

**PROJECT REPORT OF SARVA  
SHIKSHA ABHIYAN – A PEOPLES  
MOVEMENT FOR EDUCATION FOR  
ALL UEE: DISTRICT FERROZPUR**

**S.P.S. DHILLON**

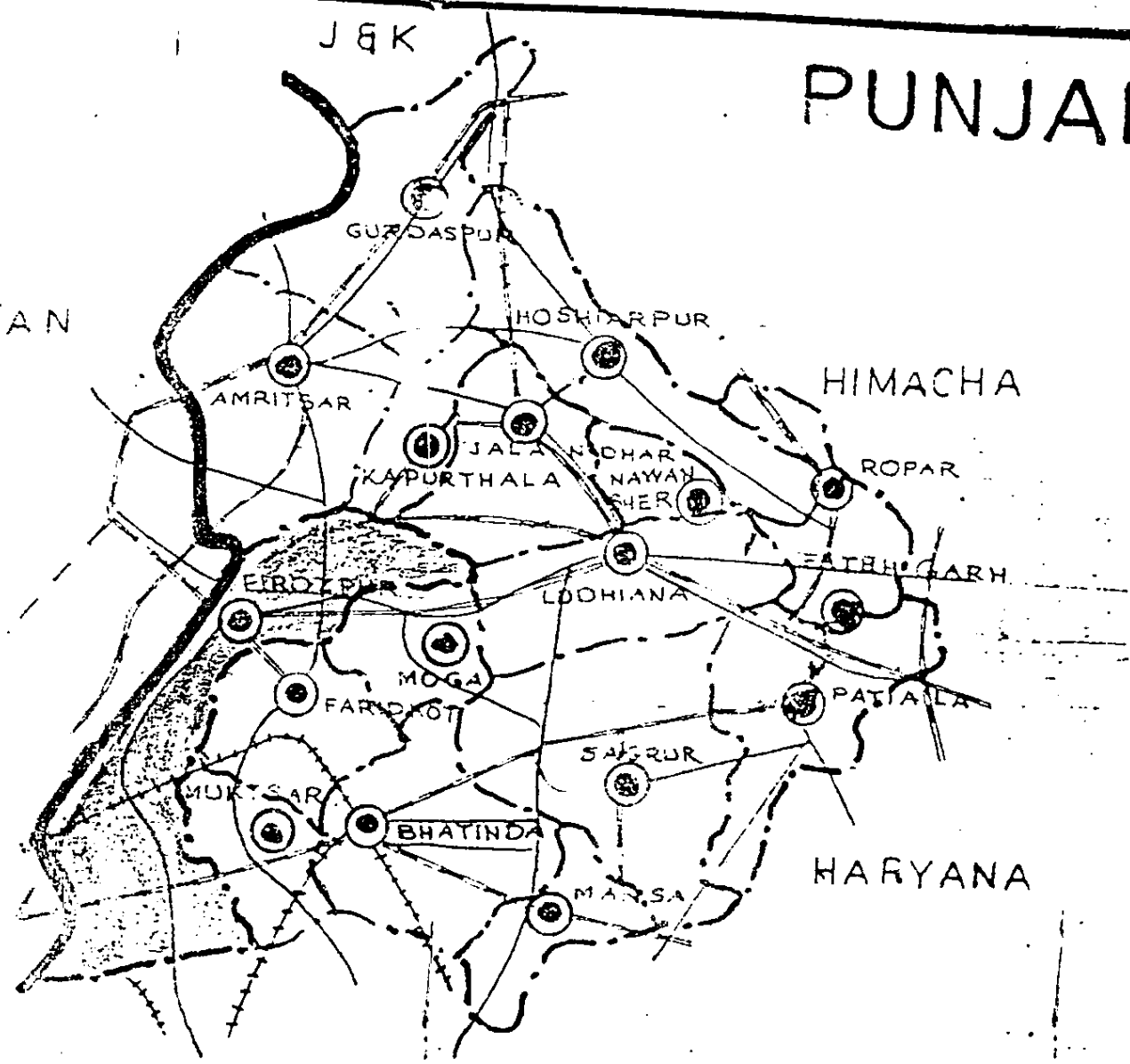
**DISTRICT EDUCATION OFFICE  
FERROZPUR  
PUNJAB**

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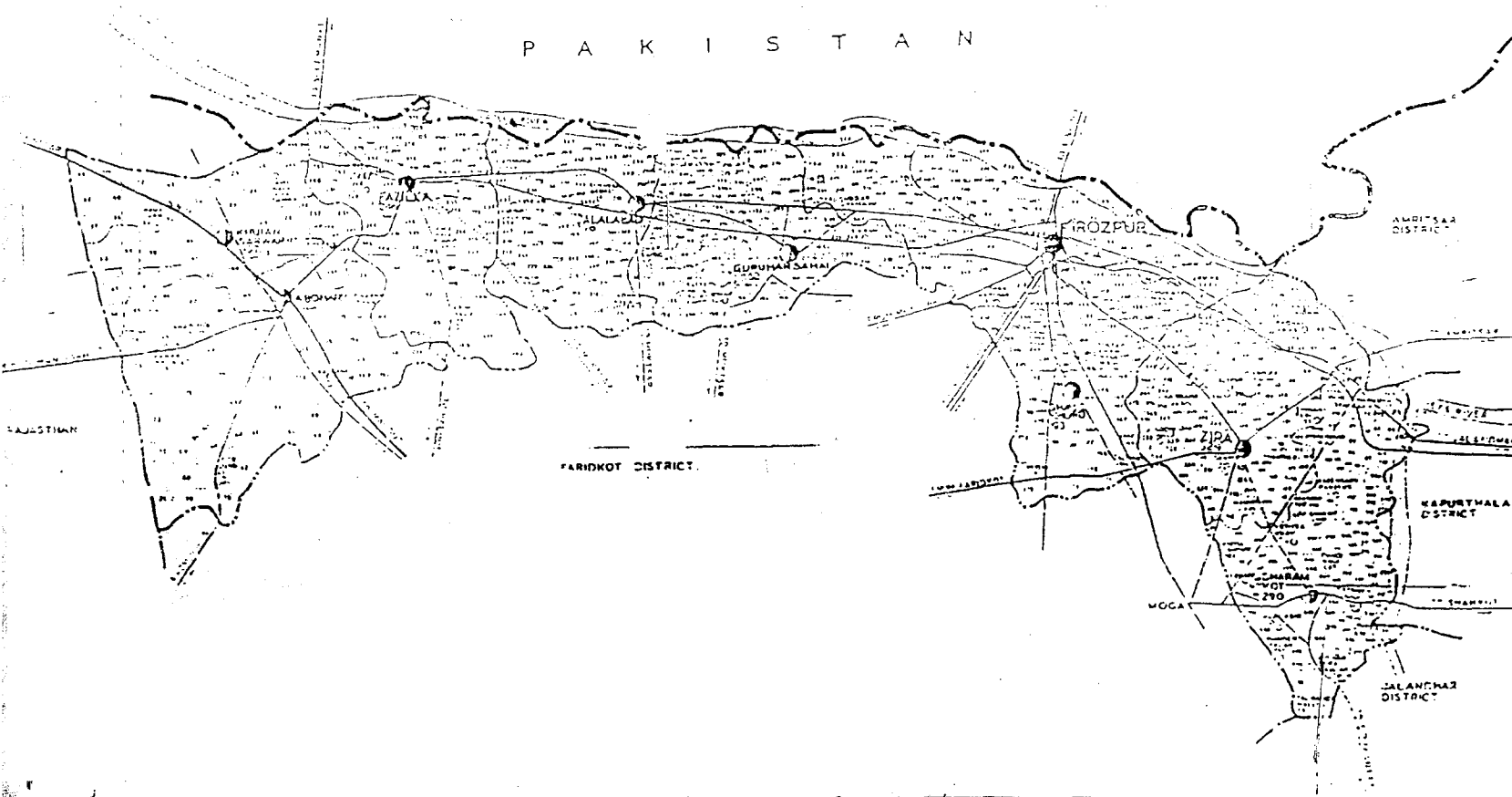
# PUNJAB

PAKISTAN

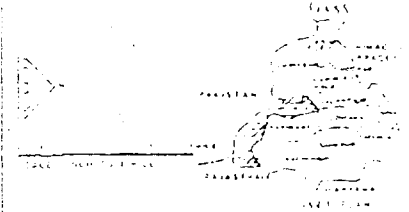


RAJASTHAN

PAKISTAN



PLANNING FOR INTEGRATED RURAL DEVELOPMENT  
 DISTRICT OF FERUZPUR



- LEGEND
- INTERNATIONAL BOUNDARY
  - STATE BOUNDARY
  - DISTRICT BOUNDARY
  - TAHSIL BOUNDARY
  - TEHSIL BOUNDARY
  - CLIQUE BOUNDARY
  - RAIL
  - RAILWAY STATION
  - ROAD
  - RAILWAY LINE & STATION

DEPTT OF PLAN & COUNTRY ENGINEERING  
 DRAWING NO. PLAN/99/2991/2000/1/1  
 SCALE 1:50,000

2

## INTRODUCTION

1. Education is the third eye of an individual. It makes one fit to lead a balanced and prosperous life.

2. India got rid of the chains of slavery after a long struggle on 15th Aug,1947.Since then the government of India has been planning to provide quality education to its people. For it many education policies has been formed from time to time.

3 In 1986 the recent education policy was formed and is being implemented to provide child centered quality education.Its goal is to provide free and compulsory education to all the children up to primary level which have been extended up to compulsory elementary education for all up to 2010.It has also been declared as fundamental right by the honorable Supreme Court. So the central government has launched the Sarva Shiksha Abhiyan.It is the societal need for elementary education satisfactory quality, Considering the roll of education in society,the national committee of education ministers(1999) or launching UEE is the mission mode felt that adopt of a holistic and convergent approach with a clear focus on a Distt as a unit of planning and implement action will facilitate the quest of universalization with in a given time frame.

In this regard a training course for its planning was arranged by NIEPA and NCERT in N.S. DART at Mussurie from 12th June to 18th June. In this training course ,the NIEPA team and the NCERT team provided full and complete know-how about the scheme and its planning at district level to the selected person of the education departments of Punjab and Jammu & Kashnir States. The report for in the present context pre planned project activities to launch the SSA mission in the district in 5 to 6 months has been put up for district Ferozepur mentioning its background along with funds needed for the pre planned activities.

## **PROFILE OF FEROZEPUR DISTRICT**

### **1. Historical Background :**

Ferozepur was founded by Feroeshah Tuglak the Emperor of Delhi from 1351 to 1387. It was part of Maharaja Ranjit Singh's empire. After his death, its control passed to one of the Sikh Missals. No Anglo Sikh battles were fought around Ferozepur; the first battle was fought on 18 December 1845 at Mudki. The second war was fought at Ferozeshah. The British were victorious in both the wars. The third battle was fought at Sabraon in 1846 and was won by the British. The Punjab was annexed by the Britishers. They established a Cantonment at Ferozepur soon thereafter.

Before independence, the District enjoyed an eminent position in the state. The route from Delhi to the area now called Pakistan was through Ferozepur. The Railways established their Divisional Headquarters at Ferozepur.

### **2. Places of Interest :**

#### **Hussainiwala :**

There is river head work on river Satluj at Hussainiwala. It was set up in 1927 when the waters of Satluj were taken to Ganganagar District of Rajasthan. There is a Samadhi of Bhagat Singh, Rajguru and Sukhdev nearby. At the Indo-Pak border near Hussainiwala, there is a Gate where an impressive ceremony of beating retreat is held every evening.

#### **Anglo Sikh War Memorial Ferozeshah :**

This memorial has been constructed near village Ferozeshah to commemorate the memory of Sikh Soldiers killed in Anglo Sikh Wars in 1845-46.

#### **Barki Memorial :**

The Barki Memorial was constructed in Ferozepur Cantt in 1969 in memory of all ranks of 7th Inf Division who sacrificed their lives in 1965 War.

**Saragarhi Memorial :**

It has been constructed in Ferozepur Cantt in memory of 21 Sikh Soliders who died fighting the Pathans in Anglo Afgan Wars of 1897. The Sikhs were deployed at Saragarhi Post in Afganistan and they all during the War.

**Harike Lake :**

At Harike there is confluence of the river Satluj and Beas. River head work have been constucted here. The famous Rajsthan Canal also known as Indira Gandhi Canal takes of from Harike Headwork. The Harike lake has been declared as Wet Land of National importance.

## **1. Geographical Characteristics of the District**

The district is 134 Km. long from North to South and its width varies from 15 to 50 Km. from East to West. River Satluj flows for about 134 Km. along the Pakistan Border in the district. The District lies in Malwa region of the Punjab State. In the North East Jullundur and Kapurthala District touch its boundary. Across the river Satluj in North West side Amritsar District is situated, Muktsar and Faridkot Districts in the South East and Moga in the North touch its boundary. It also touches Ganganagar District of Rajasthan in the South. Topographically it varies from Marshy area with major paddy cultivation. In the south part there is scarcity of water and it touches the Thar desert of Rajasthan where Kinnow, Cotton, Sweet lime, other citrus fruits and grapes vines are cultivated. The District contributes in the fields of crops such as wheat, Rice, Cotton and Sugarcane.

## **2. Socio Economic Characteristics**

River Satluj causes floods in the rainy season. This is called Bet area. The area is plain. The North part of Tehsil Zira, North and North-East part of Tehsil Ferozepur and most part of Tehsil Ferozepur is Bet area. Though the river has been tamed at Harike and Canals have been dug up yet floods destroy crops and property worth crores of rupees. The Socio Economic condition along the Border and Bet area is poor. The main occupation of the people is agriculture. The District has fertile land. In Zira Tehsil the people have small pieces of land. In Abohar and Fazilka there are big land lords. Due to the danger of War there is no public or private industry. Rice Shellers are abundant in the District.

## **3. Cultural Characteristics**

The District has diverse culture. Raisikhs have tribal culture. Bishnoies have Malwari culture. They wear traditional Dhoti Kurta. The ladies wear Choli, Lehnga and



Ghagra and have purda system. Most of the people migrated from West Pakistan during the partition and belongs to Sindh , Layalpur , Multan and Lahore. They retain their own traditional culture. Cities are dominated by Hindi traders. Jat Sikhs from Amritsar Lahore Districts are also settled in the District. They have their traditional Majh culture and called Bhaus.They have developed dairy forms.Hindus and Sikhs mostly believe in the Guru Granth Sahib.They recite Holy Gurbani in the birth,marriage and death functions.Guruharsahai is well known for its Pothi Mala Temple.People from Pakistan have great faith in it.They come during the Baishakhi to have Darshana of it.There is historical Gurudwara of Bazidpur called Zamni Sahib where Guru Gobind Singh visited during his battles voyages.A new Gurudwara Pargat Sahib is built at the Bank of a drain on Ferozepur-Fazilka G.T. Road.In the previous decade marvellous Gurudwaras have been constructed at the different places in the Distt.Tehsil Zira is Sikh domiated and has hold in the state politics. There is historical Majjar of Astana Aulia Shershahwali in Ferozepur Cantt.People come from far off places to have Darshana of the Majjar and pay homage. Kamoj Baradari celebrate Mela at different places after the name of Baba Phumanshah.

#### **4. Administrative Characterstics :**

Ferozepur is the Administrative Division and headed by commissioner.Distt is headed by the Deputy Commissioner.Ferozepur is also Divisional H.Q. except of Education department.There are Five Tehsils and Two Sub-Tehsils in the district.There are Ten C.D. Blocks and Nineteen Educational Blocks.There are six cities and 1053 villages in the district.Four Cities and 610 Villages fall with in the sixteen Km. internal Border Belt alongwith the Pakistan.Ferozepur Cantt is one of the biggest Cantts of India.The DIG is the head of the Police in the division and S.S.P. is the head of the district.The district can be divided into three distnct divisions on the basis of culture and language. Zira and Ferozepur sub divisions are in habited by Punjabi speaking people.The sub division of Jalalabad and parts of Ferozepur sub divisions comprise of sizeable population of Raisikhs who have been recognised as backward community.

About 21% of population is dominated by Schedule Caste.54.26% of the population of the district belongs of sikhism,44.32% to Hinduism,1.19% to Christatianity and 0.13% of the population belongs to Islam religion.

### Demographic Characteristics

Population	1981	1991
Male	6,87,440	8,48,764
Female	6,14,780	7,59,053
Total	13,32,220	16,07,817

### Population 1999-2000 (Projected) at the rate of 2.086%

Male	10,43,395
Female	9,33,112
Total	19,76,508

Percentage increase during last ten years is 22.94% as compared with state 22.1%

### Sexwise Population

Population	1981	1991
Male	6,87,440	8,48,764
Female	6,14,780	7,59,053
Total	13,32,220	16,07,817

There are 528 Male and 472 Females in 1000.894 Female per thousand Male.

### Category wise percentage population :

Percentage population	Distt.	State
S.C.	21%	26.87%

### Religion wise %age pouplation

	Distt.	State
Hindu	44.32%	36.93%
Sikh	54.26%	60.75%
Christian	1.19%	1.10%
Muslim	0.13%	1%

### S.C. literacy rate

	<b>Distt.</b>	<b>State</b>
Male	17.54%	30.96%
Female	5.75%	15.65%
Total	12.07%	23.85%

### Population in age group

Age group	1991	1999-2000
3-5	66379	75148
6-14	217410	268430
15-35	403164	495615

### Single age population

Age (in years)	Male	Female	Total
1	21320	19068	40388
2	20885	18675	39560
3	20458	18298	38756
4	20040	17922	37962
5	19631	15555	37186
6	19230	17196	36426
7	18836	16846	35682
8	18451	16502	34953
9	18075	16164	34239
10	17705	15834	33539
11	17236	15503	32739
12	17074	15181	32255
13	16621	14863	31484
14	16273	14554	30827

### Sex Ratio 1991

Ferozepur	894
Punjab	882
India	927

**Percentage increase in population from 1981 to 1991**

Ferozepur	22.94%
Punjab	20.81%
India	23.85%

**Population percentage increase (1991-2000)**

Ferozepur	22.93% (Projected)
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**EDUCATIONAL SCENARIO OF THE DISTRICT**

No. of Schools		Primary	Middle	High	Sr.Sec.
Govt. Schools	1132	194	93	49	
Govt. Aided (Pvt.)	11	-	5	12	
Private (Recognised)	169	103	76	13	

### **Enrollment/Enlistment**

	Age Group 6-11		Age Group 11-14	
	Actual No.	No. of School Going	Actual No.	No. of School Going
Male	103079	94206	3943	3510
Female	81778	72308	3120	2977
Total	184857	166514	7063	6487

(Source Survey Report Distt Ferozepur 1999)

### **Teachers Sanctioned Strength**

Primary Teachers	3238
Masters	2728
Lecturers	461
Total	6427

### **No. of Teachers actually working**

Primary Teachers	2398
Masters	2461
Lecturers	262
Total	5121

### Vacant Posts

Primary Teachers	840
Masters	267
Lecturers	199
Total	1306

### No. of Non-formal Education Centres

-Nil-

### Teacher Pupil Ratio (1999-2000)

	No. of Teachers	No. of Students	T.P. Ratio
Primary	3289	145307	1:38
Middle	1600	26028	1:16
High	2199	53952	1:25
Sr.Sec.	2406	67092	1:28

( Source Distt. Education Officers,Offices)

Note : - Due to lack of quality education in government and aided schools ,people prefer to send their wards in privater schools.Though they have to spend a huge amount of money so the teacher pupil ratio is less.



### **Drop Out Rate (Primary)**

Year	Male	Female	Total
1995-96	25.26%	29.87%	27.28%
1996-97	26.93%	28.83%	27.97%
1997-98	25.40%	29.33%	27.18%
1998-99	20.74%	26.16%	23.27%
1999-2000	33.98%	34.71%	34.32%

(Increase due to Kargil conflict)

### **Drop Out Rate ( Middle , 11-14)**

Year	Drop Out Rate	Retention Rate
1996-97	15.36%	84.64%
1997-98	14.66%	85.34%
1998-99	11.9%	88.10%
1999-2000	15.1%	84.90%

### **Transition Rate ( Primary to Middle)**

Year	%age
1994-95	78.71%
1995-96	86.64%
1996-97	87.01%
1997-98	80.93%
1998-99	77.68% ( Due to Kargil Conflict)
1999-2000	96.6%

### Literacy Rate- 1991(Total)

	Ferozpur	Punjab	India
Male	56.88%	65.66%	64.13%
Female	38.11%	50.41%	39.29%
Total	48.01%	58.51%	52.21%

### Literacy Rate (S.C.)

	Ferozpur	Punjab
Male	17.54%	30.96%
Female	05.75%	15.65%
Total	12.07%	23.85%

### Literacy Rate Age Group Wise

(6-11)

Year	Male	Female	Total
1995-96	74.74	70.13	72.72
1996-97	73.07	71.17	72.03
1997-98	74.60	70.67	72.82
1998-99	79.26	73.84	76.73
1999-2000	66.02	65.29	65.68

**(11-14)**

Year	Male	Female	Total
1999-2000	88.08%	83.84%	86.67%

**(15-35)**

Year	Male	Female	Total
1999-2000	-	-	47.92%

## **ISSUES AND PROBLEMS OF PRIMARY AND UPPER PRIMARY SCHOOL EDUCATION OF THE DISTT.**

### **1. Shortage of School**

Shortage of schools is one of the main reasons in the backward of the education in the Distt. are far off from the district Head Quarter. Being a Border Distt. and Bet area villages are thinly populated and scattered . Therefore non-formel education centre will have to be established after school mapping.

### **2. Shortage of Teachers**

Most of the schools in the Distt. are in rural and difficult area. A number of schools are situated in across the river, Satluj. The Distt. is not linked by road properly to villages and rural area. The villages are backward and basic necessities of life are not available. The teachers are reluctant to go to villages. So in the rural area most of the sanction posts are lying vacant. The state govt. will appoint new teachers, Sikhia Karmis will have to be appointed.

### **3. Shortage and Bad condition of School Building**

The condition of most of the school buildings in the Distt. is not satisfactory. In rainy season the matter worsens. The schools do not have proper and sufficient no. of rooms . The students have to be sent back home in the rainy season because the school buildings are in dilapidated condition. Many schools are built in low kine area . The schools buildings are flooded in the rainy season. The no. of rooms in the school building is not sufficient. So the students are made to sit outside in extreme season. There is no boundary wall in many schools. School buildings at some places will have be built and repaired.

#### **4. Shortage of Infrastructure**

Infrastructure facilities in these schools are in miserable condition. The schools need sitting mats, benches and desks. Students sit either on the bricks or they bring mats/plastic bags from on their houses. Even chairs for teachers are not available. These are basic needs in the schools to start the teaching learning process in the class room. Unless we make proper sitting arrangement available in the class rooms and schools. We cannot create an atmosphere conducive to education. The schools lack science laboratories. There are not separate social studies rooms to acquaint the students with the knowledge with the help of maps globes etc. The schools do not have facility to use visual aids. Knowledge got through visual aids is more lasting and easy in acquiring. Most schools are without toilets. Teachers and students generally use surrounding field for this purpose. Many schools are without drinking water. Most of the schools have not library. The schools will have to be provided with the above mentioned facility.

#### **5. Enrolment**

Shortage of schools, teachers, buildings and infrastructure facilities make it difficult to enroll the children in the school. In addition to it there are certain problems regarding the non-enrolment in the schools. The masses in the rural area are mostly illiterate and do not give much importance to education. They live on farming and farming needs and large no. of men power. Almost all the members of a family go to fields to cultivate irrigate, reap and harvest. Even a small child of 4-5 takes water and roties to the fields to feed the elder members working in the fields. The village folk feel handicapped when even a small and young child is not helping them. He is called back from the school to take Lassi, roti or any other thing to the fields. There his parents are working. If it is an economically poor family, the child is not sent to school for some financial gains. They lend a helping hand to their parents to do labour in a house of a land lord or in his field. Total no. of students in 6-11 are 191920 out of which 172501 go to schools. 19419 children do not go to schools. Affords will be made through SSA mobilisation to bring them in to schools.

## **6. Drop Out**

Most of the people of the Distt. live in villages. They little realise the importance of education. If a child is enrolled in a school , he/she drops out of the school because of some unavoidable reason . Some time children drops out in the harvesting and sowing season. The drop out students usually do not turn up again. As the child grows older , he is involved in the family jobs, So it makes almost impossible for a drop out child to attend the school again. Drop at primary level varies from 27.28% to 34.32%. The drop out problems will be minimised and reduced to 0 up to the target year through SSA mobilisation.

## **7. Teacher Pupil Ratio**

The Distt. is mainly populated in rural area. The villages are in difficult area and some of the villages are in iccible in rainy season. Teacher do not like to go to these schools. But in urban area teachers are ready to take up their jobs. So the teacher pupil ratio in the villages is very poor. While this ratio is quite good in urban area. T.P ratio at primary level is 1:38. It will increase when all the children of the specific age group will be brought in the schools and drop out will be controlled.

## **8. Retention**

Though a number of children get admission in the school, Yet they drop out in between and retention rate is poor. There are a no. of factors responsible for it. The students who are enrolled are forced by their economical condition and social circumstances to discontinue their studies. Boys students are made to work in the fields and students from poor families have to work in the houses and fields of land lords. Girl students are not sent to school because they are needed at home for household jobs. If a girl student complete her primary education, She is not sent to Middle or High schools

because these schools are situated out of the villages and are atleast 4-5 Kms from her village. Orthodox parents do not want their daughters to go out of the village to study. So their social status also proves a hindrance in the retention of a student in the education system. The lack of quality education is also a factor responsible for it. The schools are without proper buildings and infrastructure facilities are poor. The teacher pupil ratio is also responsible for it. In the Distt. mostly the primary schools have a single teacher. There are schools where a single teacher has to deal with 100 students. So there is no direct and living link between the teacher and the students. His/her problems are not seen. So he/she lacks interest in studies and the retention of such students is not possible. The retention rate varies from 65.68% to 72.72% at primary level and 81.67 at middle level. It will be made hundred percent through SSA Campaigned .

## **9. Achievements**

As we have problems regarding school buildings and posts of teachers lying vacant, the achievement is not sufficient. They do not send their wards to far off schools. More over their economic position does not allow them to send their children to school. These problems make it impossible for the teachers in achieving their goals.

## **10. Quality of Education**

Though the quality of education in the Distt. is good, Yet it is far from satisfactory. Lack of infrastructure facilities and proper school buildings cause the lack of quality of education. The schools are situated far off from the city head quarter. The teachers do not like to go to those villages. They somehow manage to stay in urban area. It results in vacant posts in rural area. There are a no. of schools in a rural area where a single teacher has to manage a strength of 80-90 students. We cannot expect quality education in such condition. A single teacher has to handle all the five classes. He has to teach all the subjects in all the classes. How can we hope to get or give quality education

in such school and under such condition. The problems will have to be solved by the state Government and under SSA.

#### **11. Teacher Training**

Most of the teachers are old. They do not have the proper technic to teaching the subjects material which have been recently introduced. Syllabuses planning and policies have been modified from time to time but teachers still follow the same traditional teaching methodology. A teacher who started his job in sixties, still continues with the old methodology. Freshers has not dawned on him. So inservice training in new methodology of teaching is the need of thev hour.About 2000 teachers are of old JBT. For their inservice training DIET conducts inservice refresher cources of 10 days in batches.But a large no. of schools have single teacher. They do not attend the refresher course because they cannot close their schools.Moreover refreshers are not hold during the vacation period.

#### **12. Transition Rate**

There is transition of students at a poor rate. A number of students from primary schools does not get admission in the upper of middle schools because of their social and economic problems. We can improve it with the help of providing incentives under SSA. Transition rate from primary to middle varies from 78.71% in 1994-95 to 96.6% in 1999-2000 with slight fluctuations.

#### **13. Problem of Distt. Education Officers like D.E.O. Office,DIET**

The D.E.O. office has no proper and sufficient staff to handle the workload. The Distt. is very big. So there is a lot of work to be done in the D.E.O. office. But the lack of clerical staff cannot handle this work load. The DIET also need no. of infrastructure facilities and teaching staff. Moreover the principal of DIET are not regular and co-operative because they feel that their status is above or equal to D.E.O. They



always find administrative posts and shows a little interest in the DIET. In our district DIET is situated at an adverse place which is 4 Kms away from Bus stand. There is no regular public convey.

#### **14. Problems at block and Village level if any**

Certain blocks which are situated across the river Satluj have their peculiar problems. There is uncertainty of floods. School buildings in the villages of these blocks are usually washed away in floods. There is no road link with some blocks. One has to sail his way on the boat to reach such villages. Such blocks and villages are virtually a store house of problems. The people inhabiting these villages find it difficult to send their children to schools. In such villages even the teachers find it very difficult to reach the school in time and then return to his house. Locals teachers should be appointed in these schools. The teachers should be given incentives to teach in such schools and area.

### **Pre project Activities along with cost.**

The portion contains actual activities which are to be taken up in the next 4-5 months for ultimate formulation of district elementary education plan. The type of activities along with purpose, implementing agency, Time schedule, No. of persons involved, unit cost of the task/items and total cost of the respective activities are given in the formats attached.

### Format

<i>Sr</i>	<i>Activity</i>	<i>Tasks</i>	<i>Purpose</i>	<i>Implement -ing Agency</i>	<i>Time Schedule</i>	<i>No. of times tasks will be</i>	<i>No. of persons involved</i>	<i>No. of items</i>	<i>Unit Cost</i>	<i>Total Cost</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
1	Systemic activities	(a) Filling up of teachers positions		State						
		(b) Rationalisation of Trs units.		State						
		(c) Filling up of vacant positions in Education Admn.		State						
		(d) Filling up of vacant DIET positions		State						
		(e) Establishing a VEC functional structure of decentralisation within the framework of Panchayati Raj		State						

## Format

<i>Sr</i>	<i>Activlty</i>	<i>Tasks</i>	<i>Purpose</i>	<i>Implement -ing Agency</i>	<i>Time Schedule</i>	<i>No. of times tasks will be</i>	<i>No. of persons involved</i>	<i>No. of items</i>	<i>Unit Cost</i>	<i>Total Cost</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
<b>2</b>	<b>Strengthening of Education Offices</b>	<b>(a) DEO Office / EMIS</b>								
		(i) Vehicle (Gypsy Ambulance price list attached)	To visit diff. parts of Distt	State / DEO	1st month	1		1	4,00,000	4,00,000
		(ii) POL and Repairs (for five months)	do	do	1st to 5th month	5		-	7,000	35,000
		(iii) Computer with printer	To collect & store information	do	1st month	-		1	55,000	55,000
		(iv) AC for computer room	-	do	do	-		1	30,000	30,000
		(v) Furnishing of the office	-	do	do	-		1	25,000	25,000
		(vi) Photostate Exp.	-	do	5 months	-		1	5,000	5,000
		(vii) Office Stationary	-	do	do	-		1	15,000	15,000
		(viii) FAX machine	-	do	do	-		1	10,000	10,000
		(ix) Typewriters Punjabi (1), English (1)	-	do	do	-		2	10,000	20,000

<i>Sr</i>	<i>Activity</i>	<i>Tasks</i>	<i>Purpose</i>	<i>Implement -ing Agency</i>	<i>Time Schedule</i>	<i>No. of times tasks will be</i>	<i>No. of persons involved</i>	<i>No. of items</i>	<i>Unit Cost</i>	<i>Total Cost</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
		<b>(b) DIET</b>								
		1. Computer with printer	Collect & store information	State / DEO	1st month			1	55,000	55,000
		2. Furnishing	-	do	do			1	5,000	5,000
		<b>(c) BPEO Offices</b>								
		1. Computers Fazilka (1), Ferozpur (1)	Collect & store information	do	do			2	55,000	1,10,000
		2. Typewriters (one at each block)	-	do	do			19	10,000	1,90,000
		3. FAX machines (At seven blocks)	-	do	do			7	10,000	70,000
		4. Telephones (19 blocks)	Collection of information & messages							
		(a) Equipment & security	-	do	do			19	3,000	57,000
		(b) Rent charges for 5 months	-	do	1st to 5th month			19	2,000	38,000

**Format**

<i>Sr</i>	<i>Activity</i>	<i>Tasks</i>	<i>Purpose</i>	<i>Implement -ing Agency</i>	<i>Time Schedule</i>	<i>No. of times tasks will be</i>	<i>No. of persons Involved</i>	<i>No. of items</i>	<i>Unit Cost</i>	<i>Total Cost</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
		5. Calculators								
		(a) Scientific	For	State /	1st month			6	1,000	6,000
			Calculations	DEO						
		(b) Ordinary	do	do	do			19	500	9,500
		6. Stationary for computers	-	do	do			4	5,000	20,000
		7. Photostate Exp.	-	do	5 months			19	5,000	95,000
		(19 blocks)								
		8. Office Stationery	-	do	do			19	5,000	95,000
		(19 blocks)								
		9. Furnishing	-	do	1st month			19	5,000	95,000
		(19 blocks)								
		<b>Total</b>								<b>14,40,500</b>

## Format

<i>Sr</i>	<i>Activity</i>	<i>Tasks</i>	<i>Purpose</i>	<i>Implement -ing Agency</i>	<i>Time Schedule</i>	<i>No. of times tasks will be</i>	<i>No. of persons involved</i>	<i>No. of items</i>	<i>Unit Cost</i>	<i>Total Cost</i>
1	2	3	4	5	6	7	8	9	10	11
3	<b>Capricity Building training</b>	<b>(a) Training of computers (4 x 1600)</b>	To operate computers	DEO	2 months	1	4	-	1,600	6,400
		<b>(b) Two Workshops prepare distt specific SSA modules for 4 days</b>								
		1. Refreshment @ Rs.15/- (2 x 4 x 15 x 10)	SSA programme	do	1st & 2nd month	2	10	-	600	1,200
		2. Printing charges of SSA modules (Distt. specific)	do	do	do	do	-	20,000	10	2,00,000
		<b>(c) 1. Notebooks titled SSA and pens</b>	do	do	do		-	10,000	20	2,00,000
		2. Banners for different training programmes at different places	do	do	1st month		-	500	250	1,25,000
		<b>(d) Training of Distt. Adm., DIET staff</b>								
		1. Refreshment @ Rs.15/- (2 x 40 x 15)	To train SSA	do	1st month	2	40		600	1,200
		2. T.A. @ Rs.50/- per person	do	do	do	2	20		1,000	2,000

## Format

Sr	Activity	Tasks	Purpose	Implement -ing Agency	Time Schedule	No. of times tasks will be	No. of persons involved	No. of items	Unit Cost	Total Cost
1	2	3	4	5	6	7	8	9	10	11
		<b>(e) Training at block level (BPEO's, No. al team)</b>								
		1. Refreshment @ Rs.15/- (15 x 60 19)	To train SSA	DEO	Ist to 2nd month	once	60	19	900	17,100
		2. T.A. @ Rs. 40 per person (40 x 19 x 40)	do	do	do	do	40	19	1,600	30,400
		<b>(f) Training of Panchayet and local bodies members at block level (in 10 blocks)</b>								
		1. Refreshment @ Rs. 15/- (15 x 100 x 10)	do	DEO/ BPEO	2nd to 5th month	once in 10 blocks	100	10	1,500	15,000
		2. Sitting arrangement (7 x 100 x 10)	do	do	do	do	100	10	700	7,000
		<b>(g) Training at village level to VEC members (1000 villages)</b>								
		1. Refreshment (8 x 15 x 1000)	do	do	do	do	8	1000	120	1,20,000
		2. T.A. of nodal team (19 x 3000)	do	do	do	do	19	-	3,000	57,000
		<b>(h) Training of women group at village level (1000 villages)</b>								
		1. Refreshment (15 x 10 x 1000)	do	do	do	1000	10	-	150	1,50,000
		<b>Total</b>								<b>9,32,300</b>



<i>Sr</i>	<i>Activity</i>	<i>Tasks</i>	<i>Purpose</i>	<i>Implement -ing Agency</i>	<i>Time Schedule</i>	<i>No. of times tasks will be</i>	<i>No. of persons involved</i>	<i>No. of items</i>	<i>Unit Cost</i>	<i>Total Cost</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
<b>4</b>	<b>Community Related Activities</b>	<b>(a) MaaBeti Melas at 10 places in one block</b>								
		1. Prizes for five competitions (one day) ( 100 x 19 x 5 x 10 )	Mobilisation & advocacy for SSA	DEO / BPEO	2nd to 5th month	10		15	9,500	95,000
		2. Sitting arrangement chairs and Darris ( 19 x 10 x 200 )	do	do	do	10			3,800	38,000
		<b>(b) Vedeo Shows (980 villages)</b>								
		1. video rent (980 x 150)	do	do	do			980	150	1,47,000
		2. Expenses on sitting arrangement	do	do	do			980	50	49,000
		<b>(c) Expenses on photographs at Distt, block and village level (19 block + 1 Distt) (20 x 5000)</b>	do	do	do			20	5,000	1,00,000
		<b>(d) Rallies (10 in each block)</b>								
		1. Banners (10 x 19 x 200)	do	do	do		public & school	19	2,000	38,000
		2. cost of diesel for tractors and trollies to run rallies (10 x 19 x 3000)	do	do	do		do	19	3,000	57,000

## Format

Sr	Activity	Tasks	Purpose	Implement -ing Agency	Time Schedule	No. of times tasks will be	No. of persons involved	No. of items	Unit Cost	Total Cost	
1	2	3	4	5	6	7	8	9	10	11	
		<b>(e) Posters and Pamphlates</b>									
		1. Printing charges of posters	Mobilisation & advocacy	DEO / BPEO / VEC				20,000	1.5	30,000	
		2. Labour of pasting of posters	do	do				20,000	0.5	10,000	
		3. Cost of printing of pamphlets (to put in news papers and distribute in public) @ Rs.200/- per 1000	do	do				100	200	20,000	
		<b>(f) Display boards for SSA campaign to install at public places</b>									
		1. walls writing	Do	do				2,200	300	6,60,000	
		<b>2. Metallic Boards to be installed on angle irons stands</b>									
		2.1 cost of boards	do	do				100	2,000	2,00,000	
		2.2 installation charges	do	do				100	500	50,000	
		<b>(g) Publicity of SSA through public address system in Mandir &amp; Gurudwaras for 4 months daily</b>									
			do	do	Daily			900	50	45,000	
		<b>Total</b>									<b>15,39,000</b>

## Format

<i>Sr</i>	<i>Activity</i>	<i>Tasks</i>	<i>Purpose</i>	<i>Implementing Agency</i>	<i>Time Schedule</i>	<i>No. of times tasks will be</i>	<i>No. of persons involved</i>	<i>No. of items</i>	<i>Unit Cost</i>	<i>Total Cost</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
5	School based activities	(a) School display boards to be installed in schools wooden(3x4)	To promote transparency	DEO / BPEO / VEC	2nd to 5th month	once	-	1130	600	6,78,000
		(b)Bal Melas at 5 places in each block								
		1.Prizes for four items (5 places,19 blocks,4 items) ( 5 x 19 x 4 )	mobilsation & advocacy	BPEO / VEC	do	do	-	380	100	38,000
		2.Sitting arrangement (chairs and daries) (5x19x800)	do	do	do	do	-	95	800	76,000
		(c)Bal Melas at block level (19x2000)	do	BPEO / VEC	do	do	-	19	2,000	38,000
		d)T.A/D.A for distt level team and other officials for follow up of SSA program in the distt (15 Blocks ) rest 4 blocks are local	To follow up conduct and watch diff. activities	do	do	do	-	15	3,000	45,000
<b>Total</b>										<b>8,75,000</b>

## Format

<i>Sr</i>	<i>Activity</i>	<i>Tasks</i>	<i>Purpose</i>	<i>Implementing Agency</i>	<i>Time Schedule</i>	<i>No. of times tasks will be</i>	<i>No. of persons involved</i>	<i>No. of items</i>	<i>Unit Cost</i>	<i>Total Cost</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
<b>6</b>	<b>Survey and Participating activities</b>	<b>(a) Printing of formats</b>								
		1. Formats for collecting house hold information	to collect information	DEO / BPEO	1st month	once	-	200000	0.4	80,000
		2. Printing of formats for school information	do	do	do	do	-	5000	0.4	2,000
		<b>(b) House hold survey of schools and villages without teachers</b>	do	do	do	do	200	200	1,000	2,00,000
<b>Total</b>										<b>2,82,000</b>

## TOTAL COST OF ALL ACTIVITIES

1. Systemic Activities	
2. Strengthening of education offices	14,40,500
3. Capacity Building	9,32,300
4. Community Related Activities	15,39,000
5. School Based Activities	8,75,000
6. Survey and Participating activities	2,82,000

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*Total*

**50,68,800**

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**S.P.S. DHILLON**  
**Distt Education Officer (Primary)**  
**FEROZEPUR**

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