she/it is a /an +noun, Is it her/his/your+noun, pre-writing and writing practice(Alphabet), varnon ke mail se arthpurn shabd banana, vyakaran ki drishti se sahi vakya bole etc.*

There are ambiguities which need attention as this is also reflected in the syllabus and textbooks.

Mission members were apprised that 25 titles of books were revised according to NCF-2005 in the year 2012-13 and 25 titles of books were changed in the year 2013-14 in Mathematics, Environment studies, English Hindi and Punjabi for various classes.69 titles are in the process of being changed in the year 2014-15. Rest of the titles will be changed in the consecutive year.

Mission members observed that the Hindi language textbook focuses on *varnmala* and *barakhadi* approach. The book focuses on teaching two letter, three letter words followed by *matras* and then moving to sentences. The books do have pictures for conversation with children but it needs revision. The poems and stories are based on phonics using primers like *Kamla idhar aa,/mama aya,/ mala laya,/ baja laya,/ mala pehan, /bajabja(Aao hindi Seekhen-4).*

State has provided supplementary material to children in primary grades. The material has been provided in the form of workbooks and cards. It was observed by the mission members that the language workbook focuses on practicing writing of alphabets ranging from 30- 60 times/ alphabet. This is a mechanical process of teaching writing which does not hold any meaning in it and it also encourages rote memorisation and drilling, moving away from the meaningful processes of language learning. NCF 2005 recommends a meaningful process of language learning rather than rote memorisation and drilling. The material for Punjabi, Hindi and English has been developed in the same manner. This approach does not correspond to the vision of NCF 2005.

It was impressive to understand that the state has initiated an **early literacy programme** in collaboration with SCERT on the guidelines of NCERT. Four days workshops on early reading for English, Punjabi and Mathematic have been conducted in the month of September 2013 to prepare State resource group. With the help of master trainers, 3days workshop for early reading in English and Punjabi for the Classes 1st and 2nd have been conducted in all the District to prepare the District Resource Group for early reading.

Other initiatives for quality education

Math Corners, maths labs and mathematical parks have been established in schools to create a learning environment.

Various activities have been taken up at the state level for the promotion of English and social science for classes 6th-8th. An activity book CORNUCOPIA has been prepared by the resource team of English teachers. It has 356 activities related to prose, poetry, and grammar teaching of English at upper primary level. Holistic development criterion is the focus of these activities. English corners have been established in all the upper primary schools of the state. Activities like quiz, declamation, debate, poetry recitation, writing competition, and dramatization and role play are some of the few regular competitions being carried out in the state which aim at holistic development of the students.

Mission members visited many primary, secondary and senior secondary schools. They interacted with children and observed that children were very confident individuals. They were aware and had clarity about their goals. Schools were focusing on all round development of children as well which was observed by Mission members in their interactions with children.

Pupil assessment system

State has developed a Continuous and Comprehensive Evaluation system which comprises of formative and summative assessments which is being conducted and relevant records have been kept in schools on the prescribed Performa's and registers have been maintained. The subject wise and class wise copy of CCE register were also evaluated. *The mission members recommend that CCE needs to be understood in its real spirit and not focus on testing children repeatedly. More methods can be devised to understand the process and learning levels of children.*

Learning levels of children

As per the National Achievement survey 2012, NCERT for grade VIII, Punjab had the following scores:

S.No	Subject	National	Punjab	Remarks
1.	Reading Comprehension	247	260	Significantly above
2.	Mathematics	245	251	Not significantly different
3.	Science	251	250	Not significantly different
4.	Social Science	247	257	Significantly above

These scores reflect that Punjab has remarkable performance in reading comprehension and social sciences as compared to the national average. Mathematics and science also show good scores. As per the National Achievement survey 2012, NCERT for grade III, Punjab had lower scores in language and good scores in mathematics as compared to the national average.

The round II of NAS shows the following data:

Subject	Class III	Class V	Class VII
Language	67.16	57.75	62.02
Mathematics	58.08	48.43	44.08

There is a visible decline in mathematics as grades progress where as language scores show better results.

The results of PERVESH baseline, mid-term and post tests for 2013-14 are as follows:

Subject	Baseline Result%	Mid test Result%	Progress %
Punjabi	46.80	63.74	16.94
Math	43.05	65.23	22.18
English	26.97	49.69	22.72
Hindi	41.78	62.32	20.54

Teacher training programme

The DIETs are the nodal agencies for the in – service training programmes under S.S.A & RMSA. The mission members were impressed with the efforts being made for professional development of teachers. Teacher Training focuses on various issues like RTE, CCE & Punjab Curriculum framework 2013, POSCO (Prevention of sexual children offence) and Early literacy for classes 1 & 2 through Early Literacy Programmes etc. The state has also taken up new projects like Interesting way to learn Maths through Jorho Gyan Projects, Rajiv Gandhi foundation programme for english in Tarn Taran district, Teaching for English for 9th

to 10th Class training through British Council, & for other subject in collaboration with AIFT (American Indian Foundation Trust) ,Soft Skills training through EDUSAT etc.

Progress of Teacher Trainings 2013-14)

S. No	Activity	Target	Achieved
1.	Refresher in service teacher training at BRC level and above 05 days (Non-residential)	78,765	65,000
2.	One day monthly cluster level meeting and peer group training session for 10 month for all teacher each year of CRC level 2 days	78765	65000
3.	Induction Training for newly recruited Teachers 10 days * It depends upon the no of recruitment of new teachers up to 31 st March 2014	3313	NIL

Besides this, on-site training to the subject teachers and resource persons at upper primary level, three days Subject wise content & Pedagogy based training to teachers, CCE and environmental based education has been imparted to teachers and co-ordinators. Specific training on ‘Parvesh’ was imparted to all the Parvesh Block co-ordinators. For quality improvement in English Teaching at Upper Primary Level, State has developed its own activity based training module ‘Cornucopia’

To ensure good quality education there is need to provide academic support to the teachers and schools. BRCs and CRCs are the most crucial units for providing training and on-site support to teachers. Punjab has 142 BRCs and 1499 CRCs which are engaged in providing academic on-site support to teachers. Mission members visited CRC and BRCs in Sangrur and Moga district. Members were apprised that CRCs and BRCs are engaged in providing trainings, monitoring, supervision, classes for Oosc and counseling for parents. Members felt that more efforts need to be added to the existing ones to make the CRCs and BRCs better.

Community Mobilization

There are 20129 SMCs and the SMCs have prepared School Development Plan in the year 2013-14. According to the document of the 19th JRM of Punjab, training of SMCs on role including on preparation of school development plan, school monitoring, local grievances, redressal and spread awareness have been given. Trainings were also given on issues of school monitoring. SMCs were found to be playing an important role as far as civil work and availability of other necessary physical resources were concerned. The state has undertaken appreciable efforts to supplement government funds through leveraging of Corporate Social Responsibility (CSR) funds of large corporates/philanthropists/ Non Resident Indians

especially in school infrastructure enhancement. Community service has been pressed into action through volunteerism.

The team members appreciated the efforts made by school authorities for maintenance of buildings and area of the school. The vicinity was green and clean. Mathematics parks, computer labs were observed in schools and were functional. Working science models were also observed which could be developed and used by other schools as well. Toilets in schools were sufficient and well maintained. Drinking water facilities were also good. In a school in Moga district, drinking water facilities, taps and tanks were provided by Nestle, thus reflecting a strong community support. The members of SMCs, teachers and other community members made efforts to gather community support for welfare of schools. Mission members appreciated these efforts of SMC, school staff and community.

The state reported that the **planning process** was carried out by planning teams at village, cluster, districts and state levels with capacity building exercises like seminars, workshops and field visits to orient and prepare the teams to formulate elementary education plans. Districts prepare and consolidate their plans based upon School Mapping data or information collected from schools. The mission was informed that plans prepared by various districts are then combined and compiled into State Annual Work Plan for SSA. The planning process uses school mapping exercises based on GIS supported by distance matrix. GIS mapping is linked to the state portal **e-Punjab** and plots schools not only against physical location but against more disaggregated dynamic parameters. The state finds this very useful in planning as the GIS goes beyond just spatial information and provides detailed information through links to the **e-Punjab portal**. Punjab has initiated a process of grading schools in A, B, C and D categories (on pre-identified parameters like focus on SC/ST categories, girls, Student **Classroom Ratio**, PTR, provision of toilets, etc) and the GIS provides information on these schools by their grades.

Programme management

As per status of Non-teaching staff 1412 post are sanctioned. Out of which, 80 post are sanctioned at SPO level, like DM, AM, Acct., DEO etc. 396 post are sanctioned at DPO level, like APCs, LA, Accts and DEO etc. and 436 Acct., 142 MIS Coordinator, 142 DEO and 216 JEs are sanctioned at block level. All post of Non-Teaching Staff at SPOs, DPOs and BPOs are filled and all the incumbents are in position.

Monitoring and supervision issues have received considerable attention. The Mission also had an interaction with representative of University of Punjab pertaining to its role as monitoring agency of SSA in the state. Major observations (1st April to 31st October, 2012) of Monitoring Institute on implementation of the SSA-RTE in Punjab state (Amritsar, Faridkot, Ferozpur, Gurdaspur, Tarantaran) are as follow –

- Infrastructure is good in majority of schools. Computer labs in all upper primary, high and secondary schools. Toilet and drinking water facilities are in the schools.
- All the schools are catering to all sections of society and there is no disparity in providing access to schools.

- In all schools computer and its accessories were physically available and in working conditions placed in computer labs. Computer teacher are appointed in all schools. More teachers need to be motivated to use CAL in classrooms in real sense.
- Teacher training programme need to be organized in a professional manner which must lead to professional growth of teachers.
- Rooms and seating arrangement of CWSN are not good. For HBE, no TLM has been provided to IERTs. More specific training should be provided to the IEVs.
- The miniscule gap between number or presence of boys and girls in schools is an achievement for the state.

Research and evaluation studies

State has taken up research and evaluation study on quality of learning during 2012-13 as these studies will be useful for improvement of SSA interventions. Four studies taken up are as follows:

- *Reasons for low learning levels of students in primary classes in the subject of Maths & Punjabi and suggestive measures for improvement.*
- *Research study related for poor listening, speaking, reading, writing skills of English amongst students of Govt. Upper primary schools of Punjab & recommendations for improvement.*
- *Impact of tables in enhancing the learning of Mathematics in upper primary classes & upper primary classes.*
- *Impact of Computer Aided Learning (CAL) in facilitation of teaching learning process.*

It is appreciable that the state has taken up research studies of this kind. However, during the visit, mission members did not see any documentation of the studies. States should work on proper documentation of such studies so that findings can be looked into and worked upon.

Recommendations

- *There is a need to revisit the PCF 2013 and the textbooks in the light of NCF 2005. The curriculum of Diploma in Elementary Education also needs to be revised.*
- *Members recommend that there should be a reading corner in each class where children's literature should be placed and is accessible to every child as and when required.*
- *Special emphasis should be laid on age appropriate, meaningful and enjoyable material for children so that it enhances their reading and writing levels.*
- *The language (especially Hindi) textbooks of primary grades need to be revised with immediate effect and developed in accordance with the vision of NCF 2005. Examples can be drawn from the Hindi textbooks for primary grades developed by NCERT.*
- *Schools have to understand that the library is not just a storehouse for books. Instead it should be the hub of all academic activities in school and should be developed by*

teachers and children collectively. The libraries of schools should be made functional which should be working towards developing a culture of reading.

- *The school should also focus on selecting good and relevant books for the library. The library should focus on providing good children's literature. The books should have variety and should be according to the age-level, interest of children. The schools can refer to the process documentation for selection of books developed by Early Literacy Programme of the NCERT. NCERT has also shared suggestive lists of children's literature for primary grades and libraries in Hindi and English. The schools may refer to these lists for selection of books for their libraries. The state may also undertake a process of selection of children's literature in their regional languages based on the indicators suggested by NCERT in their process documentation for selection of children's literature, 2013. The books should be purchased with a team of teachers and students to take into account the need and interests of both.*
- *Each school brings out its children's magazine. The efforts need to be channelized in this direction and the quality of the magazine needs improvement. Teachers need to be guided in this direction.*
- *A **running board** should be made available for all students in all primary schools so that each and every child in the class has a free access to a platform to write as and when he/she desires for. Such a blackboard helps in developing sensory motor skills of the child*
- *The mission members recommend that CCE needs to be understood in its real spirit and not focus on testing children repeatedly for which they may look at NCERT exemplar material on CCE . More methods can be devised to understand the process and learning levels of children.*
- *Better infrastructure facilities should be made available at DIETs. Library facilities also require improvement and libraries need to be made functional.*
- *With improved availability of ICT facilities, more innovative approaches may be adopted for interactive and participatory teacher training through use of audio-visual media, computer aided learning, internet etc. These need to be however validated for academic appropriateness and validity of content.*
- *The mission recommends that given diverse contexts and needs of teachers a variety of training modules and models (including that for leadership training for head-teachers) may be developed which could be offered to the districts to choose from as per their needs with institutional collaboration with SCERT/NCERT/NUEPA for orientation/training for the various stakeholders at the elementary stage.*

FINANCIAL MANAGEMENT AND PROCUREMENT

FUNDING

- **Funding under SSA has been revised in the ratio of 65%-35% for Government of India and States in the XI th Plan. For 2013-14, an outlay of Rs 739.54 cr have been approved out of which GOI share is Rs 448.20 cr and that of the State of Punjab**

Rs241.33cr.13th Finance Commission grant is to the tune of Rs 50 cr. Upto 31st Dec 2013,GOI had released Rs 261.82 cr and the State had released Rs 213.85 cr.

- However, there is gap between the financial projections of Rs 1935.13cr made by the State for approval of Project Approval Board and the outlay of Rs 739.54cr approved by the Board. Budget projections should approximate the figure of final approval instead of making an attempt to extract the maximum.
- There is also gap between approved outlays and funds released by the State Government. The State Government had a back log of Rs 127.18 cr at the end of the FY 2012-13. Upto 31st December 2013, the State Government had released Rs. 213.05 cr and another tranche of Rs. 87.18 cr also has been sanctioned which is in the pipeline in the Treasury for payment. This will clear the State Government deficit of its share.

TREND OF EXPENDITURE

- Total funds released are to the tune of Rs 597.41 cr including an opening balance of Rs 69.84 cr and the FC component of Rs 50 cr. The expenditure upto Dec.13 is Rs 466.41 cr. The percentage of expenditure against approved budget is 63.06% and against funds available is 78.05%% .Since only 78.05% has been spent upto end of Dec.13, necessary action to spend the balance in the remaining months is required so as to avoid the March overflow of expenditure. In the year 12-13,18.66% of funds had been disbursed in March 13.

PROCUREMENT

- Para 113 of the Manual on Financial Management and Procurement prescribes that an annual procurement plan may be prepared and hosted on the website.The State Government is following the instructions of the Manual and has prepared the Annual Procurement Plan and has hosted on the website.E-tendering has been adopted for for procurement aboveRs 5 lakhs.Man power recruitment has been outsourced to Punjab Ex-service Corporation and other institutions of Punjab Government. E-procurement plan and hosting on the website have brought in an element of transparency in procurement.

CIVIL WORKS

- Total expenditure of 26.20cr have been made upto 12/13 out of disbursed fund of 48.95 cr. There is spillover of works relating to CWSN and Girls toilets. Actions have to be taken for their early completion. Expenditure has not kept pace with disbursement. The assets created out of Project funds should be entered in the Register of Assets and these should be capitalized.

ACCOUNTING

- Maintenance of accurate accounts is a significant tool of internal control. Punjab has put in place a cash system of accounts. However as per para 51 of the Manual on Financial Management and Procurement SSA should have a double-entry system of accrual accounts. Steps have to be taken to switch over to the accrual system. At SPO level, an accounts and Finance department has been created with a Chief Accounts Officer as its head. However, against the overall requirement of 10, only 7 are in position. The State has got plans to add new accounting staff and also for enhancement of their skill.
- At the State, district level the computerisation of accounts had been done in 2005. The computerisation of accounts has been done upto block level since 2011, which is a significant achievement. The accounts are maintained by adopting accounting software Tally. Accounts are up-to-date and have been completed upto Nov. 13.
- The books of accounts as seen from field visits were generally maintained well. Cash book and Pass book had generally been reconciled. The Stock Register had also been maintained. In some cases the individual entries had not been attested by Head Master in the cash book. The annual physical verification of stock had not been conducted in some cases.
- There is e-transfer of funds from GOI to the State and from the State to the districts, which has facilitated the process of transfer of funds cutting the delay.
- The advances given for disbursement of grants should be monitored through a Register of Advances. At the end of FY 2012-13, advances to the tune of Rs 274.16 cr was outstanding. The system of adjustment of advances need to be revisited with rigorous monitoring.
- Central Plan Scheme Monitoring System is being implemented. However, the SSA requires immediate technical assistance from the concerned units of GOI for quick and effective implementation for better online fund management and payment system.

AUDIT

Internal Audit

- The provisions of Manual on Financial Management and procurement are being followed for internal audit. The State has been divided into 3 zones-Amritsar, Ferozpur and Ludhiana-for effective management of internal audit. One post of Asst. Manager and one accountant have been sanctioned. The internal audit has covered upto 12/13 in many audit units. The SSA management is considering strengthening the Internal audit wing, which is necessary for an effective and current internal audit.
- Statutory Audit
- The process of appointment of Statutory Auditors for 2013-14 is under process. The Statutory Auditors have given the report for 2012-13.
- Audit of o/o Accountant General

- The audit of Accountant General has been completed upto Feb 2013.
- Report of Monitoring Institution.
- Punjab University in its Report has made certain observations on financial management which needs to be looked into. Their recommendation regarding auditing of SMC Accounts at the end of session in Schools may be examined.

Recommendations.

The Mission recommends -

- *system of budgetary projections to be made more accurate*
- *steps to introduce the mercantile system of accounts may be taken.*
- *system of adjustment of advances may be streamlined.*
- *action on audit observations of IA,SA and AG(audit) may be taken in a time-bound manner.*
- *action may be taken to implement the Central Plan Monitoring System.*
- *assets created out of Project Funds may be verified and accounted for.*

2013-14

S.No	Activity	Approved Outlay	Disbursed To Disriects (in Lacs)	% of Expenditure Against Approved Budget
1	Residential Hostel for specific category of children	140.45	70.23	50.00
2	Transport/ Escort Facility	0.00	0.00	
3	Special Training for mainstreaming of Out of School Children	469.61	32.73	6.97
4	Free Text books	1532.28	700.00	45.68
5	Provision of 2 sets of Uniforms	6862.25	6862.25	100.00
6	Teaching Learning Equipment (TLE)	12.80	12.80	100.00
7	New Teacher Salary	38703.42	17294.80	44.69
8	Training	584.49	367.86	62.94
9	Academic Resource Through Block Resource Centre	4700.45	2176.10	46.30
10	Academic Support through Cluster Resource Centre	5816.12	3181.31	54.70
11	Computer Aided Education in UPS under Innovation	0.00	0.00	
12	Libraries in Schools	0.00	0.00	
13	Teacher's Grant	0.00	0.00	
14	School Grant	1153.35	1153.35	100.00
15	Research, Evaluation Monitoring & Supervision	50.96	15.29	30.00
16	Maintenance Grant	1388.84	1388.84	100.00
17	Interventions for CWSN	2039.68	1171.44	57.43
18	innovation Head in Rs 50 Lakh per district	180.00	60.00	33.33
19	SMC/ PRI Training	196.47	0.58	0.29
20	Civil Works Constructions	5031.65	2618.58	52.04
21	Management Cost	3273.64	902.96	27.58
22	LEP	845.64	237.71	28.11
23	REMS	127.19	19.80	15.57
	Total	73109.29	38266.61	52.34
24	KGBV Financial Provision	844.37	257.68	30.52
	Grand Total	73953.66	38524.29	52.09

Annexure 2

2013-14

District	Retention Rate				Dropout Rate				Promotion Rate				Repetition Rate			
	Primary		Upper Primary		Primary		Upper Primary		Primary		Upper Primary		Primary		Upper Primary	
	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total
Amritsar	100.25	100.27	101.49	101.36	-0.25	-0.27	-1.49	-1.36	100.22	100.23	101.48	101.34	0.03	0.05	0.01	0.01
Barnala	96.18	95.46	96.86	97.55	3.82	4.54	3.14	2.45	96.18	95.46	96.86	97.55	0.00	0.00	0.00	0.00
Bathinda	97.89	97.44	99.23	99.10	2.11	2.56	0.77	0.90	97.89	97.44	99.23	99.10	0.00	0.00	0.00	0.00
Faridkot	100.78	100.53	98.73	98.24	-0.78	-0.53	1.27	1.76	100.77	100.53	98.71	98.22	0.01	0.01	0.02	0.02
Fazilka	95.66	95.47	100.43	99.56	4.34	4.53	-0.43	0.44	95.66	95.47	100.43	99.56	0.00	0.00	0.00	0.00
Ferozepur	96.55	96.06	95.57	96.16	3.45	3.94	4.43	3.84	96.47	95.97	95.18	95.78	0.09	0.09	0.39	0.37
Fatehgarh Sahib	97.54	97.60	98.35	98.48	2.46	2.40	1.65	1.52	97.54	97.59	98.35	98.48	0.00	0.01	0.00	0.00
Gurdaspur	99.07	98.49	100.30	100.36	0.93	1.51	-0.30	-0.36	98.93	98.33	100.20	100.21	0.14	0.16	0.11	0.15
Hoshiarpur	96.85	96.75	98.92	98.58	3.15	3.25	1.08	1.42	96.73	96.63	98.88	98.54	0.12	0.12	0.04	0.04
Jalandhar	95.35	95.51	100.08	98.89	4.65	4.49	-0.08	1.11	95.35	95.51	100.08	98.89	0.00	0.00	0.00	0.00
Kapurthala	95.73	95.44	96.58	96.73	4.27	4.56	3.42	3.27	95.73	95.44	96.58	96.73	0.00	0.00	0.00	0.00
Ludhiana	108.65	109.20	111.15	111.17	-8.65	-9.20	-11.15	-11.17	108.52	109.07	110.86	110.84	0.13	0.13	0.30	0.33
Mansa	94.48	94.69	97.04	97.77	5.52	5.31	2.96	2.23	94.48	94.69	97.04	97.77	0.00	0.00	0.00	0.00
Moga	99.65	99.94	98.97	99.20	0.35	0.06	1.03	0.80	99.61	99.88	98.88	99.11	0.04	0.05	0.09	0.09
Mohali	95.22	95.54	99.83	100.09	4.78	4.46	0.17	-0.09	95.21	95.51	99.74	100.00	0.00	0.03	0.09	0.09
Muktsar	96.17	96.17	99.54	98.93	3.83	3.83	0.46	1.07	95.92	95.93	99.50	98.87	0.25	0.25	0.04	0.05
Nawanshahr	97.43	97.32	98.54	98.73	2.57	2.68	1.46	1.27	97.28	97.14	98.39	98.53	0.15	0.18	0.15	0.20
Pathankot	96.88	97.25	97.38	96.86	3.12	2.75	2.62	3.14	96.88	97.25	97.38	96.86	0.00	0.00	0.00	0.00
Patiala	96.16	95.61	98.24	97.96	3.84	4.39	1.76	2.04	96.07	95.52	98.20	97.93	0.08	0.09	0.04	0.03
Ropar	97.89	97.83	98.32	99.07	2.11	2.17	1.68	0.93	97.89	97.83	98.32	99.07	0.00	0.00	0.00	0.00
Sangrur	96.12	95.67	98.07	97.89	3.88	4.33	1.93	2.11	96.12	95.67	98.07	97.89	0.00	0.00	0.00	0.00
Tarn Taran	97.28	97.34	95.83	96.11	2.72	2.66	4.17	3.89	96.81	96.80	95.43	95.70	0.47	0.55	0.40	0.41
Total	98.44	98.35	100.15	100.01	1.56	1.65	-0.15	-0.01	98.37	98.26	100.07	99.92	0.08	0.08	0.09	0.09

2013-14

District	GER Primary		GER Upper Primary		NER Primary		NER Upper Primary		GPI		Gender Gap	
	Female	Total	Female	Total	Female	Total	Female	Total	Primary	Upper Primary	Primary	Upper Primary
Amritsar	104.35	104.63	91.58	93.04	93.56	93.76	80.40	81.59	1.00	0.97	0.49	2.81
Barnala	106.44	109.95	96.15	102.86	92.15	95.27	81.21	87.05	0.94	0.89	5.74	11.42
Bathinda	100.79	103.51	87.26	93.08	85.89	88.45	72.51	77.19	0.95	0.89	4.77	11.01
Faridkot	107.64	110.85	93.93	98.09	91.61	94.47	78.97	81.88	0.95	0.92	5.22	7.58
Fatehgarh Sahib	101.13	103.02	92.44	98.81	87.89	89.79	81.58	87.21	0.97	0.89	3.33	11.28
Fazilka	86.03	87.81	76.33	78.73	75.29	76.72	64.97	66.86	0.96	0.95	3.68	5.49
Ferozepur	111.35	113.45	94.99	98.65	94.89	96.88	78.88	81.49	0.97	0.93	3.38	6.64
Gurdaspur	114.58	115.25	106.79	109.53	100.33	100.97	91.02	93.38	0.99	0.96	1.06	4.46
Hosiarpur	104.32	106.86	99.25	104.42	88.81	91.50	83.73	88.21	0.96	0.91	4.33	8.84
Jalandhar	108.33	110.69	102.33	106.03	91.46	93.55	85.84	88.90	0.96	0.94	3.92	6.33
Kapurthala	112.54	116.09	103.60	111.97	96.62	99.79	87.06	93.74	0.94	0.87	5.57	13.14
Ludhiana	103.40	105.80	89.72	93.53	88.43	90.37	76.91	79.78	0.96	0.93	4.16	7.35
Mansa	108.32	111.15	94.20	99.68	90.07	92.56	78.83	83.20	0.95	0.90	4.57	9.63
Moga	110.40	112.69	98.01	102.64	96.09	98.39	83.76	87.57	0.96	0.92	3.73	8.09
Mohali	87.61	91.32	72.45	77.32	75.61	79.11	61.77	65.71	0.93	0.89	7.23	11.03
Muksar	97.53	99.36	83.69	86.04	83.30	84.80	69.31	71.07	0.97	0.95	3.31	4.88
Nawanshahr	103.51	107.50	100.54	108.43	87.42	91.59	85.98	93.14	0.93	0.87	6.76	12.85
Pathankot	78.33	79.56	79.92	81.79	67.56	68.96	69.96	71.56	0.97	0.96	2.78	4.08
Patiala	102.80	105.02	92.36	97.71	88.41	90.43	77.48	82.03	0.96	0.90	3.81	9.61
Ropar	98.75	101.34	99.73	105.47	82.72	85.13	84.05	88.87	0.95	0.90	4.67	9.70
Sangrur	100.80	102.58	94.77	98.47	85.57	87.42	79.96	83.04	0.97	0.93	3.14	6.70
Tarn Taran	103.54	104.29	84.85	89.70	93.98	94.41	74.84	78.44	0.99	0.91	1.30	9.42
Total	102.72	104.78	92.32	96.46	88.55	90.45	78.53	81.90	0.96	0.92	3.58	7.65

2013-14

Sr · No.	District	Total CWSN identi fied	Total CWSN covered upto 31 December, 2013					% CWSN yet to be cover ed
			Mainstrea med in Schools	Covere d under Resour ce Rooms	Cover ed under HBE	Total Cover ed	Remaini ng yet to be covered	
1	Amritsar	12143	9886	1934	323	12143	0	0%
2	Barnala	2611	1923	223	213	2359	252	10%
3	Bathinda	4061	3348	396	194	3938	123	3%
4	Faridkot	2745	2432	298	223	2655	90	3%
5	Fatehgarh Sahib	3898	3785	308	113	3898	0	0%
6	Fazilka	4619	3311	589	557	4457	162	4%
7	Ferozepur	4783	4264	710	447	4711	72	2%
8	Gurdaspur	8197	5631	1138	452	7221	976	12%
9	Hoshiarpur	8376	7177	840	359	8376	0	0%
10	Jalandhar	6251	5066	258	734	6058	193	3%
11	Kapurthala	4118	3110	174	327	3611	507	12%
12	Ludhiana	9040	7458	1015	567	9040	0	0%
13	Mansa	3157	2337	138	184	2659	498	16%
14	Moga	3547	3054	180	135	3369	178	5%
15	Mohali	3800	3360	513	218	3578	222	6%
16	Muktsar	2910	2528	371	279	2807	103	4%
17	Nawansha har	2636	2518	326	118	2636	0	0%
18	Patiala	6679	6336	86	167	6589	90	1%
19	Pathankot	2418	2091	153	126	2370	48	2%
20	Ropar	3810	3265	377	168	3810	0	0%
21	Sangrur	4790	3967	599	507	4474	316	7%
22	Tarn Taran	4276	3777	409	90	4276	0	0%
	TOTAL	108865	90624	11035	6501	10503 5	3830	4%

2013-14

**District wise Bifurcation of IE Resource Teacher and
IE Volunteers in Punjab**

Name of distict	No. of IERT	IEV	No. RR
Amritsar	27	121	115
Barnala	8	21	21
Bathinda	20	53	58
Faridkot	17	27	27
F.G.Sahib	16	35	35
Fazilka	27	61	65
Ferozepur	30	79	79
Gurdaspur	12	128	128
Hoshiarpur	33	92	95
Jalandhar	26	96	94
Kapurthala	9	56	53
Ludhiana	45	104	106
Mansa	7	34	34
Moga	16	39	39
Mohali	22	53	53
Muktsar	19	34	36
Nawanshahar	11	39	41
Pathankot	9	17	18
Patiala	37	102	102
Ropar	22	57	57
Sangrur	19	63	64
Tarntaran	8	45	44
Total	440	1356	1364