



Samagra Shiksha
(An Integrated Scheme for School Education)

**Appraisal Report of Annual Work Plan
& Budget 2019-20**

Punjab

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Composition of Appraisal Team

Sl. No.	Name	Component
1.	Mr. Nisheeth Verma	Coordinator and Inclusive Education
2.	Mr. Bansilal Bijlani	Financial Costing
3.	Ms. Purabi Patnayak	Quality & Innovation/ School Assessment / UTS/ RTE Entitlements
4.	Mr. Muktar Alam	Teachers Recruitment and Policy
5.	Mr. R. C. Malik	Infrastructure (Civil Work)
6.	Ms. Aseela M.	ICT and Digital Initiatives
7.	Ms. Bharti Sharma	MIS and Educational Indicators/ Kala Utsav, Media & Documentation and ICT & Digital Initiatives
8.	Ms. Suresh Chander Balodi	Teacher Education & Teacher Training
9.	Ms. Kiran Dogra	Equity and Gender/KGBV
10.	Ms. Arti Panchal	Pre Primary / ECCE
11.	Mr. Altab Khan	Hostel and Residential School, planning process/ Staffing Set-Up
12.	Ms. Gauri Kalra	Vocational Education
13.	Ms. Adil Rasheed	Out of School Children(OoSC)
14.	Ms. K. Girija Shankar	Community Mobilization
15.	Mr. Manor Mishra	Access and Retention
16.	Ms. Kajri Nigam	Special Project for Equity and Self-defense training for girls.
17.	Mr. Wamiq Towhid	Shagunotsav
18.	Mr. Kashif Imam	Solar Panel

A. Major Issues

Education Indicators:

- There are 8364 surplus teacher at elementary level.
- There is 17% decline in enrolment at primary level and 16% decline at upper primary level for government and government aided schools.(in 2017- 18)
- There are 18% primary schools where 3 subject teachers are not available as per RTE norms.
- There are 94% secondary schools where 4 subject teachers are not available (State needs to verify the data).

KGBVs:

- 595 (27.04%) seats are lying vacant against 2200 targeted girl's enrollment in KGBVs Type I & II and 51 (4.86%) seats are lying vacant against 1050 targeted girl's enrollment in 21 operational KGBVs Type IV

Teacher Education & Training

1. Organizational Restructuring of SCERT is under process.
2. As per the scheme, 425 academic posts (@25 per DIET x 17 DIETs) have to be sanctioned. The State Govt. has 264 sanctioned posts, out of which only 76 are filled up i.e. 82% vacancy.
3. As per the scheme, 45 academic posts have to be sanctioned in SCERT. State Govt. has sanctioned only 24 posts, out of which, only 20 are filled up i.e. 55% vacancy.

B. State & Education Profile

The State of Punjab has been providing DISE data in a timely manner consistently over the years. From the year 2012-13 Unified –DISE for the classes’ I-XII has been implemented in the State. The State has successfully collected and compiled the U-DISE data for the year 2017-18. Compilation of DISE 2017-18 at state level has already been completed and the State has submitted the data at national level. The AWP&B 2019-20 is entirely based on the data generated through U-DISE 2017-18. The different indicators generated through U-DISE are depicted below to analyze the present Elementary Education scenario of Punjab. The State has already submitted DISE for the year 2017-18.

This section focuses on the significant indicators of elementary education. These include GER, NER, Gross Completion Ratio, Dropout, retention and transition rates etc.

	2014-15	2015-16	2016-17	2017-18
Primary only schools (Govt.+Aided)	13522	13315	13287	13117
Upper Primary schools/sections (Govt.+Aided)	7688	7641	7702	6850
Secondary only (Govt.+Aided)	1	1	1	1
Higher Secondary schools/section (Govt.+Aided)	31	41	44	13
Total Primary Enrolment (In lakh)	25.7	24.89	24.30	23.58
Total Upper Primary Enrolment (In lakh)	14.5	14.74	14.64	14.20
Total Elementary Enrolment (In lakh)	40.2	39.62	38.94	37.78
Total Enrolment Secondary (In Lakh)	8.8	8.87	8.88	8.94
Total Enrolment Hi. Secondary (In Lakh)	6.9	6.92	7.12	6.79
GER Primary	105.11	101.70	99.31	96.23
GER Upper Primary	96.77	98.38	97.72	95.04
GER Secondary	85.59	87.06	87.08	88.87
GER Higher Secondary	69.39	70.19	72.24	70.43
NER Primary	85.74	84.10	82.70	78.23
NER Upper Primary	71.55	89.24	73.36	66.69
NER Secondary	49.24	51.60	50.28	50.34
NER Higher Secondary	39.42	41.70	41.58	39.35
Teachers in Govt. Schools (Class 1 to XII)	126865	128682	135098	113537

The above table shows that the percentage share of the government schools is 67% in the State. The four year data trend shows the continuous decline in the number of primary schools from 13522 in 2014-15 to 13117 in 2017-18. The upper primary school data shows the increase in number of 61 schools in the year 2016-17 and the major decline of 852 upper primary schools in 2017-18. There is also a huge decline in number of Secondary schools, 31 schools have declined for the year 2017-18.

Enrolment trend also shows the decline in enrolment of more than two lakhs from the year 2014-15 to 2017-18 at primary level. At elementary level the trend continuous with the decline in enrolment in preceding years, however the trend shows the increase in enrolment at

secondary level to eight lakh ninety four thousand. Enrolment declines at higher secondary level from the year 2016-17 to 2017-18. GER at primary and upper primary level had reduced to 3.08 and 2.68 respectively, where as there is slight increase in GER at secondary level of 1.79 .NER at primary and upper primary level had declined from the year 2016-17 to 2017-18 which is 4.47 and 6.67 respectively. NER at higher secondary level also reduced by 2.23 for the year 2017-18. There is decline of 2154 number of teachers in government school for the year 2017-18

Total schools by category

Academic year	Primary only	Primary with Upper Primary	Upper Primary only	Composite (schcat.=3+5+6+7+10)	Secondary only	Hr. Secondary only	Total Schools
2017-18	14127	2529	2676	9409	6	179	28926
2016-17	14242	2561	2685	9292	6	176	28962

The number of schools had reduced to 28926 from 28962. There is decline of 36 number of schools as shown in the above table. School by category analysis shows the decrease in 115 numbers of primary schools in 2017-18 and 9 schools at upper primary level. The number of composite schools has increased by 117 for the year 2017-18.

Schools by Management

Academic year	Dept. of Education	Tribal/Welfare Dept.	Local Body	All Govt.	Aided	Unaided	Pvt. Unrecognized	Total Schools
2017-18	19282	3	11	19515	466	8521	424	28926
2016-17	19325	3	11	20568	466	7038	871	28962

Spread of schools amongst various Managements shows the decline in number of government school of 1053 from 20568 to 19515 only in the year 2017-18. There is increase of 1483 number of unaided school and decrease of 447 private unrecognized schools from the year 2016-17. There is decline of 1053 number of schools in all government level.

**Enrolment Ratios:-
GER (State)**

Year	Primary			Upper Primary			Elementary			Secondary			Higher Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2017-18	93.77	99.31	96.23	90.33	101.43	95.04	92.44	100.09	95.78	87.14	91.16	88.87	68.83	72.51	70.43
2016-17	97.09	102.10	99.31	93.69	103.14	97.72	95.78	102.48	98.71	86.92	87.30	87.08	71.10	73.71	72.24

Gross Enrollment ratio shows the decline at primary and upper primary level. GER for primary level has reduced to 3.08 % and at upper primary level it has reduced to 2.68 %. There is decline of 1.81% at higher secondary level for the year 2017-18. The above table shows the slight increase in GER at secondary level by 1.79% for the year 2017-18

NER (State)

Year	Primary			Upper Primary			Elementary			Secondary			Higher Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2017-18	75.21	82.01	78.23	62.00	73.07	66.69	80.67	88.98	84.29	46.90	54.88	50.34	36.44	43.11	39.35
2016-17	80.36	85.63	82.70	69.33	78.79	73.36	88.50	96.26	91.89	49.48	51.34	50.28	40.58	42.87	41.58

Net enrolment analysis shows the decline in enrolment at primary and upper primary level of 4.47 % and 6.67 % respectively. There is decline of 7.28% in enrolment at elementary level. The NER trends shows the decline at secondary and higher secondary level with 4.14 % and 2.23 % for the year 2017-18 respectively.

Enrolment Trends:

(Enrolment in lakh)

Year	All Management							
	Primary	% Increase /decrease	Upper Primary	% Increase /decrease	Secondary	% Increase /decrease	Hr. secondary	% Increase /decrease
2017-18	23.58	-2.96	14.20	-3.01	8.94	0.68	6.79	-4.63
2016-17	24.30	-2.37	14.64	-0.68	8.88		7.12	
2015-16	24.89	-3.08	14.74	1.38				
2014-15	25.68	-0.31	14.54	1.25				

There is decrease in enrolment of 2.96 % at primary level, 3.01 % at upper primary level, and 4.63 % at higher secondary level. There is slight increase of 0.68 % in enrollment at secondary level. The table shows the continuous decline in enrollment at primary level from the last four years.

(Enrolment in lakh)

Year	Govt + Aided							
	Primary	% Increase /decrease	Upper Primary	% Increase /decrease	Secondary	% Increase /decrease	Hr. secondary	% Increase /decrease
2017-18	10.31	-17.39	7.40	-16.19	4.84	-9.87	3.76	-16.44
2016-17	12.48	-4.22	8.83	-1.78	5.37		4.50	
2015-16	13.03	-4.61	8.99	2.51				
2014-15	13.66	-9.05	8.77	-5.19				

Total Enrolment (I-XII)

Year	General	SC	ST	OBC	Muslim
2017-18	2525749	1981537	3223	840676	125382
2016-17	2638474	2018820	589	835731	112212

Enrolment wise analysis shows the decrease of 1,12,725 in general enrolment and of 37283 in SC enrollment, however there is increase in the enrolment of 2634 ST, 4945 OBC and 13170 Muslim.

Class-wise number of Enrolment: Govt. + Aided Schools

Year	Classes											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
2017-18	192918	201346	210032	213825	213000	229598	241311	269221	256734	227636	186766	189396
2016-17	236274	246515	251091	249341	265121	277224	309300	296396	287419	250024	241536	208283

*Excluding centrally management

Class-wise number of enrolment in govt. and aided schools shows the decline in enrollment in each class from the year 2016-17 and 2017-18. At elementary level there is overall decline of more than two lakhs students in 2017-18 and at secondary level there is decline of 99445 students. The trend continues at higher secondary level with the decline of 1, 15,398 enrollments in the schools. There is overall decline of 99257 children in all schools as shown in table below.

Class-wise number of Enrolment: All Schools

Year	Classes											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
2017-18	465303	475732	479303	472936	464981	464709	466570	488460	461831	432628	331512	347220

Year	Classes											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
2016-17	492204	492003	487318	473939	484801	480094	503693	480176	461242	426461	373535	338148

Percentage girls to total enrolment and GPI in enrolment

Indicator	Level	2016-17	2017-18
% Girls to total enrolment	Primary	45.62	45.74
	Upper Primary	45.04	45.24
	Elementary	45.40	45.56
	Secondary	43.38	44.16
	Higher Secondary	44.58	44.84
Gender Parity Index(GPI)	Primary	1.05	1.06
	Upper Primary	1.10	1.12
	Elementary	1.07	1.08
	Secondary	1.00	1.05
	Higher Secondary	1.04	1.05

GPI Class-wise:-

Year	Classes											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
2017-18	0.85	0.85	0.85	0.84	0.83	0.83	0.82	0.82	0.80	0.78	0.82	0.81
2016-17	0.84	0.84	0.84	0.83	0.83	0.82	0.82	0.82	0.76	0.77	0.79	0.82

Percentage enrolment and population by social category

	% population share (Census 2011)	% enrolment share		% Girls	
		2016-17	2017-18	2016-17	2017-18
SC	31.90	37.56	37.03	47.24	47.28
ST	0.00	0.01	0.06	45.54	42.44
Muslim	1.90	2.28	2.34	46.72	46.38

Retention Rate

Year	Primary	Elementary	Secondary	Higher Secondary
2017-18	89.40	81.40	113.44	NA
2016-17	90.15	100.00	100.00	NA

Retention rate shows the decline of retention rate at primary level which is 89.4 % at primary level for the year 2017-18. At elementary level it has decline to 81.4%.

Annual average Dropout Rate

Category	Year	Primary (Class 1 to 5)			Upper Primary (Class 6 to 8)			Elementary (Class 1 to 8)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All	2017-18	3.0	2.8	2.92	4.1	4.0	4.03	3.4	3.2	3.3
	2016-17	3.0	2.6	2.8	2.9	2.8	2.9	3.0	2.7	2.9
SC	2017-18	2.3	1.8	2.1	4.5	4.4	4.4	3.1	2.8	3.0
	2016-17	3.4	3.0	3.2	4.2	4.0	4.1	3.7	3.4	3.5
ST	2017-18	-	-	-	-	-	-	-	-	-
	2016-17	26.2	21.4	24.1	54.4	26.1	40.2	33.3	22.8	28.4
Muslim	2017-18	-	-	-	-	-	-	-	-	-
	2016-17	8.2	7.3	7.8	4.1	2.9	3.5	7.0	5.9	6.5

Category	Year	Secondary (Class 9 to 10)			Higher Secondary (Class 11 to 12)		
		Boys	Girls	Total	Boys	Girls	Total
All	2017-18	13.6	10.8	12.4	7.2	6.0	6.7
	2016-17	9.1	7.9	8.6	7.0	4.8	6.0
SC	2017-18	16.7	13.5	15.2	19.5	15.6	17.7
	2016-17	13.4	11.3	12.5	12.1	7.5	9.9
ST	2017-18	-	-	-	-	-	-
	2016-17	8.0	56.3	28.1	70.8	72.0	71.4
Muslim	2017-18	8.9	7.0	8.0	12.0	6.4	9.4
	2016-17	10.1	28.2	19.4	5.2	4.7	5.0

The annual average dropout is increased from previous year at upper primary level primary level. The transition rate is 95% at state level. Retention rate is 89.4% at primary level and 81 % at elementary level.

The retention rate at elementary level has declined 19 % from the year 2016-17. The Annual Average Dropout Rate of 2.9 % in the Primary Level recorded during 2017-18 has increased from the previous year. The annual average dropout rate has increased at secondary level to 12.4% from the last year.

Transition Rate

Year	Primary to UP			UP to Secondary			Sec. to HS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2017-18	94.50	94.70	94.59	92.53	92.27	92.42	74.18	79.92	76.67
2016-17	95.67	95.77	95.71	94.72	93.66	94.25	84.53	87.12	85.66

The transition rate is one of the important indicators in elementary education. The indicator shows the percentage of children moving to the upper primary level (from grade V to VI). It

is observed that a large number of students dropped-out from the system during this transition. The transition rate 95% at elementary level and 92% at secondary level is satisfactory. It is observed that a large number of students dropped-out from the system during this transition. Transition rate has declined at higher secondary level which is 76% only for the year 2017-18

Dropout rates in special focus districts (SFDs) if any – 2017-18

Sl. No.	District	Primary			Upper Primary		
		Boys	Girls	All	Boys	Girls	All
1	Amritsar	6.09	6.04	6.07	7.23	6.65	6.94
2	Bathinda	3.32	2.6	2.96	2.5	2.91	2.71
3	Faridkot	1.14	0.54	0.84	1.75	1.55	1.65
4	Fatehgarh Sahib	4.87	3.84	4.36	4.1	3.38	3.74
5	Hoshiarpur	3.28	3.22	3.25	2.94	2.51	2.72
6	Jalandhar	2.68	2.59	2.63	3.17	2.9	3.03
7	Kapurthala	5.35	5.24	5.29	4.72	5.24	4.98
8	Mansa	1.7	1.47	1.58	1.5	1.66	1.58
9	Moga	2.37	2.46	2.41	3.46	2.72	3.09
10	Mukatsar	0.98	0.33	0.66	3.35	2.71	3.03
11	Nawanshahar	2.84	3.32	3.08	3.23	3.42	3.32
12	Sangrur	3.19	2.96	3.08	3.1	2.97	3.03
	Total	3.15	2.88	3.02	3.42	3.22	3.32

Teachers by School Category-2017-18

School Category	Government	Aided	Unaided & Others
Primary Only (Grade 1 to 5)	43070	193	5735
Upper Primary (Grade 1 to 8)	127	216	21908
Higher Secondary (Grade 1 to 12)	3864	3574	69995
Upper Primary only (Grade 6 to 8)	11460	13	0
Higher Secondary (Grade 6 to 12)	41671	1281	460
Secondary/Sr. Secondary (Grade 1 to 10)	517	426	40106
Secondary/Sr. Secondary (Grade 6 to 10)	16764	138	85
Secondary/Sr. Sec. only (Grade 9 & 10)	0	2	12
Higher Secondary (Grade 9 to 12)	41	0	656
Hr. Sec./Jr. College only (Grade 11 & 12)	240	0	1613

Schools without adverse PTR – 2017-18 (Govt. Schools)

Year	Primary					Upper Primary				
	Total Schools	Total Primary Schools with adverse PTR	% of Schools with adverse PTR	Surplus Teachers	Schools with Surplus Teachers	Total Schools	Total No of UP Schools with adverse PTR	% of Schools with adverse PTR	Surplus Teachers	Schools with Surplus Teachers
2017-18	13059	1420	10.87	5125	3938	6443	457	7.09	3239	1634

Schools with adverse SCR 2017-18 (Govt. Schools)

Year	Primary			Upper Primary		
	Total Schools	Total Primary Schools with adverse SCR	% of Schools with adverse SCR	Total Schools	Total No of UP Schools with adverse SCR	% of Schools with adverse SCR
2017-18	12958	1259	10	6325	1235	20

The above table shows that there are 11 % i.e 1420 primary school with adverse PTR and 7 % i.e 457 upper primary school with adverse PTR. The number of surplus teacher is quite high at elementary level which is 8364 .There are 5527 schools at primary and upper primary with surplus teacher. There are 10 % of schools with adverse school classroom ratio at primary level.20 % upper primary school are with adverse SCR

Facilities

Schools without infrastructure facilities								
Year	Total Schools	Girls toilet	Boys toilet	Drinking Water	Ramp	Boundary wall/Fencing	Play Ground	Library
2017-18	19283	944	225	16	4843	427	2298	8661

Facilities- %

Percentage Schools without infrastructure facilities								
Year	Total Schools	Girls toilet	Boys toilet	Drinking Water	Ramp	Boundary wall/Fencing	Play Ground	Library

2017-18	19283	4.90	1.17	0.08	25.12	2.21	11.92	44.92
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The State has already a good percentage of schools with basic facilities like toilet and drinking water. However, the RTE Act clearly spells out certain facilities to be available in all schools. The State has about 5 percent schools without girls' toilet and 1.17 percent boys/common toilet. All most all schools have drinking water facility. As far as Boundary wall is concerned, there is good percent of schools with these facilities available however 11 percent schools still lack the playground facility. The percentage schools without library are high which 45 percent.

Staff Position of MIS & Salary

MIS Positions at State Level

Sl. No.	Name of the Post	Number Sanctioned	Number in Position		Salary (per month)	
			Deputation	Contract	Deputation	Contract
1	State MIS Coordinator	1		1		
2	Asst. Director (MIS)					
3	Computer Programmer	4		4		
4	Computer Operator / Data entry operator	1		1		
5	Any other MIS position---- Pl. Specify					

MIS Positions at District Level

Sl. No.	Name of the Post	Number Sanctioned	Number in Position		Salary (per month)	
			Deputation	Contract	Deputation	Contract
1	District MIS Coordinator	22		22		
2	Computer Operator / Data entry operator	22		22		
3	Any other MIS position---- Pl. Specify (Jr.MIS)					

MIS Positions at Block Level

Sl. No.	Name of the Post	Number Sanctioned	Number in Position		Salary (per month)	
			Deputation	Contract	Deputation	Contract
1	Block MIS Coordinator	142		142		30000/-
2	Computer Operator / Data entry operator	142		142		

Management Information System

Infrastructure Development	<i>MIS wings at State, District and Block levels are fully functional with all required hardware and software equipments. High speed internet connection is available in all MIS Units of State and District Level.</i>
Manpower Deployment	All required/sanctioned manpower is in place at all levels.
PMIS	Yes, it is implemented.
Web Portal	State Web portal & Shaala Sidhi
EMIS	

Capacity Building- 2017-18

Level of Workshop	Theme of the workshop	Name of resource persons	Date	Place	Total No. of participants
State Level					
1	Discussion on DISE Parameters and supplementary variables	State MIS Incharge	1 September 2018	SPO	142 Block MIS Coordinators + 22 District Coordinators
2	Training on DISE DCF	State MIS Incharge	11 September 2018	SPO	22
3	Training cum review meeting on DISE	State MIS Incharge	23 September 2018	SPO	44
4	Workshop on DISE Analysis	State MIS Incharge	10 December 2018	SPO	44
5	Meeting for DISE and Planning	State MIS Incharge & State Planning Coordinator	13 January 2018	SPO	66
District					
1	Workshop on DISE Survey	District MIS coordinators	15 September 2018	DPO	Block Officers
2	Training on DISE DCF and Software	District MIS coordinators	19 September 2018	DPO	Block Officers
Block					
1	Training cum workshop for Teachers on DISE	Block MIS Coordinators	24 September 2018	BPO	School Heads

Issues:

- There are 8364 surplus teacher at elementary level.
- There is 17 % decline in enrolment at primary level and 16 % decline at upper primary level for government and government aided schools.(in 2017- 18)
- There are 18% primary schools where 3 subject teachers are not available as per RTE norms.
- There are 94 % secondary schools where 4 subject teachers are not available (State needs to verify the data).

Component Wise Appraisal Report

1. Planning Process & Staffing

Planning Process & Staffing-Programme Management:-

A. Planning Process for integrated AWP&B: A separate society for implementation of the integrated scheme "Samagra Shiksha" has been formed by the state by the name of "Punjab Samagra Shiksha".

The Integrated Annual Work Plan & Budget (AWP&B) was consolidated at the state level after it was duly appraised by the State Executive Committee.

I. State has not developed perspective plan so far. State of Punjab has developed an integrated chapter on planning process and the same has been given as **Chapter No. 4 of the Annual Work Plan & Budget (AWP&B, 2019-20)**. The chapter on planning process directly starts with the steps on planning process, objective, team for SMSA followed by the details on School level committee. Following parameters replicate step - wise observation at different levels:

- There are planning and implementation teams at school, block, districts and state level.
- At block level there is a block education development committee and at district level District Development Committee.
- The process of planning for school education starts from school level.
- Capacity building exercises like seminars and workshops were held to orient and prepare the teams to formulate School Education plan for classes pre-primary to senior secondary level.
- The School level planning team under took "**Micro Planning**" exercise at school level with the help of SMDC/SMC, School Building Supervision Committee and School Academic Committee.
- This team also updated the child tracking register and co-ordinated with block level planning team.
- The school level planning team also prepared the school improvement plan (SIP), after analyzing the physical and academic needs of schools.
- This team also suggested possible strategies for improvement of physical and academic infrastructure of school.
- The Block level planning team analyzed the school improvement plan and approved the requirements/strategies proposed by schools as per actual needs of school.
- These teams prepared consolidated Block Primary and Secondary Education Plan (BPSEP) on the basis of school education development plan which was sent to district project office.

II. The following activities have been carried out for preparation of plan 'Samagra Shiksha Abhiyan' in the state:-

Sr. No.	Activity	Participants
1	Orientation of State Planning Team.	All State Planning Team members and State level education officers
2	Introduction and format filling of U-DISE/School Mapping Exercise (State Level)	SPD, District Education officers/ District Project Coordinator Accountants, APC General, APC Finance
3	Introduction and format filling of U-DISE/School Mapping Exercise (State Level)	BPEOs, District/Block MIS Coordinator, Data entry operator
4	Introduction and data filling of U-DISE (Block level)	All school heads of Primary, Middle, High and Senior Secondary schools
5	Orientation of District Planning Team	All District Planning Team members
6	Micro planning exercise (School level) and meeting with SMDC/SMC	School Planning Team
10	Data collection on U-DISE format	School Heads/ School Staff
11	Checking of U-DISE Data	BPEO
12	Computerization of U-DISE data and compilation	DPO Data Entry Operators DRPs
13	Collection of secondary data	School Record, DISE Data Board Exam result SCERT/Directorate education records Other record
14	Orientation of District Planning Team	District Planning officers, BPEO
15	Preparation of School improvement Plan	School Level Planning Team
16	Preparation of Annual Plan draft	Block Planning Team District Planning Team
17	Analysis of district plan draft (internal appraisal)	SPO/SCERT/ Education Board faculty
18	Meeting of State Planning Team for State Plan	State Planning Team
19	Improvement of district plan	District Planning Team members
20	Final Appraisal of District/State plan	State Appraisal Team
21	Improvement of State plan	State Planning Team
22	Submission of plan	State Planning Team member

B. Staffing set up in the State and Training of the Administrative Staff: Identification of teams at District level has been undertaken during the preparatory phase itself. Efforts to identify teachers for their appointment as District Project Coordinators have been taken up during this period.

- These identified persons facilitate the planning process. Local level non-governmental organization has been associated in the planning activities.
- The management needs in particular district have been assessed by the State level Implementation Society, to determine the kind of additional support required to implement the plan at district level.

- Chapter on planning process witnessed the distribution of district core committee & district resource group has been highlighted in the table.

a) Staffing Position & Structure:

Following table reflects the status of the sanctioned staff, filled & vacant position. The following information's have been provided by the state and the same is incorporated in the model table No.3 plan. Observation against the data has been done accordingly.

Staffing Position-SPO Level

Salary of staff on deputation:

				Rs.in lakh
S. No.	Designation	No. of Sanctioned Post	Salary Per Post + Increment	Total Salary per Annum
1.	Additional SPD	1	1.20	14.40
2.	Dy. SPD	5	1.10	66
3.	ASPD	8	1.00	96.0
5.	ACFA	1	1.00	12.00
	Total	15		188.40

Salary of Contractual Staff:

						Rs. In Lakh
S. No.	Designation	No. of Sanctioned	No. of Filled	No. of Vacant	Monthly Salary + EPF/	Total Salary per
1	CAO	1	1	0	0.394	4.728
2	OSD	1	1	0	0.900	10.8
3	Deputy Manager	6	6	2	0.437	20.976
4	Assistant Manager	28	13	15	0.410	63.96
5	Legal Assistant	6	6	0	0.410	29.52
6	Comp. Programmer	5	4	1	0.358	17.184
7	SSE	1	1	0	0.358	4.296
8	Stenographer	4	2	2	0.354	8.496
9	Accountant	9	7	2	0.331	27.804
10	Data Entry Operator	48	30	18	0.331	119.16
11	Cashier	1	1	0	0.331	3.972
12	Care Taker	2	1	1	0.331	3.972
13	Storekeeper	1	1	0	0.331	3.972
14	Jr. Engineer	1	1		0.331	3.972
15	XEN	1	1		0.50	6.0
	Total	115	74	41		328.812

Outsourced Staff at SPO (as per DC Rates):-

Sr. No.	Designation	No. of Posts	Monthly Salary per post	Total Salary Per Annum
1	Accountant	1	0.191	2.292
2	Data Entry Operator	21	0.19100	48.132
3	Receptionist	1	0.15500	1.86
4	Peon	22	0.13700	36.168
5	Driver	2	0.17000	4.08
6	Security Guard	5	0.15700	9.42
	Total	52	-	101.952

Observation & Recommendation: The State planning team has provided the above information in respect to staffing set up at the SPO level.

- As mentioned above, state has 130 sanctioned posts at the SPO, out of which 89 are in position.
- 74 personals are on contractual, 28 Asst. Manager post's is the highest among all, 48 data entry operator, 6 deputy manager are in place. State did not submit bifurcated post among all components of the programme.
- All staffs working at the SPO level are on full time basis and regular. Salaries are to be drawn from the programme SMSA.
- State has not formed any SRG & DRG at both the level. No alternative arrangement against non-existence of the group.

Salary: An estimated amount of **Rs. 538.212** lakh is proposed for salary of both the staff working on deputation as well as on contractual. The appraisal team recommended the same under 5 % MMER.

Issue: State needs to submit component-wise staffing status at SPO level at the earliest to ensure actual requirement for the key components and other administrative staff.

Outsourced Staff: State having 52 outsourced staff at SPO level, salary of Rs. 101.952 lakh is proposed under the programme. The appraisal team suggested for contractual staff only. State may avoid outsourcing of staff for such programme.

Salary of Contractual Staff at DPO:

S. No.	Designation	No. of Sanctioned	Post Filled	Post Vacant	Monthly Salary	Salary per
1.	APC (General)	22	20	2	0.39400	94.56
2.	Legal Assistant	22	22	0	0.39400	104.016

3.	APC (Finance)	22	17	5	0.39400	80.376
4.	Accountant	50	48	2	0.33300	191.808
6.	Data Entry	135	115	20	0.33300	459.54
7.	DSE	22	18	4	0.33300	71.928
8	Phisiotherapist	22	10	12	0.33300	39.96
	Total	293	250	45		1042.188
Outsourced Staff:						
8	Chaukidaar	22	22	0	0.13700	36.168
9	Peon	22	22	0	0.13700	36.168

Salary of Contractual Staff at BPO: (Block Office)-Management

Sr. No.	Designation	No. of Sanctioned Posts	No. of Post Filled	No. of Post Vacant	Monthly Salary + EPF (In Rs.)	Total Salary per Annum (In Lacs.)
1.	Junior Engineer	216	44	172	0.333	175.824
	Total	216	44	172		175.824

Observation & Recommendation: As seen 293 staff including 44 outsourcing staff has been sanctioned at the SPO level. Out of the total sanctioned staff, 250 are in place at DPO level.

Salary: An amount of **Rs. 114.524** lakh is proposed at district level for the staff including outsourcing staff working at DPO level. The same is recommended under MMER budget. Although, state is again requested to avoid outsourcing staffs and do proper rationalization of the staff at DPO level.

Salary for BPO level for Junior Engineer:-An amount of **Rs. 175.824** lakh is also proposed at BPO level.

Sr. No	Proposal:			Recommendation:			Remarks:
	SPO	DPO	BPO	SPO	DPO	BPO	
	538.212	114.524	175.824	538.212	114.524	175.824	State should avoid outsourcing staff. Salary at both level are recommender under 5 % MMER budget.
Total	538.212	114.524	175.824	538.212	114.524	175.824	

*Other than salary other expenditures may be availed under MMER budget.

C. Other Activities:-

Budget proposal of MIS Head

(i) State Level Plan

Sr. No.	Activity	Estimated Expenditure (In Lakh)	Recommendation
1.	Child-wise Data Collection on SD MIS and UDISE Survey (<i>Based on No. of</i>	60.00	Recommended within 5% MMER

	<i>Students captured</i>		
2.	Trainings, Monitoring and Capacity building of MIS and other field level functionaries	10.00	
T O T A L (i)		70.00	70.00

(ii) District Level Plan

Sr. No.	Activity	Expenditure (In Lakh)	Recommended within 5% MMER
1.	UDISE Survey, Training and other MIS Activities	5.00	
T O T A L (per district)		5.00x22	
T O T A L for all 22 districts		110.00	110.00

(iii) Budget Proposal of Management

SPO

S. No.	Activity	Proposal for 2019-20	Recommended within 5% MMER
1.	Purchase of Computers, UPS, Printer (10) And Laptop (10), Sound System, LED Projectors)	40,50,000/-	
2.	TA/DA and Hiring of Vehicle	50,00,000/-	
3.	Electricity & Water Bill	14,50,000/-	
4.	Office Rentals & Telephone Expenses and Taxes and Internet	50,50,000/-	
5.	Workshop & Meetings	40,00,000/-	
6.	Stationary, Printer-Toner refill and Franking Machine and Maintenance	10,50,000/-	
7.	Insurance Expenses	1,50,000/-	
8.	Repair and Maintenance of Equipment	10,50,000/-	
9.	Consultancy Charges and Audit Fee	20,50,000/-	
10.	Capacity Building, Workshop and Meetings	9,50,000/-	
11.	Printing of Manual	15,50,000/-	
12.	Supervision of Civil Works	1,70,00,000/-	
Total		4,33,50,000/-	

DPO

S. No.	Activity	Proposal for 2019-20 (Fig.in Rs.)	Recommendation
1.	Purchase of Computers, UPS, Printer (10) And Laptop (10), Sound System, LED Projectors)	68,00,000/-	58,00,000/
2.	TA/DA and Hiring of Vehicle	1,45,00,000/-	1.30,00,000/

3.	Electricity & Water Bill	68,00,000/-	58,00,000/
4.	Office Rentals & Telephone Expenses and Taxes and Internet	68,00,000/-	68,00,000/
5.	Capacity Building, Workshop & Meetings	1,00,000,00/-	1,00,000,00/-
6.	Stationary, Printer-Toner refill Maintenance	60,00,000/-	50,00,000/
7.	Insurance Expenses	22,00,000/-	20,00,000/-
8.	Repair and Maintenance of Equipment	35,00,000/-	30,00,000/-
9.	Consultancy Charges and Audit Fee	1,25,00,000/-	1,20,00,000/-
Total		6,91,00,000/-	6,34,00000/-

(iv) Budget Proposal of Training of Finance Staff

A minimum of 5 days training of accounts and audit staff is mandatory in a year as per the guidelines of FM&P Manual. To train the accounts staff at district level, block level and cluster level, the requirement of funds is as per the table below:

Activity/Product	Estimated Amount (In Rs.)	Recommendation
SPO	3,00,000/-	Recommended within 5% MMER
DPO (Rs. 45000 per district)	9,90,000/-	
Total	12,90,000/-	1290000/

Total Recommendation-Other Activities

Sr. No.	Activity	Proposal		Recommendation	
		Phy.	Fin.	Phy.	Fin.
1	SPO	1	43350000	1	43350000
2	DPO	1	69100000	1	64300000
3	Training of Finance Staff	1	1290000	1	1290000
4	MIS	1	180.00	1	180.00
Total:-		04	113740180	04	108040180

2. Residential School/Hostels

Residential Hostels/Schools

1. Progress, 2018-19: -

Residential Hostels were approved for five districts including four border area districts **Amritsar, Ferozpur, Gurdaspur and Tarn Taran** and one million plus population city **Ludhiana**.

These Residential Hostels were sanctioned for a capacity of 100 each. As on **31st January 2018**, 294 students of difficult circumstances including children without adult protection and children of single parents and that of poor economic conditions have been enrolled in these residential hostels.

Location of hostels is as follows: -

Sr. No.	District	Location of Residential Hostel
1.	Amritsar	Govt. High School Complex, Karampura, Ranjeet Avenue, Amritsar
2.	Ferozpur	GBSSS, block – Ferozpur-1, Ferozpur
3.	Gurdaspur	Govt. Primary School, Village Sekhwan, Block Kahnuwan-2, Gurdaspur
4.	Ludhiana	MIG Flats, Sector - 32, near Vardhman ltd., Chandigarh Road, Ludhiana
5.	Tarn Taran	GSSS Patti, block – Patti, Tarn Taran

District wise physical and financial progress (till 31st March, 2019)

S. No.	District Name	No. of Hostels	Target No of children	No. of Children Enrolled	Rs. in lakh	
					Funds Approved	Expenditure
1	Amritsar	1	100	22	36.3	23.71
2	Ferozpur	1	100	85	36.3	38.04
3	Gurdaspur	1	100	82	36.3	40.0
4	Ludhiana	1	100	29	36.3	25.22
5	Tarn Taran	1	100	76	36.3	48.58
Total		5	500	294	181.5	175.65

1.1 Proposal for Recurring Grant for Existing Residential Hostels for 2019-20: -

The existing five residential hostels as in district **Amritsar, Ferozpur, Gurdaspur, Ludhiana & Tarn Taran** will continue to operate in the year 2019-20.

1.2 Financial Proposal for the year 2019-20:

Recurring Grant of **Rs. 179.6** lacs proposed for 5 Hostels which are running in districts Amritsar, Ferozepur, Gurdaspur, Ludhiana and Tarn Taran. Total grant of 5 hostels is **179.6** lakhs. The district wise detailed proposal is as follows:

In lakhs

Sr. No	Activity	Phy.	Amritsar	Feroze pur	Gurdaspur	Ludhiana	Tarn Taran	Total
1	Fooding/ Lodging (Rs. 1500/- per boy per month)	500	18	18	18	18	18	90
2	Stipend per child per month @ Rs.100/-	500	1.2	1.2	1.2	1.2	1.2	6
3	1 Warden @ Rs. 25000/- per month	5	3	3	3	3	3	15
4	3 Part time teachers @ Rs. 6000/- per month per teacher	15	2.16	2.16	2.16	2.16	2.16	10.8
5	1 Full time accountant @ Rs. 10000/- per month	5	1.2	1.2	1.2	1.2	1.2	6
6	2 Support Staff- (Peon, Chowkidar) @ Rs. 8000/- per month per staff	10	1.92	1.92	1.92	1.92	1.92	9.6
7	1 Head cook @ Rs. 7000/- per month	5	0.84	0.84	0.84	0.84	0.84	4.2
8	2 Asstt. Cooks @ Rs. 5000/- per month per cook	10	1.2	1.2	1.2	1.2	1.2	6
9	Electricity / water charges per boy @ 1500/- per annum	500	1.50	1.5	1.5	1.5	1.5	7.5
10	Medical care/contingencies @ Rs.1250/- per child per annum	500	1.25	1.25	1.25	1.25	1.25	6.25
11	Maintenance @ Rs.1000/- per child per annum	500	1	1	1	1	1	5
12	Miscellaneous @ Rs.1250/- per child per annum	500	1.25	1.25	1.25	1.25	1.25	6.25
13	Capacity Building @ Rs.100/- per child per annum	500	0.1	0.1	0.1	0.1	0.1	0.5
14	Specific Skill Training @ 1000 per child per annum	500	1	1	1	1	1	5

Sr. No	Activity	Phy.	Amritsar	Feroze pur	Gurdaspur	Ludhiana	Tarn Taran	Total
15	Preparatory camps @ 100 per child per annum	500	0.1	0.1	0.1	0.1	0.1	0.5
16	PTA (School Functions) @ 100 per child per annum	500	0.1	0.1	0.1	0.1	0.1	0.5
17	Physical/ Self Defence Training @ 100 per child per annum	500	0.1	0.1	0.1	0.1	0.1	0.5
Total			35.92	35.92	35.92	35.92	35.92	179.6

Recommendation: State proposal for continuation of 05 (five) existing residential hostels with intake capacity of 100 children each is recommended as per norms.

- Overall enrolment in the existing hostels as reported by the state is only 294. District Amritsar is recorded with lowest enrolment of 22 children followed by Ludhiana with 29 children only.
- State informed that a fresh survey is conducted in the above districts for enhancement of enrolment. Report on survey is made available in the state website.
- State expenditure against actual fund of Rs.181.5 lakh is Rs. 175.65 lakh.
- An amount of Rs. 5.85 lakh is lying with the state as unspent recurring grant.

3. Access & Retention

☞ **Access: at a glance**

- **PGI Indicators: Access**

S N	Indicators	Bench Mark	Achieved (As per UDISE 2016-17)
1	Adjusted NER at elementary level	100% of all schools	91.89%
2	Adjusted NER at Secondary level	100% of all schools	65.23%
3	Retention rate at Elementary level	100% of all schools	100%
4	Retention rate at Secondary level	100% of all schools	100%
5	Transition rate from primary to upper primary level	100% of all schools	95.71%
6	Transition rate from upper primary to secondary level	100% of all schools	94.25%
7	% of identified Out of school Children Mainstreamed in last academic year (class 1 to 8)	100% of target given	-

- **The Gross access ratio(GAR) at state level:**

Primary level – 99.71

Upper Primary level-99.76

Secondary level – 99.39

Higher Secondary level – 92.37

- **GIS mapping:**

Total schools-28962 schools (As per UDISE 2016-17)

Coordinates Received- 28884 schools

Correct coordinates - 28734 schools (**99.21%**).

Error in Data - 150 schools coordinates

Total Balance to be received – 228(**0.79%**)

- **State's definition of neighborhood norm.**

Primary schools: within 1 km radius (As per RTE provision)

Upper Primary schools: within 3 km radius (As per RTE provision)

Secondary Schools: within 5 km radius

Higher Secondary schools: Not Available

- Rationalization of Schools and Closure/ Merger of Schools:**

Status of Rationalization of Schools											
Detail of Schools											
S. No.	Name of District	No. of School/Section with Zero Enrolment		No. of School/Section with less than 10 Enrolment		No. of School/Section with less than 20 Enrolment		No. of School/Section with less than 30 Enrolment		No. of School/Section merged on Other criterion which State/ UT might have adopted*	
		Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
1	Punjab			88							7

- Approved and Functional Schools:** - Details of No. of schools sanctioned and made functional under SAMAGRA SHIKSHA is as under:

S N	School Category	Approved		Functional	Enrolment	Remarks
		School	Building			
1	Primary	259	678	259	-	
2	Upper Primary	876	859	876	-	-
3	Secondary	318	318	316	43129	Issue- 2 schools were not made functional
4	Higher Secondary	0	0	0	-	-

- School Mapping Exercise:**

- Coverage of Habitation:** As per school mapping exercise category wise details are as under:

S N	School Category	Total No of Habitations	Habitations covered	% of Habitations covered	Habitations uncovered	% habitations uncovered	Source
1	Primary	15694	15649	99.71	45	0.29	Model Table 2018-19
2	Upper Primary	15694	15656	99.76	38	0.24	
3	Secondary	15657	15562	99.39	95	0.61	
4	Higher Secondary	14108	13031	92.37	1077	7.63	8 th AISES

- **Total Requirement:** As per school mapping exercise categoriy wise details are as under:

S N	Level of Education	Total No of Habitations	% habitations uncovered	Total requirement of new/ upgraded school for uncovered habitations	Habitations covered through up gradation	No. of other strategy required for uncovered habitations	Total habitations covered
1	Primary	15694	0.29	To be provided			
2	Upper Primary	15694	0.24	To be provided			
3	Secondary	15657	0.61	To be provided			
4	Higher Secondary	14108	7.63	To be provided			

*Estimation at TSG level

☞ **Analysis of habitation data of 8th Education Survey (NCERT)**

As per analysis of habitation data of 8th Education Survey (NCERT) following details has been noticed. State/UTs needs to review the details and take measure to improve the access of schooling facility accordingly.

S N	Level of Education and distance norm	Total No of Habitations	Total no. of habitations covered as per distance norm at national level	Total Uncovered habitations as per distance norm at national level	Remarks
1	Primary (norm -1km)	14108	13642	466	Habitation wise details of <u>uncovered habitations along with distance from the nearest school is attached at Annexure a, b, c, d (If state desires, the list will be sent to the state through email.)</u>
2	Upper Primary (norm -3km)	14108	11673	2435	
3	Secondary (norm -5km)	14108	13384	724	
4	Higher Secondary (norm -7 km)	14108	13031	1077	

*Estimation at the TSG level as per 8th Education survey

- **Approved Norms for Up-gradation of Schools:**

- Primary schools: within 1 km radius (As per RTE provision)
- Upper Primary schools: within 3 km radius (As per RTE provision)
- Secondary Schools norm: State Government norm for providing school is as similar as the scheme norm.
- Higher Secondary schools: Not approved yet.

☞ **Proposal and consideration for the current year**

S N	School category	No of Proposal	Proposal in SFD	Eligibility
1	Primary	0	0	0
2	Upper Primary	0	0	0
3	Secondary	14	10	2 (1 in SFD)
4	Higher Secondary	38	27	8 (5 in SFD)

Eligibility for Secondary school proposal

Total Proposal **14 schools**

Summary of Secondary schools not eligible as per norms: **12 schools**

☞ No. of Schools doesn't qualify as per distance norm: **8 schools**

☞ No. of schools doesn't qualify as per both norm (Dist and enr) **4 schools**

Summary of eligible schools

☞ Secondary schools eligible as per norm: **2 schools**

Consideration

☞ **2 schools with 2 sections have been considered for upgradation of upper Primary school into secondary schools for the year 2019-20.**

Eligibility for Higher Secondary school proposal

Total Proposal **38 schools**

Summary of Secondary schools not eligible as per norms: **30 schools**

☞ No. of schools doesn't qualify as per higher secondary section in the school **4 schools**

☞ No. of Schools doesn't qualify as per distance norm: **16 schools**

☞ No. of schools doesn't qualify as per both norm (Dist. and enr) **8 schools**

☞ No. of schools doesn't qualify as per enrollment norm **2 schools**

Summary of eligible schools

☞ Secondary schools eligible as per norm: **8 schools**

Considerations/Recommendations:

☞ 8 schools with 2 section schools with Arts stream have been considered for upgradation into higher secondary level for the year 2019-20.

Details of School wise Proposal & Recommendation (Secondary & Higher Secondary School)

Sl NO.	District	Secondary School		Higher Secondary School	
		Proposed	Recommendation	Proposed	Recommendation
1	Ferozepur	4		7	4
2	Pathankot			2	
3	Amritsar	5	1	10	2
4	Barnala			1	
5	Fazilka	4	1	3	
6	Moga			9	
7	Muktsar			1	
8	Taran Tarn			5	2
9	Bathinda	1		0	
	Total	14	2	38	8

Details of School wise Proposal & Recommendation (Secondary School)

Sl. No	Name of District	Name of the School	UDISE Code	Total Enrolment	Distance from nearest Secondary School	Remarks
1	Amritsar	Gms sarangdev ssa upgraded rte	3020109407	165	1.42	Not eligible as per distance norm
2	Amritsar	Gms mallanwali	3020803909	20	4.54	Not eligible as per distance and enrollment norm
3	Amritsar	Gms mule chak	3020408302	94	1.66	Not eligible as per distance norm
4	Amritsar	Gms guru nank pura	3020802904	138	0.7	Not eligible as per distance norm
5	Amritsar	Gms dug dogra	3020206102	99	5.13	Eligible (SFD)
6	Bathinda	Gms nandgarh kotra	3140602502	43	3.96	Not eligible as per distance and enrollment norm

Sl. No	Name of District	Name of the School	UDISE Code	Total Enrolment	Distance from nearest Secondary School	Remarks
7	Fazilka	Govt. Middle school achariki	3210205402	76	7.14	eligible
8	Fazilka	Govt. Middle school patti bihla	3210203602	92	3	Not eligible as per distance norm
9	Fazilka	Gms kilian wali	3210204202	78	1.87	Not eligible as per distance and enrollment norm
10	Fazilka	Gms toot wala	3210205902	101	1.4	Not eligible as per distance norm
11	Ferozepur	Gms mahle wala ssa	3111004802	76	2.01	Not eligible as per distance norm
12	Ferozepur	Gms nizamdin wala ssa	3111010002	88	3.33	Not eligible as per distance norm
13	Ferozepur	Gms kohala	3110900502	117	3.46	Not eligible as per distance norm
14	Ferozepur	Gms alle wala ssa	3111014302	62	3.11	Not eligible as per distance and enrollment norm

Details of School wise Proposal & Recommendation (Higher Secondary School)

S.NO	Name of the District	School Name	UDISE Code	Total Enrolment	Distance from nearest Higher Secondary School	Remarks
1	Fazilka	Govt High School Rajpura	3210104402	61	5	Not eligible as per distance and enrollment norm
2	Fazilka	Govt. High school Khippan wali	3210201702	161	3	Not eligible as per distance norm
3	Fazilka	Govt.High School Diwan Khera	3210204802	127	5.69	Not eligible as per distance norm

S.NO	Name of the District	School Name	UDISE Code	Total Enrolment	Distance from nearest Higher Secondary School	Remarks
4	Amritsar	Govt. High School Dauke	3020901902	131	8.84	Eligible (SFD)
5	Amritsar	Govt. High school Khatrai Kalan	3020300302	156	4.11	Not eligible as per distance norm
6	Amritsar	govt. high school Fatah Pur	3020408502	146	2.97	Not eligible as per distance norm
7	Amritsar	Govt.High.School Putlighar	3020803004	286	0.41	Not eligible as per distance norm
8	Amritsar	Govt.High.School Bhillowal Pacca	3020207902	119	7	Eligible
9	Amritsar	Govt. High School Jasraur	3020209502	157	2.69	Not eligible as per distance norm
10	Amritsar	Govt.High.School Khanpur Sheron	3020602802	104	2.03	Not eligible as per distance norm
11	Amritsar	Govt.High School Jagdev Khurd	3020108202	267	4	Not eligible as per distance norm
12	Amritsar	Govt. High School Bhindi Aulakh	3020205102	57	2.96	Not eligible as per distance and enrollment norm
13	Amritsar	Govt. High School Jattan	3020112002	85	3.89	Not eligible as per distance norm
14	Ferozepur	Govt.High School Lappo	3110501602	31	7.25	Not eligible as per enrollment norm
15	Ferozepur	Govt. High School Nau Behram Sher Singh Wala	3110513002	76	7.43	Eligible (SFD)
16	Ferozepur	Govt. High School Jhandu wala	3110501902	37	7.56	Not eligible as per enrollment norm
17	Ferozepur	Govt. High School Chak Nidhana	3110503302	102	8	Eligible (SFD)
18	Ferozepur	Govt. High School Shah Abu Bukar	3110910502	75	7.58	Eligible (SFD)
19	Ferozepur	Govt. High School Dhira Ghara	3110701003	96	7.43	Eligible (SFD)
20	Ferozepur	Govt. High School Chak Hiraj	3110612602	56	5.86	Not eligible as per distance and enrollment norm

S.NO	Name of the District	School Name	UDISE Code	Total Enrolment	Distance from nearest Higher Secondary School	Remarks
21	Moga	Govt. High School Nanaksar (Gholian Kalan)	3100101302	74	3.43	Not eligible as having secondary section in the school
22	Moga	Govt. High school Thiraj	3100102402	107	5.73	Not eligible as per distance norm
23	Moga	Govt. High School Langeana Nawan Khurd	3100103403	70	0	Not eligible as having secondary section in the school
24	Moga	Govt. High School Loh Garh	3100202002	100	2.75	Not eligible as having secondary section in the school
25	Moga	Govt. High School Rau Wal Melak Kangan	3100203702	139	3.88	Not eligible as having secondary section in the school
26	Moga	Govt. High School Mander	3100213602	59	6	Not eligible as per distance and enrollment norm
27	Moga	Govt. High school Manawan	3100210202	60	3.33	Not eligible as per distance and enrollment norm
28	Moga	Govt. High School Jaimal wala	3100400702	48	5.5	Not eligible as per distance and enrollment norm
29	Moga	Govt. High School Dina	3100502502	72	4.93	Not eligible as per distance norm
30	Muktsar	Govt. High School Sukhna Ablu	3120305203	118	5	Not eligible as per distance norm
31	Pathankot	Govt. High Kharkra Thuthowal	3221101502	213	4.2	Not eligible as per distance norm
32	Pathankot	Govt.High School Lehroon	3220404002	139	5.44	Not eligible as per distance norm
33	Taran Tarn	Govt. High School Algon Kothi	3190100402	146	1	Not eligible as per distance norm
34	Taran Tarn	Govt. High School Jhuggian Natha Singh	3190804002	74	9.16	Eligible

S.NO	Name of the District	School Name	UDISE Code	Total Enrolment	Distance from nearest Higher Secondary School	Remarks
35	Taran Tarn	Govt.High School Jalalabad Boys	31904034 03	101	3.85	Not eligible as per distance norm
36	Taran Tarn	Govt.High School Jalalabad Girls	31904034 04	19	4.28	Not eligible as per distance and enrollment norm
37	Taran Tarn	Govt. High SchoolNaushehra	31903035 02	184	7	Eligible
38	Barnala	Govt. High School Fatehgarh Channa	32001017 02	69	5	Not eligible as per distance and enrollment norm

4. Out of School Children (OoSC)

Interventions for Universal Enrolment –Special Training for OOSC

1. Performance during year 2018-19

1.1 State has identified 5689 out of school children (OOSC) in 2018-19 and it has committed that at least 5689 children out of these will be enrolled in schools during 2018-19. PAB has approved Rs. 107.64 for provision of Special Training to OOSC.

1.2 State is reporting that it has covered 4093 children which is 71.95 of the target.

1.3 Strategy Wise Coverage of Out of School Children during 2018-19.

Intervention	Approved Target			Coverage				Children mainstreamed		
	2018-19			2018-19						
	Physical			Physical				Fresh	Cont	Total
	Fresh	Cont.	Total	Fresh	Cont.	Total	%	Fresh	Cont	Total
Direct Enrollment	1865	0	1865	1865	0	1865	100	1865	0	1865
CWSN HBE	236		236	236		236	100	236		236
Total	2101	0	2101	2101	0	2101	100	2101	0	2101
Non-Residential										
12 months	3588		3588	1992		1992	55.52	1992		1992
Total	3588	0	3588	1992	0	1992	55.52	1992		1992
Total Special Training	5689	0	5689	4093	0	4093	71.95	4093	0	4093

1.4 Detail of Special Training centres opened and Teachers Engaged

S. No.	Strategies	No. of centres	Timings of centre	Venues for centres		No. of Person engaged for Spl. Trg	
				School	Outside school	School teacher	Volunteers
1	NRST	860	School Timings	In School			6803

School Timings: - winter (7 AM To 8 AM) In Summer (3PM to 6 PM)

It is reported that Volunteers engaged under Special Training are more due to the fact that they are engaged in many activities other than providing Special Training.

Status of Mainstreaming of children after completion of Special Training.

2.1 **Process of Mainstreaming:-** House hold Survey is conducted in every year in the month of December to identify out of school children in the age group of 6-14 years. Complete data of identified out of school children has been entered in compulsory education register and village education register of concerned schools as well. Child is evaluated by the teachers/Head Teacher in the supervision of Central Head Teachers. The minimum competence level prescribed in the curriculum is evaluated by conducting base line, mid-term and end-term survey as per the notifications of the Govt. After attaining age appropriate education child is mainstreamed.

2.2 **Data of Mainstreaming:-** Data on number of children mainstreamed in age appropriate enrolment after completion of Special Training

Strategies	Coverage			Mainstreamed			To be Mainstreamed upto 31st March 2019	To be continue in 2019-20
	Fresh	cont.	Total	Fresh	cont.	Total		
NRST	1992		1992	1992		1992		

2. Status of Out of School Children identified in 2019-20

State is reporting to have a total population of 39.45 Lakh Children in the age group of 6-14 years. It has identified 5,172 out of school children in the same age group. The number of out of school children is 0.13% of total population. Disaggregated data is given below:

New identified OOSC						
Age in years	New Identified OOSC 2019-20			Percentage (%)		
	Boys	Girls	Total	Boys	Girls	Total
06-07	1018	853	1871	19.68	16.49	36.18
08-10	1128	964	2092	21.81	18.64	40.45
11-14	702	507	1209	13.57	9.80	23.38
Total	2848	2324	5172	55.07	44.93	100.00

Out of the total identified out of school children 169 are CWSN

3.1 Details of survey/ updation exercise.

- a. Details of survey:** House Hold Survey was conducted in November 2018 to identify out of school children in the age group 6-14 years. This survey was conducted by Education Volunteers, Govt. Primary School Teachers and Shikhya provider from **28th Nov. to 14th Dec.** 2018. Complete data of identified out of school children has been entered in “Compulsory Education Register” and “Enrollment Registers” of concerned schools. All efforts were made by teachers to cover every single village, ward and town to identify each and every out of school child in age group 6-14. Special focus was given to identify vulnerable groups of children such migrants, SC, Muslim, CWSN, Beggars, Tent House or Slum dwellers, those at construction sites/railway stations, Brick Kilns, orphans working in Hotels/Dhabas and Special Home children are identified through HHS. VER/WER is maintained in all schools. To identify out of school children, awareness was created by informing general public through announcement or speakers in Gurdwara, Temple & Panchayat Ghar and by the help of School Management Committee & Communities of concerned area. No children of Nomadic families are found during the Survey.
- b.** VER/WER maintained in all schools
- c. Child Tracking System is available and functional in the State.**

3.2 Definition of Drop out as adopted by the state.

State has defined drop out child in its RTE Rules. In the Punjab Right of Children to Free and compulsory Education Rules, 2011, the definition of out of school child is “A Child of the age of 6th to 14th years who has either never been admitted to a school or who having been admitted has not completed elementary education, and it shall include a student of elementary education being absent for a month or more than a month continues shall be considered dropout child, but such child shall not be considered in any case held back in any class or expelled from school till completion of elementary education.

Districts with high incidence of drop outs are **Ludhiana, Bathinda, Ferozepur, and Jalandhar**. Among Social Groups with high incidence of Drop outs are **Scheduled Caste**.

3. Proposal for coverage of out of school children for the year 2019-20

Proposal of the State for coverage of all children under different heads

S. No.	Strategies	Physical			Fin.	No. of Centres
		Fresh	Cont.	Total		
	Total OoSC	5172		5172		
1	Direct Enrollment	858		858		

2	CWSN (HBE)	169		169		
	Sub Total	1027		1027		
3	NRST-12 months	4145		4145	145.80	580
	NRST Total	4145		4145		
	Grand Total	5172		5172		580

4. Recommendation: - Proposal of the State is recommended.

IV. Status of Implementation of Section 12 (1) (C) of RTE Act 2009.

1. Status of Notifications

State has earlier reported that it has notified Disadvantaged Groups and Weaker Sections for the purpose of admission in private schools under Section 12(1)(C) of RTE Act 2009. However, State is yet to provide Notification in this regard.

1.1 Detail of Disadvantaged Groups and Weaker Sections as defined in the Notification.

Disadvantaged Groups	Weaker Sections
1. Schedule Castes 2. Backward Classes/Other Backward Classes 3. Child affected from HIV or Cancer 4. Orphan child 5. War widow children 6. Destitute parents children	Below income tax limit

1.2 State has reported that admission under Section 12 (1)(C) has not started.

State Rule under Rule 7(4) provides that “All admissions of children belonging to the weaker section and the disadvantaged group shall be made by the school itself. If such children are unable to get admission in the schools referred to in sub-clauses (i) and (ii) of clause (n) of section 2 due to non-availability of seats or for any other reason, then their parents or guardians may apply to get admission in the schools referred to in sub-clauses (iii) and (iv) of clause (n) of section 2 against the twenty-five per cent seats reserved for them. Admission to these seats shall be made by a draw of lots”.

5. Infrastructures (Civil Work)

Infrastructure Development Works

Elementary, Secondary & Sr. Secondary Level:

Overview of the performance during the year / last years and the bottlenecks, if any in achieving the targets.

Elementary Level

Out of 1177819 cumulative works sanctioned under **Elementary** so far 1225042 works have been completed, 42 works are in progress and 4278 works not started up to March, 2019. The percentage of completion works out to 100%, Out of the total allocation of Rs. 172791.83 lakhs, an expenditure of Rs. 146604.47 lakhs has been incurred till March, 2019. The percentage of expenditure is 85%.

Secondary Level

Out of 12404 cumulative works sanctioned under **Secondary** so far 10830 works have been completed, 100 works are in progress and 1538 works not started up to March, 2019. The percentage of completion works out to 87%. Out of the total allocation of Rs. 76122.586 lakhs, an expenditure of Rs. 62705.3083 lakhs has been incurred till March, 2019. The percentage of expenditure is 82%.

CUMULATIVE PROGRESS REPORT AS ON 31-03-2019

Sl. No.	Components*	Cumulative Sanction		Status as on 31.03.2019 (cumulative)			Expenditure (Cumulative) as on 31.03.2019
		Physical	Financial	Completed	In Progress	Not taken up	
Elementary Level							
1	BRC	145	918.45	141	0		869.50
2	CRC	1300	2673.00	1306	0		2685.00
3	Branch schools	179	537.00	124	0		389.00
4	New School Building (Primary) (EGS Upgraded)	259	1607.78	258	0		1582.72
5	Upgraded Primary to Upper primary	857	7950.24	857	0		7851.41
6	ACR in lieu of Upgraded Primary School	54	292.03	51	0		292.03
7	Building Less School - Primary	238	714.00	197	0		623.60
8	Additional Classrooms	31174	94993.80	28239	42	2547	75585.15
9	Sanitation & drinking water	17531	6135.85	18159	0		6355.65
10	Toilets	1047	1039.43	1034	0	13	1020.65
11	Separate Girls toilets	6275	10385.74	6271	0	4	10382.35

Sl. No.	Components*	Cumulative Sanction		Status as on 31.03.2019 (cumulative)			Expenditure (Cumulative) as on 31.03.2019
		Physical	Financial	Completed	In Progress	Not taken up	
12	CWSN Toilets	5212	4081.00	5095	0		4081.00
13	Drinking Water	206	76.74	205	0	1	75.17
14	Augmentation of training facility in BRC	45	225.00	45	0		225.00
15	(Verandah)	125	141.60	116	0		129.60
16	Head Master Rooms	1653	4019.56	1662	0		4029.16
17	Building as Learning Aid (BaLA)	12641	252.82	12641	0		252.82
18	Furniture grant (no. of students)	293529	1467.65	347838	0		1739.19
19	Boundary Wall	779376.85	27130.06	776578	0		27129.61
20	Major Repairs	3915	6048.33	3870	0	45	6004.442
21	Kitchen Shed	88	57.20	88	0		57.20
22	Ramps with Handrail	3435	798.75	1767	0	1668	302.85
23	Handrail	586	17.58	553	0		17.58
24	Library Books	17947	928.24	17947	0		928.24
25	Siemat Building	1	300.00	0	0		0.00
Total		1177819	172791.83	1225042	42	4278	146604.47
Secondary Level							
1	Upgraded School Middle to High	318	20449.746	256	21	40	17312.35
2	Additional Class Rooms	1440	8779.15	1293	0	147	7690.58
3	Science Lab	1414	9365.5	1159	0	255	7233.76
4	Sci lab Equipment	1339	1339	1117	0	222	1117.00
5	Art/Culture Room	2972	16259.24	2502		470	12943.69
6	Library	2328	17316.57	1972	79	356	13955.39
7	Toilets	1295	1079.56	1275	0	20	1045.25
8	Drinking Water	920	686.75	920	0	0	686.75
9	Major Repair	378	847.07	336	0	28	720.53
10		12404	76122.586	10830	100	1538	62705.3083

Action taken report on Commitments made during PAB 2018-19

Sl. No.	Commitment made during PAB 2018-19	Action Taken upto March 2019
1	State will explore the mechanisms for convergence with other departments especially with the Department of Panchayati Raj for maintenance of school infrastructure, school sanitation and provisioning of drinking water	Rs. 1.50 crore was released by Department of Local Bodies for construction of 301 Urban Toilets (206 Boys and 95 girls) @ Rs. 50,000 per toilet seat in 88 schools. Department of water & Sanitation released

Sl. No.	Commitment made during PAB 2018-19	Action Taken upto March 2019
	facilities	funds for construction of 1844 toilets (1472 Boys and 372 girls) for 525 schools @ Rs. 35,000 per toilet seat. The funds have been released to the schools and UC's have been sent to both the Departments.

School Safety Provision: Provisions made for earthquake resistant structure, fire safety and natural calamities in the designs of school infrastructure

Sl. No.	Safety provisions	Yes /No	If no, the remedial action taken by the State/UTs
1	Whether School Buildings qualify earthquake resistant structures as per NBC 2016	Yes	
2	Whether fire safety provision towards fire hazard are in place in Schools.	Yes	
3	Whether implementation of NDMA guidelines on school safety is followed.	Yes	
4	Whether safety guidelines for school children issued by MHRD from time to time is followed.	Yes	
5	Whether the schools have ramps with hand railing	Yes	
6	Whether safety audit including structure audit is being carried out for the schools	Yes	

Details of approval of opening of Schools & approval of school buildings by PAB since inception including re-appropriation

Sl. No	Schools	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11 (including supplementary)	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Total	
1	PS sanctioned	320			97		88	9	31	69	36	0	0	23	1			2		0	676
2	PS school building sanctioned	266			56		88	9	31	69	36	0	0	23	1			2		0	581
3	UPS sanctioned																			0	876
4	UPS school building sanctioned																			0	858

Sl. No	Schools	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11 (including supplementary)	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Total	
5	Secondary School sanctioned									70	79	73		42	12	28	14			0	318
6	Secondary School building sanctioned									70	79	73		42	12	28	14			0	318
7	Sr.Secondary School sanctioned																				
8	Sr.Secondary School building sanctioned																				

Fresh Proposal for AWP&B 2019-20

Sl. No.	Components	School Category	Fresh budget for 2019-20			Spillover for 2019-20		Total budget Rs. In lakh	
			Phy	Unit cost	Fin	Phy	Unit cost	Fin	Fin
1	ACR	Elementary	2137	7.51	16048.87	2318	16939.7	4455	32988.57
2	Ramps with Handrail	Elementary	2470	0.3	741	1626	487.8	4096	1228.8
3	Drinking Water	Elementary	23	1.236	28.428	0	0	23	28.428
4	Major Repair	Elementary	306		320.887	0	0	306	320.887
5	Upgraded Schools Middle to high	Secondary	14		937.14	61	3193.3	75	4130.44
6	Upgraded Schools high Sr. Secondary	Secondary	38		727.84	0	0	38	727.84
7	ACR	Secondary	943	7.51	7081.93	147	1088.58	1090	8170.51
8	Art & Craft Room	Secondary	0		0	470	3315.21	470	3315.21
9	Library Room	Secondary	0		0	356	3361.2	356	3361.2
10	Science Lab & Equipments	Secondary	151	11	1661	255	2350.42	406	4011.42
11	Drinking Water	Secondary	1	1.236	1.236	0	0	1	1.236
12	Major Repair	Secondary	189		284.931	28	81.21	217	366.141
13	Ramps with Handrail	Secondary	477	0.3	143.1	0	0	477	143.1
	Total		6749		27976.362	5261	30817.42	12010	58793.782

Details of Technical Staff for supervision of Civil Works

Sl No	State level				District level				Block level			
	Sanctioned post		Available/in position		Sanctioned post		Available in position		Sanctioned post		Available position	
	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.
1	0	0	0	0	JE	12	JE	12	0	0	0	0
	Total	0	0	0		12		12	0	0	0	0

Swachh Vidyalaya Initiative:-Maintenance and upkeep of toilets

Amount of School grant utilized under SAP	Arrangement for Maintenance of toilet	Arrangement for availability of Water	Details of activities undertaken under Swachhta Action Plan (SAP)					Behavioural changes & capacity building
			Water	Toilets	Handwash with soap	Operation and Maintenance		
	Through SMC's, Maintaing done through Maintenance grant and Amalgamated funds	Water Supply connection and other sources like submersible pump, handpump etc	Drinking water is available in all the schools	1) Both Boys and Grils toilets are available in all schools. 2) Department of Education is in covergence with other departments like Water and Sanitation Dept. and Local Bodies department to provide drinking water and other sanitation facilities in the schools.	Activity of handwashing with soap has been initiated in all the schools	Handwashing day is being celebrated every year.	1) Students are being sensitized in morning assembly. 2) Regular lectures are given by teachers regarding need of cleanliness. 3) Competitions are being held at school/district and State Level.	

SURRENDER of Infrastructure Components proposed in PAB 2019-20 if any

Sl. No.	Components	School Category	School Name	UDISE Code	Original PAB Sanction			Surrendered amount	Reasons for surrender
					Year of Sanction	Physical	Financial		
1	Nil								
2									

**Summary of Recommendation of Elementary, Secondary & Sr. Secondary for AWP&B
2019-20**

Elementary						
A. Spillover previous years				Recommendations		Remarks
SL. No	Activity	Physical	Financial	Physical	Financial	
1	Additional Classrooms	2318	16939.70	2318	16939.70	Recommended in order to complete in progress infrastructure works.
2	Ramp With Handrail	1626	487.80	1626	487.80	Recommended in order to complete in progress infrastructure works.
Total		3944	17427.50	3944	17427.5	
B. New works proposed						
SL.No	Activity	Physical	Financial	Recommendations		Remarks
				Physical	Financial	
1	Additional Classrooms	2137	16048.87	0	0	Additional Classrooms not recommended due to backlog.
2	Drinking Water upto Class VIII	23	21.76	6	7.416	6 Drinking water to schools recommended in consultation with TSG MIS Unit and justification as per gaps.
3	Major Repair upto Class VIII	495	605.81	68	83.2218	68 major Repairs for PS and UPS buildings recommended after verification of Photos, estimates and year of Construction etc.
4	Ramps With Handrails	2947	884.10	2018	605.4	2018 Ramps with Hand railing to schools recommended in consultation with TSG MIS Unit and justification as per gaps.
Total		5602	17560.54	2092	696.04	
Secondary						
A. Spillover from previous years				Recommendations		Remarks
SL.No	Activity	Physical	Financial	Physical	Financial	
1	Upgraded Schools Middle to high	61	3193.3	61	3193.3	Recommended in order to complete in progress infrastructure works.
2	ACR	147	1088.58	147	1088.58	Recommended in order to complete in progress infrastructure works.
3	Art & Craft Room	470	3315.21	470	3315.21	Recommended in order to complete in progress infrastructure works.
4	Library Room	356	3361.2	356	3361.2	Recommended in order to complete in progress infrastructure works.
5	Science Lab & Equipments	255	2350.42	255	2350.42	Recommended in order to complete in progress infrastructure works.
6	Major Repair	28	81.21	28	81.21	Recommended in order to complete in progress infrastructure works.
Total		1317	13389.92	1317	13389.92	
B. New works proposed				Recommendations		Remarks

SL.No	Activity	Physical	Financial			
				Physical	Financial	
1	Additional Classroom	943	7081.93	0	0	Additional classrooms not recommended due to backlog.
2	Science Lab	151	1510.00	96	960.00	96 Science labs. Recommended in consultation with TSG MIS Unit and justification as per gaps.
3	Lab Equipment (Sci Lab)	151	151.00	96	96.00	96 Science lab equipment recommended in consultation with TSG MIS Unit and justification as per gaps.
6	Drinking Water	1	1.24	0	0	Not Recommended as no Gap found
Total		1246	8744.17	192	1056	
Grand Total (Elementary + Secondary & Hr. Sec)		12109	57122.13	7455	32569.46	

6. Pre-Primary Education (ECCE)

Introduction

Young children deserve an enthusiastic start in life and they need quality early experiences, especially in the early ages so that they grow, learn, develop and flourish fully. Researches also suggest that the quality of early years learning experiences has significant impact on school adjustments and the learning levels of children in later schooling. For achieving the Universalization of Elementary Education, universalization of Early Year Education is a pre-requisite and quality EYE is one of the goals that make-up the 2030 Agenda for Sustainable Development. There is need for children to be provided with developmentally appropriate early learning opportunities at preschool and early primary stage in continuum.

The first 6 years of a child's life are known as formative years which are recognized as remarkable time for brain growth and development. Recent neuroscience researches particularly on brain confirm the importance of early years in a child's life. It shows that within the span of the early childhood years, there are certain 'critical periods' for development of significant cognitive, linguistic, social and psychomotor competencies, which are known to contribute to later success in life. This stage is also important as a foundation for the inculcation of social values and personal habits. Therefore, it is crucial to invest in these early years through ensuring an enabling environment for every child, which is not only the right of every child but also a way to make sure the sound foundation for life. These can be done by ensuring better provisions for quality early education of young children.

Status of Pre School Education in State:

Pre-Primary classes were launched on 14th November, 2017 in all govt. primary schools of the state. In the year 2018-19 total 169948 students were enrolled in Pre-Primary class. A single section of Pre-Primary class was started in each of the primary school. In every primary school, one teacher from existing Primary cadre was made accountable for functioning of pre-school units. This teacher was trained by the District Resource Group's at the block level. The district/block level training was conducted for duration of 3 days. The teaching-learning activities focused on language, cognitive, motor skills, reading, writing and math development. Additionally, sometime is allotted daily for prayer, hygiene, and attendance. However, as per the need or situation, the daily designed schedule can be modified. The program was implemented daily throughout the academic year.

Each day selected activities are to be conducted based on the theme of the month to achieve the 5 development goals - Physical Development, Cognitive Development, Socio-Emotional Development, Language Development and Creative Development.

Presently state has developed guidelines and providing support at pre-primary level through model of co-location of Anganwadi centres in the primary schools. State has developed an effective collaboration with ICDS. As per UDISE 2017-18, in total 7710 primary schools the anaganwadi centers have been shifted to school campus and the adjacent to the school and 12984 schools have pre-primary sections attached in the Govt. primary schools.

Initiative taken by the State:

- State has framed guidelines to work in an effective collaboration with ICDS. Considering the 2 years of set up the Pre-Primary Program will be implemented in all primary schools across the state of Punjab.
- State has prepared curriculum for Pre-Primary-1 and Pre-Primary-2 classes.

Structure of Pre Primary Classes: There is a two tier structure for Pre Primary classes in the state.

- 1) Pre-Primary-1
- 2) Pre-Primary-2

Objectives of the Programme:

- To increase enrolment in govt. primary schools
- To provide quality education to children of age group 3-6 years
- To bring the level of education of Govt. schools up to the level of private schools
- To provide school readiness program to 3-6 years children taking admission in class 1 of primary schools.

Teaching Learning Material and Pedagogy: The curriculum has been developed on the theoretical framework provided by NCERT and focuses on achieving all round development of the child (which includes physical, motor, language, cognitive, socio- emotional, and creative and aesthetic appreciation) through play methods.

The package consists of 8 themes, one theme to be taught each month and all themes are based on the child’s immediate surrounding/environment. Below given are the themes for Pre-Primary-1 and Pre-Primary-2 on which activities will be conducted:

S. No.	Pre-Primary-1	Pre-Primary-2
1	Me and My Family	Me, My Family and My Home
2	Animal	Food

3	Birds	Animal and Birds
4	Fruits and Vegetables	Earth, Water, Trees and Air
5	My Environment	Weather
6	School	Vehicles and Transportation
7	Vehicles and Transportation	Professions
8	Professions	Sources of Information

Additionally, there are story books, story cards, posters, games and poems for children. The themes are supported with a daily and weekly lesson plans to guide and support teachers. Worksheets (Academic and Creative) have also been created, which are to be conducted individually by a child. Report cards have been specifically design to monitor the progress of the child, based on different developments.

PROGRAM IMPLEMENTATION

Following is a summary of daily activities conducted as a part of the program:

Physical Development (Fine and Gross Motor Skills)

- Playing with Paper
- Drawing
- Coloring
- Jumping
- Catch and Throw

Language Development

- Discussion
- Story Telling
- Poem Recitation
- Knowing Letters
- Picture Reading

Social and Emotional Development

- Group Activities
- Social Games
- Mirror Activity

Cognitive Development

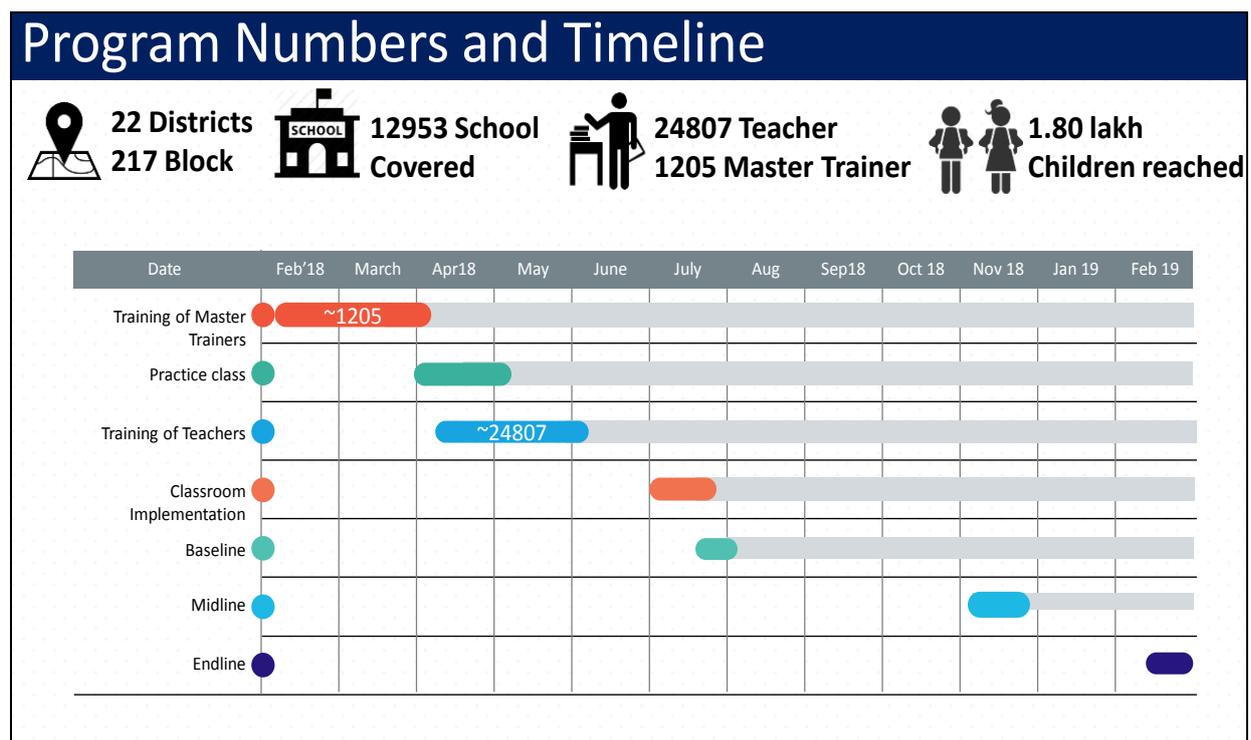
- Number Games
- Classification of Objects
- Sequencing

Creative Development

- Drawing
- Painting
- Question-Answer
- Games

Teacher Trainings: Teachers working in the primary schools assigned with Pre-Primary classes and school heads were trained in the methodology of teaching of pre-primary classes in play way method.

- Training of State Resource Group (SRG):** A cadre of State Resource Group (SRG) with two teachers from each district has been created at state level. The training thus designed was for 6 days which was held in two phases.
- First phase training:** First phase training was carried out for three days i.e. **29th November to 1st December, 2017**, after which the SRG group conducted Pilot classes in their districts for ten days.



The Key elements discussed during the training are given as under:

Introduction:

- Introduction of participants (and trainers)
- Introduction of Program and its needs, objectives, impact etc

Understanding a child and child's Development

- Physical Development
- Language Development
- Cognitive Development
- Social-Emotional Development
- Development of Creativity

Material

- Introduction to material and creation
- Creation of material
- Material for teachers - manual etc and children – worksheets

Daily Timetable and Planner

- Free play
- Prayer
- Attendance of children
- Do gallan kariye
- Rachiye Rachayiye
- Geet Gava Bata Pava - stories and rhymes
- Nachiye Gayiye
- Ralke Sikhiye - Patterns, shapes, colors, classification, matching, numbers and letters etc
- Khed Khed Vich - Activities for children - individual, small groups and big groups
- Library - Books for children and its use in class

Classroom

- Environment
- Decoration of class

Glimpses of SRG Workshop



- iii. **Practice Class of State Resource Group (SRG):** After the training the SRG group conducted Pilot classes in their districts for ten days from **4th December to 15th December, 2017.**



- iv. **Training of State Resource Group (Phase-2):** Second phase of training for the resource group was carried out from **23rd January, 2018 to 25th January, 2018.** The training was provided on content, pedagogy and assessments, training to teachers, etc.

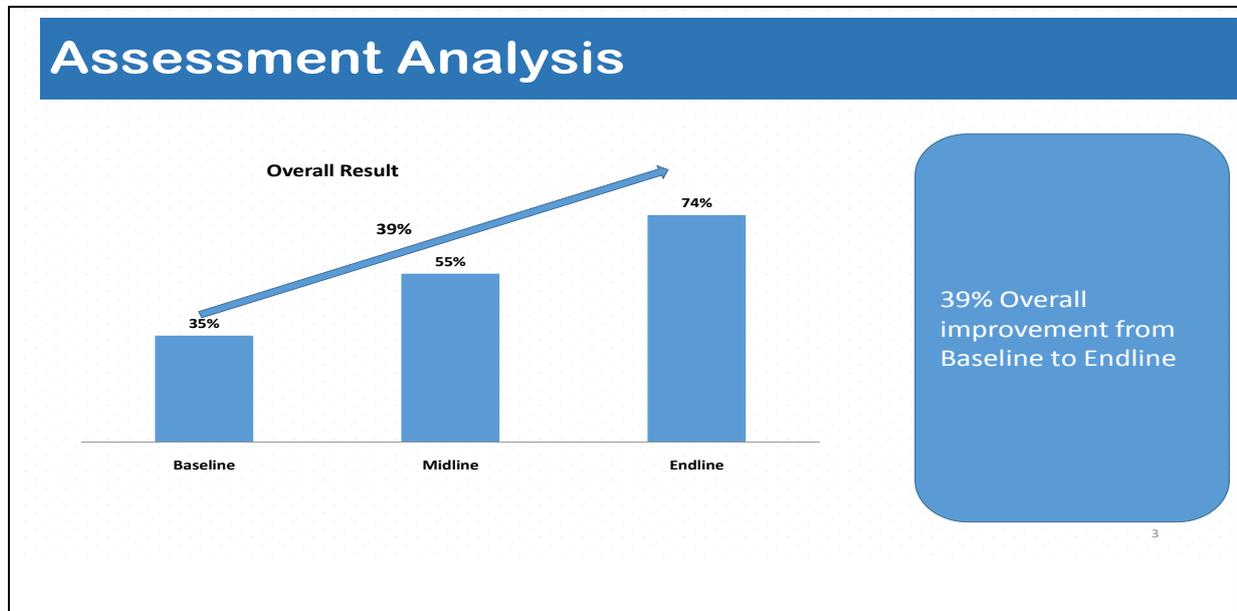


During 2nd phase of training, discussion was held on the feedback of Pilot project and problems faced by them during the pilot project. These Resource persons themselves carried out brain storming sessions to find solutions to the problems mentioned by fellow resource persons. This training also focused on training resource persons to further create a team at district level and made thorough planning for the District Resource Group trainings.

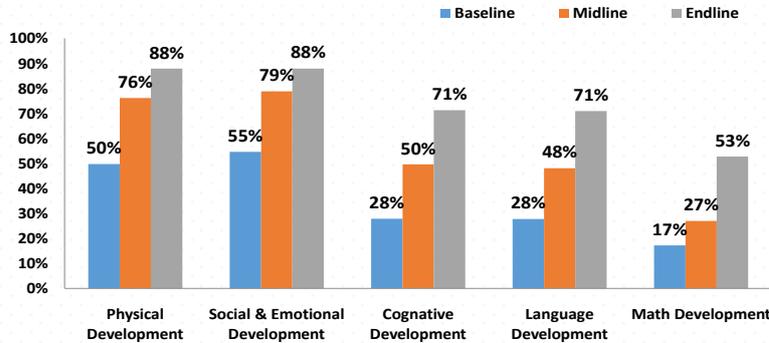
- v. **Training of District Resource Group:** After the successful completion of training of State Resource group, training of District Resource Group was carried out from **7th February to 27th February, 2018**. This training was provided to Parho Punjab team members. This training was designed for four days and it was completed in 5 batches. **Total 1244 resource persons** received this training. These members of District Resource Group further provided training to teachers in their district in multiple batches (depending on the size of the district).



Assessments: Teachers are supposed to maintain report cards of all children with evaluation of their progress over time. Report cards are to be shared with parents periodically along with discussion on the progress of their children. These report cards are to be maintained by the school teacher thrice – beginning of the intervention (baseline), in the middle (midline) and in the end (end line). The Results obtained are given as below:



Assessment Analysis



- Physical Development and Social & Emotional Development increase frequently.
- Need more focus on Math Development.

4

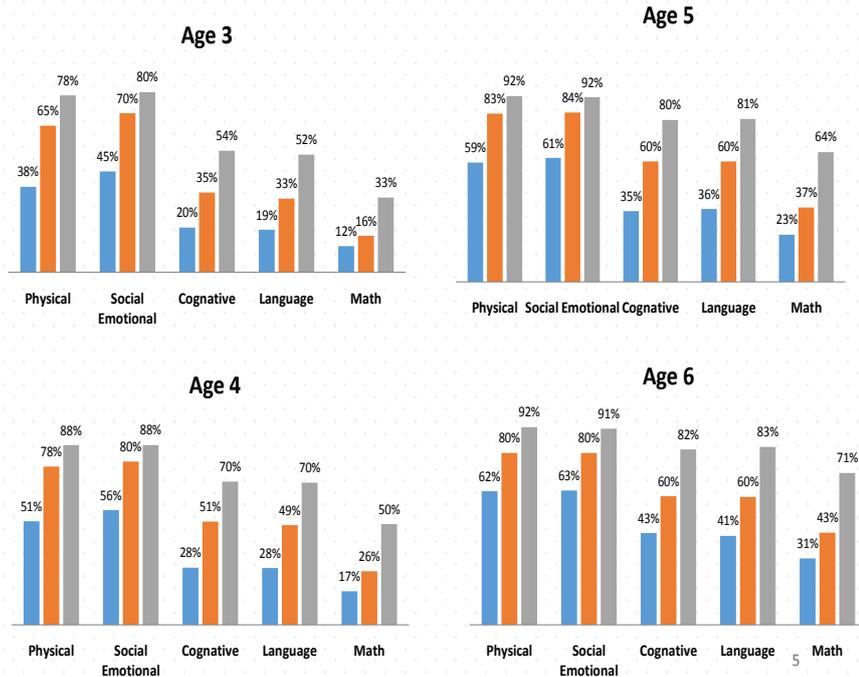
Age Wise Data

● Baseline
● Midline
● End-line

Total School - 12953

Total Children Tested - 193825

Children Tested :-
 Age 3 - 36388
 Age 4 - 80502
 Age 5 - 64539
 Age 6 - 12268



Monitoring and Academic Support: The cadre of State Resource Group and Block Resource Group and Cluster Resource Group trained at state level, support in monitoring the program and providing academic support to teachers. This includes supporting teachers in curriculum aspects, providing recommendations for improvement of implementation and solving other challenges as they arise in real time.

Outcomes:

The pre-primary program supports in better development of the child in the following areas:

- Physical Development
- Cognitive Development
- Socio-Emotional Development
- Language Development
- Creative Development

The pre-primary program also helps in encouraging parents to send all pre-school age children in the communities to attend pre-primary school.

Pre-Primary vis-à-vis Anganwadi Centres: Govt. of Punjab in the Cabinet passed a resolution to start Pre-Primary classes in all Govt. Primary Schools of the state from session 2017-18. To make the resolution operational, the department of School education launched Pre-Primary classes in the state on 14th November, 2017. The department of School Education and department of Women and Child Development held many meetings to successfully run pre-primary classes together. As a result, on 26-11-2017 Department of School Education and Department of Women and Child Development jointly issued a letter regarding working of Pre-Primary Classes. (Memo No. – 10A (I.C.D.S.) 2017/Sp. 1-22 Dated 26-11-17. The highlights of this letter are given as under:

- No Anganwadi centre shall be closed after the start of Pre-Primary classes.
- In Principal, it was agreed that all Anganwadi centers to run from Govt. Primary schools. It was agreed that both the departments will work together to shift anganwadi centers to primary schools, so that anganwadi workers will continue their work such as child care and Nutrition support Activities while teachers shall take care of educational needs of these children.
- The educational part of Pre-Primary classes shall be limited to 1 hour per day.
- Curriculum shall be finalized by both the departments.
- If the Anganwadi centre is located outside school premises, teacher will go to the anganwadi centers and teach anganwadi students till the centre is shifted to the school premises.
- The children shall be taught by Play-Way methodology.

In the session 2018-19, there have been lot of progress in running together pre-primary program by Education department and Department of Women and Child Development. No. of meetings were held at the level of Secretary, School Education and Director

Social Welfare. A joint video conference was held by both the departments which addressed cadres of both the departments. In this meeting, teachers and Aanganwadi workers were motivated to shift the centers in the schools. Both, the department of School Education and department of Women and Child Development are in the process of shifting all anganwadis centers in govt. schools. All those children enrolled in anganwadi centers as per joint letter issued by the department of School Education and department of Women and Child Development shall also be enrolled in preprimary centers, thus automatic facilitation of transition of anganwadi children into govt. primary schools.

I. MATERIAL AND CONTENT

The Department of Education has provided a set of material to all government primary schools to be used by teachers and children in the pre-primary classes. The kit comprises of a manual, an activity calendar, worksheets for children, story books, story cards, posters and picture cards, material prepared by Department of Education, Punjab.

II. IMPLEMENTATION MODEL

Case 1 – Villages where anganwadis are already located inside schools

In case of anganwadis located inside schools, the teacher and the worker can work together for a duration of 3 hours every day and conduct activities with younger children. The activities can be divided between the teacher and worker based on their experience and expertise in different sets of activities and areas of development.

Case 2 – Villages where anganwadis can be relocated inside schools

For anganwadis which are currently located close the government primary schools and can be shifted to the school, a similar model as case 1 can be followed.

(The Department of Education and ICDS together needs to examine the possibility of shifting the anganwadi centres within the campus of the school located in the habitation of AWCs catchment)

Case 3 – Big villages - which have more than two anganwadis per one government school

In case of big villages, it would not be possible to shift all the anganwadis inside the government school premises. However, a strategy will have to be devised to ensure that the teacher and the anganwadi workers work together. A model can be set up wherein the teacher and the anganwadi worker communicate with each other regularly and make weekly visits to each other's classes.

III. MONITORING

Close on-site training and mentoring support system will be put in place to ensure that the program is running per the expectations. Currently, supervisors are responsible to guide the anganwadi workers in conducting preschool activities by demonstrating techniques of storytelling, organizing play, identification of shades and colors. CDPOs supervise and guide the work of the entire project team, including supervisors and anganwadi workers. For this purpose, CDPOs undertake field visits and call staff meetings periodically at the project office.

Similarly, the district, block and cluster mentors of the Parho Punjab, Parhao Punjab program also regularly visit the pre-primary classes set up by the Department of Education and provide guidance and academic support to teachers.

For better monitoring of the combined program, the monitoring cadre of Department of Education and ICDS (SSA Block and District Mentors, CDPO, ACDPO, Supervisors) can together visit the program and conduct joint review meetings.

The partnership between the Department of Education and ICDS will be successful if the teachers and the anganwadi workers work in a collaborative manner for the greater good of the young children in their schools and communities.

Details of Anganwadis in State:

1. Total No. of Anganwadis: 27282
2. Total No. of Anganwadi Worker: 26821
3. Total No. of Children Enrolled in Anganwadis: 268740
4. Total No. of Anganwadis that are co-located in the School : 7442 *

Teaching Learning Material and Pedagogy: The curriculum has been developed on the theoretical framework provided by NCERT and focuses on achieving all round development of the child (which includes physical, motor, language, cognitive, socio- emotional, and creative and aesthetic appreciation) through play methods.

In 2018-19, the package consisted of 8 themes, one theme to be taught each month and all themes were based on the child's immediate surrounding/environment.

The themes were supported with a daily and weekly lesson plans to guide and support teachers. Additionally, there were 20 story books, games and poems for children. Worksheets were also created, which were conducted individually by a child.

This year, the package has been divided into two groups according to grade:

1. Pre-primary 1
2. Pre-primary 2

The material has been prepared according to these classes. Each group consists of 8 themes, one theme to be taught each month and all themes are based on the child's immediate surrounding/environment. Below given are the themes on which activities will be conducted for both groups:

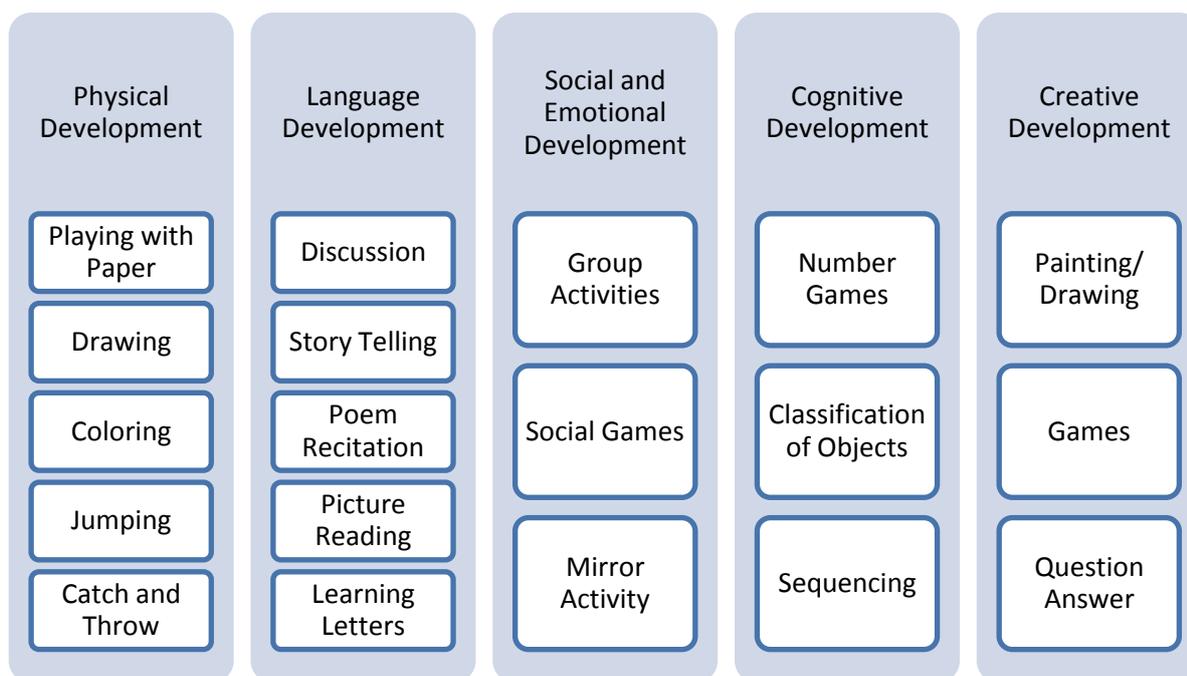
S.no.	Pre-Primary 1	Pre-Primary 2
1	I and My family	I, My family and home
2	Animals	Animals and Birds
3	Birds	Sky and Seasons
4	Fruits and vegetables	Food
5	Environment	Earth, Water, Trees and Air
6	School	Means of Communications
7	Means of Transportation	Means of Transportation
8	Occupations	Our Helpers

The themes are supported with a daily and weekly lesson plans to guide and support teachers. Additionally, there are 32 story books, games and poems for children that have been selected for 32 weeks i.e. 8 months' curriculum. Worksheets have also been created, which are to be conducted individually by a child. Worksheets have been created targeting two core areas: Cognitive and Creative Development and Writing Development.

PROGRAM IMPLEMENTATION

Program Launch: The program was officially launched across the state, in all primary schools, on 14th of November, 2017.

Following is a summary of daily activities conducted as a part of the program:



In-School Implementation: The program implementation in Pre-Primary 1 will start in April 2019. The program implementation in Pre-Primary 2 will be rolled out in July 2019. The program will be implemented daily throughout the academic year on the same model as last year. Daily activities will be conducted based on the theme of the month to achieve the 5 development goals - Physical Development, Cognitive Development, Socio-Emotional Development, Language Development and Creative Development.

Progress 2018-19							
	Target (2018-19)		Achievements as on March 31st 2019		% of Achievement		
Interventions	Phy.	Financial (In Lakh) Approved	Phy.	Financial (In Lakh)	Phy.	Fin.	Remarks
Training of AWWs							
Training of PP Teachers							
Workshop on ECE							
Curriculum Development							
TLM							
Child Friendly furniture, Play equipment's under	11441	2803.045	335	80.735	2.92%	2.88%	Grant could be issued to only 335 schools.

Non-Recurring								Due to shortage of funds, grants to all approved schools could not be sent.
Any other (pl. specify)								

Snapshot of material provided under Pre-Primary Grant



Proposal & Recommendation 2019

S. No.	Items Activity under Recurring Grant	Proposal 2019-20			Recommended 2019-20			Appraiser's Remarks
		Phy	Unit Cost	Fin (in lakhs)	Phy	Unit Cost	Fin (in lakhs)	
1	Training to Teachers of Primary Schools for curriculum of Pre-Primary classes	12553	0.009	112.977	12553	0.009	112.977	
3	Wall Paintings	12553	0.02	251.06	0	0	0	

S. No.	Items	Proposal 2019-20			Recommended 2019-20			Appraiser's Remarks
		Phy	Unit Cost	Fin (in lakhs)	Phy	Unit Cost	Fin (in lakhs)	
4	Materials for development of Psycho-motor skills, Social Development, Cognitive development, Creative development, preparation of teaching learning material for teaching through play way methods, etc.	12553	0.05	627.65	12553	0.05	627.65	
6	Training of Anganwadi workers	26821	0.059	1582.439	0	0	0	Not recommended.
7	Miscellaneous	22	15.17790909	333.914	0	0	0	Not recommended as per the norm.
8	Honorarium for PP Teachers	12553	1.2	15063.6	12553	0.6	7531.8	Recommended as per the norm.
	Total Recurring Grant	12553	1.431660958	17971.64	12553	0.659	8272.427	
	Activity under Non-Recurring Grant							
1	Games for physical development (Outdoor Activities) Slides, Swings	12218	0.19	2321.42	12218	0.19	2321.42	Recommended
	Total Non-Recurring Grant	12218	0.19	2321.42	12218	0.19	2321.42	
	Grand Total (Recurring & Non-Recurring)	12553	1.616590456	20293.06	12553	0.8439295	10593.847	

Observations:

- State has successfully set up the pre-primary sections in all Govt. primary schools and developed the package consists of 8 themes to be taught each month and all themes are based on the child's immediate surrounding/environment for their model of 2 years of Pre-Primary-1 and Pre-Primary-2.
- State is advised to provide the quarterly progress report on the ECE component to MHRD.

7. Inclusive Education for CWSN

Progress Overview 2018-19

In the year **2018-19**, the State had identified 72770 CWSN and the total budget provided to the State was Rs. **2194.2715** lakhs for 66501 CWSN (except LD). The physical and financial progress of the State is given below:

- 72770 CWSN identified (1.84% of child population). Of these, 66501 enrolled in schools and 6269 CWSN covered through home-based education.
- Provided aids and appliances to CWSN from DDRC, Red Cross, NGOs, etc. for 367 CWSN. No devices distributed to CWSN through ALIMCO due to enforcement of Model Code of Conduct.
- 41 NGOs involved.
- 178 Resource Teachers in position for CWSN.
- 284 Resource Persons in position at BRC.
- 1069 Resource Rooms at cluster level with 10785 CWSN enrolled and 24 Resource Rooms at district level with 1063 CWSN enrolled.
- 12961 schools (67.58%) made barrier free.
- 9088 Schools (47.38%) have CWSN Friendly Toilets.
- 12 girls (.60%) enrolled in 5 KGBVs.
- 16523 CWSN (approx. 25%) of total CWSN have IEPs. Those CWSN who can learn through normal curriculum do not have IEPs.
- 12899 (65.44%) schools have CWSN enrolled in them.
- 221 CWSN given surgery support.
- 7008 CWSN given therapy support.
- 4806 CWSN given transport support for retention.
- 66.07 % expenditure in IE in 2018-19. Less expenditure due to short release of funds by MHRD.
- State participated in state level Special Olympics tournament and all National level Special Olympics tournaments organized by Special Olympics Bharat.
- In World Special Olympics Summer Games held at Abu Dhabi in March 2019, our 6 Athletes from SSA participated and represented India in Roller Skating, Athletics, Power Lifting, Cycling, Basketball, and Handball. They gave a spectacular performance by winning 4 Gold, 2 Silver and 3 Bronze medals in these International Games.

Student Support Services provided in 2018-19

Student Support Services provided in 2018-19									
Disability Category	CWSN given Transport			CWSN given Therapy Support			CWSN given Surgery		
	B	G	T	B	G	T	B	G	T
As per RPwD Act, 2016									
Acid Attack victim	0	0	0	0	0	0	0	0	0
Autism Spectrum Disorder	49	21	70	1	2	3	0	0	0
Blindness	61	45	105	0	0	0	0	0	0
Cerebral palsy	534	302	836	1624	933	2557	78	31	109
Chronic Neurological conditions	0	0	0	1	1	2	0	0	0
Dwarfism	0	0	0	0	0	0	0	0	0
Hearing impairment (deaf and hard of hearing)	313	239	551	90	67	157	0	0	0
Hemophilia	0	0	0	2	2	4	2	0	2
Intellectual Disability	1435	817	2251	1025	718	1743	0	0	0
Leprosy Cured persons	0	0	0	0	0	0	0	0	0
Locomotor Disability	0	0	1	734	489	1221	68	43	111
Low-vision	17	14	32	8	7	15	1	3	4
Mental Illness	28	41	69	0	0	0	0	0	0
Multiple Disability including deaf, blindness	499	268	768	788	510	1299	2	2	4
Multiple Sclerosis	2	5	7	4	4	8	0	0	0
Muscular Dystrophy	40	32	72	66	37	103	0	0	0
Parkinson's disease	0	0	0	0	0	0	0	0	0
Sickle Cell disease	0	0	0	0	0	0	0	0	0
Specific Learning Disabilities	0	0	0	0	0	0	0	0	0
Speech and Language disability	34	18	52	112	45	157	0	0	0
Thalassemia	0	0	0	0	0	0	0	0	0
Total	3012	1802	4814	4455	2815	7269	151	79	230

Proposal for the year 2019-20

Category-wise Coverage Plan of CWSN (upto Highest Class VIII) for 2019-20					
S. No	Category	No. of CWSN Identified	No. of CWSN enrolled in Schools as per DISE	No. of CWSN proposed to be covered through HBE	Total CWSN to be covered under ALL strategies
1	LV	13358	13358	0	13358
2	TB	285	265	20	285
3	HI	2808	2796	12	2808
4	SI	6183	6183	0	6183
5	OI	4131	4112	19	4131
6	CP	3132	1869	1263	3132

7	MR	12127	10950	1177	12127
8	LD	8959	8959	0	8959
9	MD	4422	3221	1201	4422
10	ASD	244	224	20	244
11	Leprosy (cured)	17	17	0	17
12	Dwarfism	30	30	0	30
13	Mental illness	4515	4515	0	4515
14	Muscular dystrophy	722	716	6	722
15	Chronic neurological conditions	25	25	0	25
16	Multiple sclerosis	34	34	0	34
17	Thallessmia	50	50	0	50
18	Hemophillia	5	5	0	5
19	Sickle Cell Disease	11	11	0	11
20	Acid attack victims	1	1	0	1
21	Parkinson's disease	3	3	0	3
State Total		61062	57344	3718	61062

Proposal for the year 2019-20

Components	Description/Rationale	Technical Recommendation
Sport and Exposure Visit	To enhance the social inclusion of CWSN and provide opportunity to excel in various group learning activities	The state to converge with department of youth and sports and social welfare for conducting such activities apart from taking support from MHRD, this will help the state in maximizing their initiatives and sustain the programme.
ICT Resources Centre	To provide the technical support in the resource rooms to enhance the concentration level, attention span and promote peer group learning especially for children with ADHD, Intellectual Impairment, autism etc.	The state should try to create the success stories and document the same. The state should also ensure the smooth transition of such children from resource room to regular schools
Therapeutic Services	To provide services such as physiotherapy, occupational therapy, speech therapy, psychologist etc.	The interventions given to the child through such therapies needs to be strictly monitored, gaps should be identified, sources to be generated, parents training for minor therapies will be very crucial. The effects of such therapies on CWSN and its implications on enrollment,

Components	Description/Rationale	Technical Recommendation
		retention will also be very important aspect. The progress for the same should be well documented preferably on quarterly basis.
Braille /Large print books, Stationary Material (Inc. Embossed Charts, globes etc.)	To provide braille learning material and embossed charts to children with low vision and VI	In few of the states, the braille kits are being taken from department of social welfare and DEPwD as well, the state of Maharashtra to explore such options as well. Further the state needs to create a repository of such material to ensure sustainability
Identification and Assessment (Medical Assessment Camps)	To identify the CWSN through camps and assess/diagnose the disability status of such children through a group of professionals such as Orthopedic surgeon, pediatrician, psychologist etc.	In order to ensure maximum participation, the state should conduct rigorous mapping/survey exercises on regular basis.
Environment Building programme	To create awareness amongst various stakeholders on nature and needs of CWSN	The environment building program should be monitored to see its impact on CWSN within home, community and peers, enrolment and retention and transition to some extent. This should be documented on quarterly basis.
Home Base Education and Early Intervention Centre establish at Composite school for coverage of 0 to 6 age group	To ensure that CWSN with severe or multiple disabilities gets the individualized interventions	Home based education should ensure the following: enhanced physical mobility enhanced gross motor and fine motor skills, active participation in activities of daily living. All these activities should be documented cluster wise to evaluate the program and ensure real transition from home to school (if applicable)

Financial Recommendation

The state of Punjab has **66975 CWSN** from classes 1st to 12th under Samagra Shiksha, therefore as per norm of Rs.3500/ per CWSN, the total permissible amount is **Rs.2344.12 Lakhs** towards Student oriented Component (SoC). Against the same, the total estimated outlay recommended for SoC is. **Rs.1745.71 Lakhs**

Apart from the above, for Resource Support (Financial assistance for special educators), the total estimated outlay recommended is **Rs.393.6 Lakhs for 178 in position special educators at elementary level @ Rs.2.4 Lakhs for 12 months @ Rs.20000/ per month (as per norm)** and The financial assistance of **22 special educators** at secondary level @ **Rs.300000/ per year @ Rs.25000/ per month**, per special educator, the total amounting to **Rs.66.00 Lakhs**. Therefore the total of financial support for elementary and secondary special educators is **Rs.459.60 Lakhs**

Component Heads	Permissible Amount @ Rs.3500/ per CWSN/Financial Support as per norm	Financial Outlay Recommended
Student Oriented Component (SoC)	Rs.2344.12 Lakhs	Rs.1745.71 Lakhs
Resource Support (Elementary Level)	Rs.393.60 Lakhs (At elementary level)	Rs.393.60 Lakhs
Resource Support (secondary Level)	Rs.66.00 Lakhs (At Secondary level)	Rs.66.00 Lakhs
Total		Rs.2205.31 Lakhs

8. Quality & Innovations

Enhancing Quality and Innovation

1. State's Vision of Quality and Vision-based Curriculum, Syllabus, Text book and Teaching Learning Materials- Proposal for LEP

Activity	Status (With Timeline of Renewal / Development)
Status of Approach Papers or State Vision Document (Including Quality Vision as per the Integrated Scheme for School Education from Pre-primary to Higher Secondary)	Document attached
Status of Class-wise Learning Outcomes (Please attach copy of Class-wise Learning Outcomes in Annexure).	Developed
Status of NAS for Classes III, V, VIII & X and Post-NAS Activities	Committee made
Efforts made for improving Quality and Innovation as per the Integrated Scheme for School Education from 2018-19 onwards.	Padho Punjab Padhao Punjab program , a quality enhancement for classes I to X is initiative.
Status and processes for curriculum renewal and steps to ensure conformity of curriculum with Section 29(2) of RTE Act for the specified level..	I-V (Renewed)
Status of Syllabus/ Textbooks renewal in the light of NCF 2005 (Classes Elementary to Higher Secondary)	In accordance with NCF 2005 & PCF 2013.
Status of Textbooks renewal (as per RTE Act for Elementary level) from Class I-XII.	The textbooks have been renewed 1-5 for all subjects according to state needs.
Have the State textbooks of classes I-VIII been reviewed by NCERT from a Gender perspective?	Yes
Status of English (English Learning starts from which class?)	English Second language
Introduction of Modern Indian Languages (State the language and class in which introduced).	Punjabi first language Hindi Introduced
Has the State developed Teacher Performance Indicators (PINDICS)? Please attach tool in Annexure.	No

Source: AWP&B 2019-20

RTE Entitlements (Elementary Level) - Progress for 2018-19 and Proposal & Recommendation for 2019-20

2. Progress, Proposal and Recommendation Free Uniform Distribution – (Rs. In Lakh)

Progress of Uniform Distribution - 2018-19

S. No.	Category	Target sanctioned		Achievement		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
1	All Girls	772377	4634.26	707443	4166.83	91.593	89.9136

S. No.	Category	Target sanctioned		Achievement		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
2	ST Boys	0	0	0	0	0	0
3	SC Boys	529826	3178.95	481741	2837.45	90.9244	89.25746
4	BPL Boys	140001	840.006	78936	464.93	56.3825	55.34841
	Total	1442204	8653.216	1268120	7469.21	87%	87%

Proposal and Recommendation - Uniform Distribution in 2019-20 -(Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Uniform								
1.	All Girls	824772	0.0060	4948.6320	772377	0.0060	4634.2620	Recommended for two sets of uniforms of 772377 girl students.
2.	SC Boys	558432	0.0060	3350.5920	529728	0.0060	3178.3680	Recommended for two sets of uniforms for 529728 students.
3.	BPL Boys	92653	0.0060	555.9180	92653	0.0060	555.9180	Recommended for two sets of uniforms for 92653 students.
	Total	1475857		8855.142	1394758		8368.548	

3. Progress, Proposal and Recommendation Textbooks: Renewal, Quality and Timely Delivery – (In Lakh)

Category-wise Schools with Classes I-XII

S. No.	School category	Total Number of Schools	Total Enrolment
1.	Primary Schools (Class I - V)	12892	
2.	Upper Primary Schools (Class VI - VIII)	2668	
3.	Composite Elementary Schools (Class I To VIII)		
4.	Secondary Schools (Classes IX & X)	1740	
5.	Schools with Class VI - XII		
6.	Composite Secondary Schools (Class I - X)		
7.	Composite Secondary Schools (Class IX - XII)		
8.	Senior Secondary School Only (Class XI - XII).	1894	
9.	Composite Senior Secondary Schools (Class I - XII).		

Information on Textbooks (2018 - 19)

Name of Text book	Textbooks developed by(name of agency)	Year in which first edition of textbook published	Year in which textbooks have been renewed last	Language/s in which textbooks are published	Cost of textbooks*	Plans for next renewal
Class I						
Punjabi Parvesihka	PSEB	1978-79,2002-03	2014-15	Punjabi		
Punjabi Pustak-1	PSEB	2002-03	2014-15	Punjabi		
Ganit ka jadu-	PSEB	2012-13	2012-13	Pbi, hindi, Eng		As per NCF

Name of Text book	Textbooks developed by(name of agency)	Year in which first edition of textbook published	Year in which textbooks have been renewed last	Language/s in which textbooks are published	Cost of textbooks*	Plans for next renewal
1(Pbi)						guide lines
Learn your English-1	PSEB		2014-15	Eng		
Hindi pustak-1	PSEB		2007-08			As per NCF 2005 & PCF 13 to need not be changed
Class II						
Punjabi Pustak-2	PSEB	1978-79,2004-05	2014-15	Punjabi		
Ganit ka jadu-2	PSEB	2012	2012-13	Pbi, hindi, Eng		As per NCF guide lines
Learn your English-2	PSEB		2014-15	Eng		
Hindi pustak-2	PSEB		2008-09	hindi		As per NCF 2005 & PCF 13 to need not be changed
Class III						
Punjabi Pustak-3	PSEB	1978-79, 2005-06	2014-15	Punjabi		
Ganit ka jadu-3	PSEB	2014	2014-15	Pbi, hindi, Eng		As per NCF guide lines
Environmental Edu.-3	PSEB					
Hindi pustak-3	PSEB		2009-10	hindi		As per NCF 2005 & PCF 13 to need not be changed
Class IV						
Punjabi Pustak-4 (I lang.)	PSEB	1978-79,2004-05	2014-15	Punjabi		
Punjabi Path Pustak-4 (2 lang.)	PSEB	1992-93	2015-16	Punjabi		
Aao Hindi sikho -4	PSEB		2007-08	Hindi		
Environmental Edu.-4	PSEB			Pbi.		
Mathematics-4	PSEB	2014	2014-15	Pbi.		As per NCF guide lines
Learn your English-4	PSEB		2012-13	Eng		
Hindi pustak-4	PSEB		2012-13	hindi		
Class V						
Punjabi Pustak-5 (I lang.)	PSEB	1978-,2007-08		Punjabi		2015-16
Punjabi Path Pustak-5 (2 lang.)	PSEB	1992-93		Punjabi		2015-16
Aao Hindi sikho -5	PSEB		2008-09	Hindi		As per NCF 2005 & PCF 13 to need not be changed
Environmental	PSEB			Pbi.		2015-16

Name of Text book	Textbooks developed by(name of agency)	Year in which first edition of textbook published	Year in which textbooks have been renewed last	Language/s in which textbooks are published	Cost of textbooks*	Plans for next renewal
Edu.-5						
Mathematics-5	PSEB	2006	2006	Pbi.		2015-16
Learn your English-5	PSEB		2012-13	Eng		
Hindi pustak-5	PSEB		2011-12	hindi		
Class VI						
Punjabi Pustak-6 (I lang.)	PSEB	1978-,2008-09	2014-15	Punjabi		2015-16
Punjabi Path Pustak-6 (2 lang.)	PSEB	1992-93		Punjabi		2016-17
Aao Hindi sikho -6	PSEB		2008-09	Hindi		
Samajik vigyan.-6	PSEB	2006-07	2014-15	Pbi. hindi, Eng		
Mathematics-6	PSEB	2014	2014-15	Pbi. hindi, Eng		As per NCF guide lines
English grammar-6	PSEB		2014-15	Eng		
Hindi pustak-6	PSEB		2011-12	hindi		
Physical edu.-6	PSEB	1974	2015-16	Pbi. hindi, Eng		
Vigyan-6	PSEB		2014	Pbi. hindi, Eng		
Learn your English-6	PSEB		2014-15	Eng.		
Geometrical Drawing& Chitrkal-6	PSEB		2002	Pbi. hindi,		
Punjabi viakaran-6-8	PSEB	2008-09	2014-15			
Computer Books-6	PSEB	2009-10	2010-11	Pbi. hindi, Eng		
Class VII						
Punjabi Pustak-7 (I lang.)	PSEB	1978-,2010-11		Punjabi		2015-16
Punjabi Path Pustak-7 (2 lang.)	PSEB	1992-93		Punjabi		2016-17
Hindi Pustak-7 (I lang.)	PSEB		2012-13	hindi		
Aao Hindi sikho-7	PSEB		2012-13			
English Reader Book-7	PSEB		2014-15	Eng.		
Mathematics-7	PSEB	2014	2014-15	Pbi.		As per NCF guide lines
English grammar-7	PSEB			Eng		2015-16
Science-7	PSEB		2014	Pbi. hindi, Eng		
Social Science-7	PSEB	2007-08	2014-15	Pbi. hindi, Eng		
Health & Physical Edu.-7	PSEB	1974	2015-16	Pbi. hindi, Eng		
Class VIII						

Name of Text book	Textbooks developed by(name of agency)	Year in which first edition of textbook published	Year in which textbooks have been renewed last	Language/s in which textbooks are published	Cost of textbooks*	Plans for next renewal
Punjabi Pustak-8 (I lang.)	PSEB	1978-,2011-12	2014-15	Punjabi		
Punjabi Path Pustak-8 (2 lang.)	PSEB	1992-93		Punjabi		2016-17
Hindi Pustak-8 (I lang.)	PSEB		2012-13	hindi		As per NCF 2005 & PCF 13 to need not be changed
Aao Hindi sikho-8	PSEB		2012-13			As per NCF 2005 & PCF 13 to need not be changed
English Reader Book-8	PSEB		2014-15	Eng.		
Mathematics-8	PSEB	2005	2005-06,2015-16	Pbi. hindi, Eng		
English grammar-8	PSEB		2008	Eng		2015-16
Science-8	PSEB		2006,2015-16	Pbi. hindi, Eng		
Social Science-8	PSEB	2008-09	2014-15	Pbi. hindi, Eng		
Physical Edu.-8	PSEB	1974		Pbi. hindi, Eng		2016-17
Geometrical Drawing& Chitrkal-8	PSEB		2002	Pbi. hindi,		
Punjabi viakaran-6-8	PSEB	2008-09	2014-15	Pbi		
Computer Books-8	PSEB	2009-10	2010-11	Pbi, Eng		

Timeline of Distribution of Free Textbooks

Stage	Academic session begins from (date)	Date of distribution for academic session 2019-20	Proposed date for distribution in 2019-20	Monitoring Mechanisms	Issues related to timely distribution	Strategies to address the issues
PS	First April	21-02-2019	23-02-2019	Inception(DEO,DRP,BPEO,BRP & Head Office team)	Nil	Nil
UPS	First April	21-02-2019	23-02-2019	Inception(DEO,DRP,BPEO,BRP & Head Office team)	Nil	Nil

Source: AWP&B 2019-20

Progress of Free Textbooks - 2018-19

S. No.	Activity	Target (2018-19)		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
	Free Text Books						
1.	Text Books (Class I - II)	150584	37646000	150584	37646000	100	100
2.	Text Books (Class III -	241939	60484750	241939	60484750	100	100

S. No.	Activity	Target (2018-19)		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
	V)						
3.	Text Books (Class VI - VIII)	316529	126611600	361529	126611600	100	100
	Total For Free Text Books	709052	224742350	754052	224742350	100	100

Source: AWP&B 2019-20

Proposal and Recommendation Free Textbooks 2019-20 -(Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Free Text Books								
1.	Text Books (Class I - II)	331882	0.0025	829.7050	331882	0.0025	829.7050	Recommended for 331882 students.
2.	Text Books (Class III - V)	589965	0.0025	1474.9120	589965	0.0025	1474.9125	Recommended for 589965 students.
3.	Text Books (Class VI - VIII)	648067	0.0040	2592.2680	648067	0.0040	2592.2680	Recommended for 648067 students.
	Total	1569914		4896.885	1569914		4896.8855	

4. Progress, Proposal and Recommendation Learning Enhancement Programme (LEP) & Remedial Teaching (Elementary Level)- (Rs. In Lakh)

Progress of Learning Enhancement Programme (LEP) -2018-19

Activity	Target (2018-19)			Achievements as on 31 March, 2019			% of Achievement		
	Physical		Financial (In Lakh)	Physical		Financial (In Lakh)	Physical		Financial
	School	Student		School	Student		School	Student	
Class I & II	12958	354696	454.61	12958	354696	454.61	100%	100%	100%
Class III-V	12958	573400	803.4	12958	573400	803.4	100%	100%	41.53%
Class VI-VIII	6328	648950	1784.61	6328	648950	1470.4710	100%	100%	82%

Learning Enhancement Programme

REMEDIAL TEACHING FOR SLOW LEARNERS OF CLASS 10th

Remedial teaching is identifying slow learners and giving them the necessary guidance to help them overcome their problems, after identifying their areas of difficulty.

Students usually have one or more than one of the following learning difficulties:

- Short attention span and are easily distracted by other things.
- Relatively poor comprehensive power.
- Lack of learning motivation.
- Lack of self-confidence and relatively low self-expectation.
- Weak in problem-solving power.
- Have difficulty in understanding new/abstract concepts.
- Fail to transfer knowledge to the related learning areas appropriately.
- Need more time to complete assignments or tasks.

Objectives of Remedial Teaching

The aim is to provide learning support to students who lag far behind their counterparts in school performance. By adapting school curriculum and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs.

Remedial Teaching Strategies

The individualized Educational Programme aims to reinforce the foundation of learning, help pupils overcome their learning difficulties and develop their potentials. Individualized Educational Programme should include short-term and long-term teaching objectives, learning steps, activities and reviews to ensure that the programme is implemented effectively. Teaching can be done in small groups. If necessary, remedial teacher, other teachers, student guidance teachers, parents and students alike are to participate in designing the programme. Remedial teachers hold meetings regularly to evaluate the effectiveness of work and gather opinions for refinement.

Quality Vision Programme of the State

The State of Punjab has initiated a quality education programme 'Parho Punjab, Parhao Punjab' that is an initiative for strengthening and improving the quality of education in all the government schools of the state. 'Padho Punjab, Padhao Punjab' Programme, entirely based on child centered target approach, is being implemented in all primary and upper primary schools of Punjab. Teachers have been trained to use activity-based teaching learning techniques. The substantial improvement in the learning levels of the targeted students in the initial results has encouraged us to extend the scope of this programme to the senior secondary classes also. To support the activities undertaken in the programme, a suitable provision has been made during 2019-20. The program puts a considerable emphasis on training of the teachers teaching at different levels to equip the teachers with innovative methodology. The program covers a wide range of subjects at primary, upper-primary, secondary and senior secondary level.

The program is implemented at following levels:

- Program for Pre-primary level
- Language and Mathematics Program for Primary level (Classes: 3 - 5)
- Language (Punjabi, Hindi and Urdu), Mathematics, Science, English and Social Studies at Upper-primary and Secondary level (Classes : 6 - 10)
- English, Mathematics and Science at Senior Secondary Level (Classes: 11-12)

Objectives of the Program

- To activate pre-school education activities through an integrated approach focusing on – physical, social, emotional, language and cognitive development through play-way methods.
- To introducing, children in pre-primary to a set of school readiness activities to prepare them for primary education later on.
- The program for primary grades aims at bringing a substantial and significant improvement in basic foundational skills in Language (Punjabi), Math and English. At the end of the program, it is expected that majority of the targeted children will be able to:
 - Read basic text in Punjabi and English
 - Express their thoughts orally and in writing
 - Have thorough number knowledge
 - Perform basic arithmetic operations
- To introduce conceptual learning and Self-learning through –exploratory activities.
- At upper-primary and secondary level, the programme aims at building foundational skills in language (Hindi, Punjabi), Maths, Science, English and Social Science.
- To create, opportunities for 'hands on' learning for Maths , Science, English and Social Studies for teachers and students at upper-primary and secondary level so that they can participate in building models, conducting experiments and learn to link practical activities with theoretical knowledge.
- At upper-primary and secondary level, the goal of program in English, the goal would be to expand the English vocabulary of the students. The program will also work towards developing skills viz. Listening, Speaking, Reading and Writing so that the students are able to communicate in English proficiently.
- At senior secondary level, the program emphasizes on preparing the students for higher studies and career making by strengthening their knowledge of English, Mathematics and Science.

MODUS OPERANDI

The program 'Parho Punjab, Parhao Punjab' follows the steps given below:

- 1. Content Development:** The content for the program includes supplementary teaching learning material in the form of Testing Tools, Manuals, Worksheets, Workbooks, Reading Cards, Flash Cards, and Practice Sheets etc. for all the levels. The content has been developed subject wise keeping in view the different learning needs and psychological aspects of the students at different level. The material has been developed by the subject experts of the State Resource Group. The basic idea behind providing the supplementary material is to give students remedial measures to enhance their learning level. The supplementary material is provided to teachers suggesting them innovative and child-centered methods of teaching and to the students to have drills and practice to make up their deficiency in any subject.
- 2. Teachers' Training:** In the next step of the program, the training is provided to all the teachers teaching aforementioned subjects in all the government schools from primary to senior secondary level. The teachers are suggested the innovative and lively methods of teaching. The main focus of the training is to impart teachers' knowledge about the activity based methodology to make teaching learning process interesting. The training has been provide in the following phases:

- First of all the members of state resource groups of concerned subjects consisting subject experts, are trained rigorously by the state project coordinators.
- In the State Level training workshop, the members of state resource group further give training to the district resource persons named District Coordinators (primary level), and District Mentors (upper-primary level).
- The District Coordinators and District Mentors give training to the resource person selected from the blocks and clusters called Block Master Trainers (BMTs), Cluster Master Trainers (CMTs) at primary level and Block Mentors at upper primary level in a State Level workshop.
- The District Coordinators, BMTs and CMTs provide training to the teachers at primary level and District Mentors and Block Mentors provide training to the teachers teaching concerned subjects from classes 6 to 10.

3. Percolation of Knowledge to Students:

- (i) **Baseline Testing:** In the first phase, the testing of the students is done by analyzing the annual results of students of previous class on selected learning competencies to get desired results of Learning Outcome. This will be called baseline testing. The motive behind this testing is to know the learning needs of the students and to provide them with necessary remedial measures. The testing of the students is done through different testing tools.
- (ii) **Foundation Course/Science fairs/Ganit Mela:** After testing, the students are provided with remedial measures with the help of supplementary material such as work sheets, work books, reading cards, practice sheet etc. Further the science and Math fairs are organized in the schools to provide students practical Knowledge of the subjects. Thus the students are taught keeping in view their specific learning needs.
- (iii) **Endline Testing:** After the foundation course the students are evaluated again through periodic assessment of students by tracking their performance in Learning Outcome throughout the year in order to test whether the desired goals are achieved.

4. Monitoring:

To ensure that the program is implemented effectively and successfully, the program is monitored strictly.

- Regular visits to the schools are made by District Coordinators, BMTs and CMTs at primary level & District Mentors (DMs) and Block Mentors (BMs) at upper primary level. Feedback from the visits will be discussed during monthly review meetings conducted at multiple levels.
- To keep the record of students testing results, visits made by District Coordinators, BMTs, CMTs, District Mentors (DMs) and Block Mentors (BMs) an *online portal* is devised. The online portal contains all the data regarding Baseline and Endline results, visits made by resource persons, focused students (students with extra needs) and focused schools (schools with extra learning needs) etc.

Thus the project 'Parho Punjab, Parhao Punjab' follows the Teaching at Right Level Approach in order to enhance the learning level of the students and achieve the desired learning outcomes. A rigorous follow up is provided by the entire team of 'Parho Punjab, Parhao Punjab' to meet the desired goals.

Report on SSA Training & LEP /PPPP Program -2018-19

‘Parho Punjab, Parhao Punjab’ is a quality education project which has been launched on to improve the learning ability of the learners from standard 6 to 8 in the subjects:-

1. English	2. S.St
3. Mathematics	4. Punjabi
5. Science	6. Hindi

This quality program is based on Teaching at the Right Level (TaRL) approach that allows the teacher to identify the current level of the student in above said subject in a multi-ability class and provide remedial measures accordingly. Teacher Training program under SSA scheme is covered under this project.

Teacher Training Programme:-

The programme involves the training of the teachers teaching English & Social Studies, Maths, Punjabi, Hindi and Science from class 6 to 8. At the beginning of the programme the State Resource Group of subject experts (English, S.St, Math, Punjabi, Hindi & Science) prepared Manual - cum handbook for teachers. The handbooks contain the activity-based method of teaching and learning which is fully **based on curriculum and content** already present in textbooks. This will provide a realistic and lively atmosphere for the classroom.

Training was executed at three levels:-

1. State Training of District Mentor (5 day residential training for each subject)
2. State Training of Block Mentors (5 day residential training for each subject)
3. Training of teachers teaching Maths, Science, English and S.St. at block level at different venues (3 days).

The teams of 22 members (District mentors) for Maths, Science, English & S.st each have been formed from each district. All District Mentors of each subject were imparted 5 day Residential Training by State Resource group of each subject and the team of District Mentors along with State Resource Group further trained 217 teachers (Block Mentors) for their respective subjects.

Then BMs of each subject imparted training in cascade manner at block level to the teachers teaching Science, Math & English/S.St in schools.

Features of Training Programme:-

1. Here in training of DMs & BMs of Science & Math subject students are involved in training session to realize the impact of strategy of training in field
2. The Mathematics teachers without substantial knowledge of science were given training on science and vice versa as State owns approx 2600 middle schools where a common teacher is teaching both science and Math subject. Similarly the S.St teachers of middle school are also given training of teaching English.
3. As State is running short of teachers teaching Science, Math and English taking classes 6, 7 and 8. They were also trained for those subjects for whom they are taking classes.
4. The training was full Hand on Skills, activity based.
5. Training venues were totally flipped classroom type with the facility of projector, videos and manuals?
6. Not more than 40 teachers were invited for training in each subject at one venue

7. Venue of teacher training was selected in such a way that it is accessible to all of them.
8. Continuous monitoring of Teacher Training session was done by state functionaries and District functionaries
9. For reporting of Teachers trained/covered in each subject, Online Portal was prepared and made active.
10. 100% target is achieved against the approved by PAB.
11. The actual learning levels of the students of classes 6th to 8th have been diagnosed through Baseline Testing.
12. The Foundation Course for 30 days provides the students with remedial measures to improve their learning level.
13. The progress of the students after the Foundation Course was assessed by the End Line Testing.
14. The training has been completed within a short span in all the districts of the state. It includes 5 days training of DMs, 5 days training of BMs, AND 3 days training of the teachers teaching English/Social Science/Math/Science to classes 6th to 8th.
15. The program is entirely student centered; the enhancement of the learning levels of the students is the sole purpose of the program.
16. The students play the most important role in the program. The program emphasizes the maxim of 'learning by doing' as far as the students are concerned.
17. The program is supervised through strict monitoring that includes 'Online Tracker' to keep the various records such as Baseline/Endline Testing results, school visits by DMs and BMs, interaction with School heads, functioning of the program in the schools and so on.

Proposal and Recommendation Learning Enhancement Programme - 2019-20 - (Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
LEP (Class I - II)								
1.	Supplementary Material for Early Grade	306708	0.001180	361.9170	92012	0.001180	108.574160	Supplementary LO based practice sheets for 20% children with low achievement in Padho Punjab programme.
2.	Activity Based Learning (ABL)	1140	0.07	79.80	0	0	0	This activity may be combined with supplementary material for early grade.
3.	Scholastic and co-scholastic information to be provided to the parents	306708	0.000060	18.4030	306708	0.000060	18.402480	Recommended report cards for 306708 children for maintaining record of achievement.
4.	Barkha Series	12925	0.0049	63.3350	12925	0.0049	63.3325	Recommended for 2 sets of Barkha series for 12925 schools.
	Total			523.455			190.30914	
LEP (Class III - V)								

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
1.	Handwriting Skill Worksheets for students	178496	0.000750	133.8720	178496	0.000750	133.8720	Recommended for 178496 students of 12925 schools of Class III of all 22 districts.
2.	Scholastic and co-scholastic information to be provided to the parents	551789	0.000060	33.1070	551789	0.000060	33.107340	Recommended report cards for 551789 children of 12925 schools for maintaining record of achievement of all 22 districts.
3.	Supplementary Material	551789	0.001180	651.1110	551789	0.001180	651.111020	Supplementary LO based practice sheets for 551789 children with in 12925 schools of all 22 districts.
Total				818.09			818.09036	
LEP (Class VI - VIII)								
1.	Padho Punjab Padhao Punjab	593022	0.003040	1802.7870	593022	0.0030	1779.0660	Recommended for 503022 students for covering subjects on SST, SCIENCE, ENGLISH, MATHEMATICS, PUNJABI AND HINDI
Total				1802.787			1779.066	

5. State Specific Intervention for Improvement of Quality Progress of Improvement of Quality in 2018-19-(Elementary)

Activity	Target (2018-19)		Achievements as on 31 March, 2019		% of Achievement		Remarks
	Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial	
Quality Components		6971.7		611.83			
Project Innovation		1233.85					

Improvement of Quality Barkha Series Books

During 2018 PAB, Rs. 67.3816 had been approved for Barkha Series Books, but due to some reasons printing work had been delayed so these books had been supplied in April 2019. The main motive behind the printing of these books is to enhance the reading, writing, creative and artistic skills among the children.

Supplementary Material

On the basis of Learning outcomes prescribed during the year 2019-20 at national level some changes had been done in the evaluation of students and learning strategies. For this purpose students may require some extra material along with their books so that more and more Learning outcomes could be achieved. It has been planned to send more practice material for the students on a large scale. Along with this, to improvise evaluation process, register, practice sheets, question bank etc could be redesigned. According to learning outcomes, teacher has to be sensitized for teaching –learning process. Question bank would also play major role in this.

Scholastic and co-scholastic information to be provided to the parents about student's performance , school activities (Report Card)

To share the assessment results and the general performance of the students with the parents a report card would be prepared. All important aspects related to evaluation process would be considered and more over this will prove to be a strong base to improve the teaching learning process.

Abacus Program

The main objective of this program is to develop logic, reasoning and problem solving ability among students, to make them able to calculate fast and developing more interest towards mathematics subject. Also make them able to understand mathematical concepts easily and to solve mathematical problems fast. To implement this program the state need master abacus, student abacus, teacher manual, workbooks, number and beads flash card, competition sheets etc.

Summer camps

Last year, summer camps have been organized in Government schools voluntarily. Some funds have been provided to the schools. These camps proved to be means of creative learning, entertainment and refreshment both for the teachers and students. Last year experience has sensitized and motivated more teachers. Even this year a greater number of schools have organized summer camps.

Handwriting skill worksheets

In the first phase, education department has prepared workbooks for three subjects Punjabi, English and Hindi to improve the handwriting of all the teachers and officials. During second phase, department has planned to prepare the worksheets in the form of workbooks for class 3rd.

Organizing various educational and co-curricular competitions, Bal Mela

Considering the importance of various educational and co-curricular competitions, Bal Melas are to be organized at schools, block and district levels to develop the competitive spirit among the students. It would help students to show their hidden talent in these competitions and bal melas.

Annual Day

Last year, all Government schools had celebrated annual day to ensure the involvement of parents and community. On this day, achievement of the students is shared with parents and society. Appreciation and applause in the presence of parents motivates the child and boosts his/her morale. Financial support could even make celebration better and could play a vital role to showcase the talent of the students to the society, thus it would help to increase the enrollment in government schools.

Innovation

Innovation Best use of waste material in the schools:

Waste has to be looked upon as a global issue as it concerns proper sanitation. An excellent plan to reuse the waste will give room for provision of potable food, water, shelter, communication and transport. Basic essential to society and also the economy as a whole. In many countries, there are minimal to absolutely no rules for regulating the waste. There are no rigorous enforcement or implementation of the same leading to opting of cheapest available course of action for the removal of the waste.

In order to make children aware of uses of waste material, and to give them a lesson on reducing waste to save our future, a 'Best out of Waste' competition is organized for students of class 6-12.

Mind-blowing, beyond expectation, fantabulous ideas were demonstrated by students. Right from waste ropes to broken bangles, plastic bangles, waste nails to broken door handles every waste material was used

This is because it is posing a huge threat to the environment and public health. It is linked to the way society is producing and consuming goods of any kind. There could be several things made from waste materials at home. And these crafts can also help students in their classroom projects. Hence the best out of waste craft ideas are most suitable to reuse waste.

Major types of recycling items-

- **Plastics-** Plastic is one of the most dangerous items that take hundreds of years to degrade. It is hazardous due to Styrofoam, polystyrene foam in it. Hence, there is a ban on plastic. Replacing them are Biodegradable plastics, which is, plant derived resin like polylactic acid. It uses are in car parts, electrical components and clothing. Plastic bottles could be used to make hanging lamps, brooms or plant stand at home in artistic ways.
- **Paper-** In the past, recycled paper had become a trend. It is still a demanding market for its organic aspect. Old envelopes are used as trash bags or tiffin wraps. Newspapers can be used as creative gift wrappers, recycled papers are still used to send invitation and other similar purposes. Saving trees by not using paper is today's trend.
- **Rubber tires-** Rubber recycling or recycling waste tires that is not capable of functioning properly due to irreparable damage or wear are used again from scratch. Because they are non-biodegradable and are high on durability, they take a lot of space of land. They are reused to make new tires, rubber products, fuels derived by tire etc.

Some other types of industrial waste include fabric from clothing factory, aluminum out of which soda cans are made, paint, ash, empty containers and many more. From industrial wastes to wastes at home, everything can be reused with the right mind. For instance- Gift boxes can be reused as light stands, plastic cups or old bottle caps can be used to make candles, ice-cream sticks can be used to decorate a card or make colorful planes and so on. Waste creates pollution of all kinds and that is detrimental to the environment as a whole. If we don't act today, tomorrow will be not be a safe place for our children. Let us create a healthy place to live by getting the best out of the waste.

State has proposed for "Best out of waste competition" Rs. 3348000/- for School level and District level competition.

Proposal and Recommendation Improvement of Quality- 2019-20 -(Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Quality Components (Elementary)								
1.	Development of material for learning outcomes for Elementary Classes	593022	0.0003	177.9066	0	0	0	Already recommended under LEP I-II, II -V and VI- VII.
2.	Reporting by Head of Schools	77573	0.01	775.73	15625	0.0050	78.1250	Recommended an amount of Rs. 271.46 lakh for 15625 schools @ Rs.500 per school/per year for uploading reports by head of schools.
3.	Orientation Programme for Teachers on Safety and Security	77573	0.01	775.73	54293	0.01	542.93	Recommended an amount of Rs. 343.30 lakh for 34330 teachers @Rs.1000 per teacher teacher for orientating and sensitizing the teachers as first level counsellors.
4.	Fund for Safety and Security at School Level	15631	0.01	156.31	15625	0.0050	78.1250	Recommended an amount of Rs. 78.125 lakh for 15625 schools @Rs.500 per school for display Board on safety guidelines.
Total				1885.6766			699.18	
Project Innovation (Elementary)								
1.	Building As Learning Aids(BALA)	15540	0.05	777	4400	0.05	220	Recommended for 4440 schools of all 22 districts. State may share the good quality images and videos for uploading on shagun repository.
2.	Handwriting skills worksheets for teachers and officials	40000	0.0006	24	0	0	0	Not Recommended
3.	Organising Various educational and co-curricular competition,bal melas	12925	0.052190	674.555750	12925	0.0250	323.1250	Recommended for 12925 schools covering 228 blocks of all 22 districts for conducting various educational and co-curricular competitions under Bal

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
								Melas.
4.	School Bag	310790	0.0025	776.9750	0	0	0	Not Recommended
5.	Youth & Eco Club	2673	0.15	400.95	2672	0.15	400.80	Recommended @ Rs.15000/ per annum for 2672 schools for conducting various activities by setting up Youth and Eco Clubs. Detail activities are in the appraisal report. State may ensure documenting the best practices (images, videos etc.) for shagun repository.
6.	Youth & Eco Club(stand alone primary only schools)	12958	0.05	647.90	12953	0.05	647.65	Recommended @ Rs.5000/ per annum for 12953 schools for conducting various activities by setting up Youth and Eco Clubs. Detail activities are in the appraisal report. State may ensure documenting the best practices (images, videos etc.) for shagun repository.
7.	Teacher IdCards	77573	0.0005	38.7865	54293	0.0005	27.1465	Recommended Teacher Id Cards for 54293 teachers @ Rs. 50 / teacher.
8.	Documentation of Best Practice on Shagun Portal	1	25	25	1	25	25	Recommended an amount of Rs.25 lakh for documenting the best practices in good quality HD (images and videos) and content based case studies on various components of Samagra Shiksha. State may ensure timely submission of best practices to MHRD for uploading on shagun repository.
9.	Summer Camp	3363	0.05	168.15	3363	0.05	168.15	Recommended for 3363 schools of all 22 districts. State may share the good quality images and videos for uploading on shagun repository.
10.	Digital	3500	1.50	5250	0	0	0	Not Recommended

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
	Initiative at Primary Level							
	Total			8783.31725			1811.8715	

6. Progress, Proposal and Recommendation Composite School (up to Highest Class VIII) - (Rs. In Lakh)

Progress of School Grant - 2018-19

S. No.	Activity	Target (2018-19)		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
1.	School Grant - (Enrol 1- 15)	nil					
2.	School Grant - (Enrol 15 - 100)	11449	2862.55	3136	443.98		
3.	School Grant - (Enrol > 100 and <= 250)	2895	1447.50				
4.	School Grant - (Enrol > 250 and <= 1000)	281	210.75				
5.	School Grant - (Enrol > 1000)	2	2				

Proposal and Recommendation - Composite School (up to Highest Class VIII) 2019-20

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Composite School Grant (up to Highest Class VIII)								
1.	School Grant - (Enrol >15 - 100)	11717	0.25	2929.25	11449	0.25	2862.25	Recommended for 11449 schools. Excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
2.	School Grant - (Enrol > 100 and <= 250)	3317	0.50	1658.50	2895	0.50	1447.50	Recommended for 2895 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
3.	School Grant - (Enrol > 250 and <= 1000)	475	0.750530	356.50	281	0.75	210.75	Recommended for 281 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
4.	School Grant - (Enrol > 1000)	2	1	2	2	1	2	Recommended for 2 schools. excluding zero enrollment schools. Including 10% of the

								amount for Swachhta Programs.
	Total	15511		4946.25	14627		4522.5	

7. Progress, Proposal and Recommendation Padhe Bharat Badhe Bharat - (upto Highest Class VIII) (Rs. In Lakh)

Progress of PBBB - 2018-19

S. No.	Activity	Target (2018-19)		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
1.	Composite Elementary Schools (I – VIII)						
2.	Upper Primary Schools (VI – VIII)						
3.	Primary School (I – V)						

Padhe Bharat Badhe Bharat - (upto Highest Class VIII)

Introduction:

'Parho Punjab Parhao Punjab' is an initiative by Department of School Education, Punjab to take the quality of primary education to a higher level. It was strongly felt that a quality enhancement programme should be in practice. So 'Parho Punjab Parhao Punjab' project was initiated for the quality augmentation of primary education in Punjab.

'Parho Punjab Parhao Punjab' focuses more on process of teaching and learning than the outcomes of the same. The main focus in the classroom is on activity and creativity in teaching learning process.

This programme attempts to build a strong foundation in learning basic language skills, mathematics and desired curriculum through **Creative Learning Model (CLM)** of education. In Creative Learning Model the teaching is not merely a traditional class room process where a teacher speaks and children listen and write but it involves both the teacher and children as creative and dynamic participants in the process of teaching and learning.

Major Objectives

- The prime objectives of the Parho Punjab Parhao Punjab project is to improve the learning levels of the students basically, listening, speaking, reading, writing and comprehension in languages and basic operations of mathematics i.e. Number recognition, tables, addition, subtraction, multiplication and division.
- To identify the learning level of each and every child through testing in three phases viz. baseline, Mid-test and Post Test based on class wise annual targets.
- To facilitate teachers and students by identifying the problems related to teaching learning process and providing solutions through colourful and attractive supplementary material for all the subjects.
- To develop reading as habit, reading corner will be established in all the school to provide reading material to the students.
- To involve all the students in one or the other game according to their interest so as to ensure their physical development.

- To monitor all aspects of school functioning i.e. Morning assembly, Baal Sabha, Co-curricular activities etc.
- To develop a sense of responsibility among teachers to improve the learning levels of the beginner or slow learners as well as intelligent students
- To organize activity based teacher training program to update and aware the teachers regarding teaching techniques.
- To guide the teachers to plan activity based teaching learning process, so as to create a congenial atmosphere for all round development of the child.
- The planning for the whole program related to teaching learning process and related aspects will be based on Child Psychology.
- To organize competition based on curricular and co-curricular activities at school, Center, block, district and state level.
- To honor the teachers for their best practices and outstanding results.
- To promote Smart schools and smart classrooms and use technology for the betterment of the student.

The intent of '**Parho Punjab Parhao Punjab**' is dual-purpose, i.e. to encourage those learners who are lagging behind their peers in learning and also to provide them with equal opportunities. The focus of this program is to provide education to all and to introduce an approach based on comprehension rather than on rote-learning.

Structure and Layout of the Project

The success of any program depends upon its structure and working plan. The structure of the project is based on following main aspects.

- Testing
- Grouping/ Mehal System
- Monitoring

MODUS OPERANDI

The program 'Parho Punjab, Parhao Punjab' follows the steps given below:

Content Development: To facilitate the teacher and to achieve fruitful teaching learning process a good number of supplementary material is prepared for all Punjabi, Hindi English and Mathematics. The variety of colorful , specific and precise learning material is provided to the teachers. The content for the program includes supplementary teaching learning material in the form of Manuals, Reading Cards, Flash Cards, Charts, Currency note, Calendar etc. for all the levels. The content has been developed subject wise keeping in view the different learning needs and psychological aspects of the students at different level. The material has been developed by the subject experts of the State Resource Group. The basic idea behind providing the supplementary material is to give students remedial measures to enhance their learning level. The supplementary material is provided to teachers suggesting them innovative and child-centred methods of teaching and to the students to have drills and practice to make up their deficiency in any subject.

Teachers' Training: In the next step of the program, the training is provided to all the primary school teachers. The teachers are suggested the innovative and lively methods of teaching. The main focus of the training is to impart teachers' knowledge about the activity based methodology to make teaching learning process interesting. The training has been providing in the following phases:

- First of all the members of state resource groups of concerned subjects consisting subject experts, are trained rigorously by the state project coordinators.
- During session of 2018-19 the state level trainings were conducted in the month of July at Regional Institute of Corporate Management Sec.32 Chandigarh. To cover the all 22 districts of the state, four main batches were organized considering 1 Block master trainer and 3 Cluster master trainers from 217 educational blocks of the state.
- The third phase of the training was proper implementation of the training at district and block level. Trainees at state level act as resource persons for district and block level and train the teachers of their blocks. After that proper implementation of training in the class room is monitored by the team members.

Student evaluation & assessment

Project helps the teacher to diagnose the academic level of the child through testing process which is conducted in three phase viz Baseline (August 2018), Mid Test vember 2018)and Post Test (March 2019). The testing imparts clear picture of the academic levels of the students to provide them assistance accordingly. Before testing annual targets for all the subjects are given to all the classes

Monitoring

The monitoring system is an important and essential feature of the project. Regular and specific monitoring is necessary for the continuous academic growth of the students. Parho Punjab Parhao Punjab team members monitor the assigned schools from different aspects according to the Visit Plan under planned strategy. During their visits team members monitor the Mehal System, Teaching techniques, use of appropriate supplementary material, academic progress of the students through random testing and many more other related aspects of the school.

Thus the project 'Parho Punjab, Parhao Punjab' follows the Teaching at Right Level Approach in order to enhance the learning level of the students and achieve the desired learning outcomes. A rigorous follow up is provided by the entire team of 'Parho Punjab, Parhao Punjab' to meet the desired goals.

Outcomes

A comparative analysis of baseline and post test results depicts the progress, the level of achievement of targets and also the limitations regarding the different aspects of the program which form the basis for further effective planning.

The effectiveness, need and the worth of the 'Parho Punjab' (2008-2011) and the 'Parho Punjab, Parhao Punjab' (2017-19) could be clearly witnessed from the description of ASER data and analysis of results under ' Parho Punjab, Parhao Punjab ' for class V in Government schools of Punjab. ASER data shows that during the period of quality enhancement program 'Parho Punjab' in 2010 the percentage of class V, students who could do division problem reached 70.80% which was about 40% in 2008. This proved that the planning, implementation and techniques were remarkable. With the commencement of 'Parho Punjab, Parhao Punjab' program again a tremendous growth in results is observed from baseline to post test ie 62% to 88% during 2018-2019 . Thus the overview is that the motive of the quality enhancement was surely gazed with accurate planning and strategies through 'Parho Punjab, Parhao Punjab'.

- ***Some Innovations under 'Parho Punjab, Parhao Punjab'***

Under 'Parho Punjab Parhao Punjab' some innovations are put in place to make the teaching learning process more participatory.

- **Reading Corners**

Under the guidelines of project Parho Punjab, Prahoo Punjab, reading cells have been established each and every govt. primary school of Punjab. According to the availability of the space one corner of the room or the whole room has been set up as the reading cell. Books are supposed to be displayed in such a manner that the child could easily approach them and could get or take the book of his taste and desire. To incorporate the Reading cell in school routine fixed span is provided in the school Time-Table. Books are issued to the students by the teacher according to their interest and level. The record of the books being issued to the students time to time is kept in a register named Reading Cell Register.

- **Morning Assembly**

To cater the psychological needs of child and to bring uniformity in all the schools Parho Punjab Parhao Punjab project has designed a framework for morning assembly. Daily thought discussion on moral education, importance of special days, short GK quiz, general conversation skills in other languages than mother tongue, physical activities and other interesting activities are performed.

Bal Sabha

- **'Bal Sabha'** (Pupils' Gathering) is a regular feature in primary schools every Saturday. Special activities are designed in the education calendar for these Bal Sabhas to develop a child's potential on various fronts. Most of the time the parents and community members are also a part of these Bal Sabhas
- Time to time pre hand guidelines are prepared by the Parho Punjab Parhao Punjab project and provided through monthly agenda as well as Vidyak calander. The topics and sub topics for Baal Sabha are given from project which are conducted in all the schools.

Mathematics Corners

- To inculcate and develop the mathematical skills among young learners and to make the learning of mathematics fun and pleasurable Mathematics Corners were set up in every primary school of the state. Attempts are being undertaken to further strengthen the Mathematics Corners.

Monthly Agenda and Review Meetings

- Planning and execution are the significant factors for the smooth and successful working of a school. For the sake of uniformity and excellence, planning for all activities and events is done under Parho Punjab Parhao Punjab. Planning for routine activities as well as special days is prepared every month in advance and sent to all schools in the form of 'Monthly Agenda'.

Monthly agenda is circulated to every school for the activities to be carried out in the schools during the weeks of that month. Monthly meetings of 'Parho Punjab Parhao Punjab' district coordinators are organized at state level to review the month wise progress under the project and to discuss the monthly agenda. Monthly agenda helps all team members to execute the

monthly planning at school level. Further the agenda is discussed at district level with DEOs, BPEOs, BMTs and CMTs prior to its circulation to the schools. Programme's results and progress is reviewed on quarterly basis with the district officer.

Admission Campaign

A campaign was organized by the department of school education Punjab to promote enrolment in Government schools. All district authorities, teachers, students and parents participated enthusiastically to aware and convince the local people to enhance the enrolment in Government Schools.

Parent- Teacher Meeting

Parents and teachers are two important pillars to build up a substantial education system. Parent- teacher meeting proves to be a strong base for all round development of the child. Consideration of this aspect tended the department to set forth the event of parent – teacher meeting under the project Parho Punjab Praho Punjab.

Contribution of Parents

Parents no doubt are an important connection of teaching learning process .Parents not only inculcate morality ,courtesies ; foster customs and good habits among their children rather they aspire a bright future for their wards and want to leave no stone unturned to improve their academic profile. Keeping this in view parents are involved in almost all the activities taking place under the project Parho Punjab Praho Punjab .On

Occasions for Involvement

- **ADVANCED MICRO PLANNING OF ACTIVITIES**

Besides Agenda, teachers also get the advance planning for the morning assembly activities. To facilitate the teachers and uniform implementation of planning regarding morning assembly, day wise planning is provided in the form of a slide. The slide, covering all the aspects of planning is provided in advance to all the schools.

In this slide teachers get the planning of special activities for special days. The slide also includes the activities for 'Bal Sabha'.

- **Supplementary Reading Material**

The Department has prepared supplementary reading material according to the needs of the students. This supplementary material helps to break the boredom of the text books and the children are attracted towards the colorful material which results in gaining their interest and helps in increasing learning levels. This material is very useful for children who lag behind their expected learning levels as they learn quickly from such supplementary material.

E- Content

E- Content is the method of preparing and providing digital learning material to accelerate the teaching learning process by providing audio video presentation of the content.

With the motive of providing maximum exposure of the content matter and concepts with optimum clarity E-content is designed. It is simply converting content of the text book into video presentation. It will not only create a productive atmosphere by providing the long

lasting impression to students but also make teaching learning process attractive, fascinating, specific and easy.

Proposal and Recommendation 2019-20 Library (upto Highest Class VIII)– PBBB

S. No.	Name of Activity	Proposal			Recommendation - Rs. in Lakh			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Library (upto Highest Class VIII)								
1.	Upper Primary Schools (VI – VIII)	2660	0.10	266	2660	0.10	266	Recommended for 2660 schools. State may ensure timely procurement & supply of books to the respective schools. Documentation of utilisation library grant may be shared for shagun repository.
2.	Primary School (I – V)	12880	0.05	644	12880	0.05	644	Recommended for 12880 schools. State may ensure timely procurement & supply of books to the respective schools. Documentation of utilisation library grant may be shared for shagun repository.
Total		15540		910	15540		910	

8. Progress, Proposal and Recommendation Rashtriya Aavishkar Abhiyaan (RAA)

Progress Recommendation Rashtriya Aavishkar Abhiyaan - 2018-19

S. No.	Activity	Target (2018-19)			Achievements as on 31 March, 2019			% of Achievement	
		Physical		Financial (In Lakh)	Physical		Financial (In Lakh)	Physical	Financial
		School	Student		School	Student			
1	Mentoring by Higher Education Institutions								
2	Promotion of Science & Maths Teacher Circles								
3	Science, Mathematics & Technology Clubs for Children								
4	Participation of Students in Inter-schools/ State/ National Science & Maths Competitions/ Olympiads								
5	Participation in Children's Science Congress								

Proposal and Recommendation Rashtriya Aavishkar Abhiyaan - 2019-20 – No proposal

9. Progress, Proposal and Recommendation for Sports & Physical Education (upto Highest Class VIII)-(Rs. In Lakh)

Progress for Sports & Physical Education- 2018-19

S. No.	Activity	Target (2018-19)		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
1.	Sports & Physical Education (Primary Schools)	12958	647.9	0	0	0	0
2.	Sports & Physical Education (Upper Primary Schools)	2673	267.3	0	0	0	0
3.	Yoga Activities	0	0	0	0	0	0
	Total	15631	915.2	0	0	0	0

Sports & Physical Education (upto Highest Class VIII)

Sports education not only teaches the students to maintain the physical stamina, but also the habit of obedience, discipline, the determination to win, willpower, etc. The power of reasoning, mental development, vocational specialization comes from the academic education of the students. Therefore, sports education along with the academics result in the all-round development of the students.

Now a days the system of education makes the students stress more on their mental development and completely rejects the physical activities. The overall outcome of this is that the developing groups of graduates and professionals have weak bodies and poor physique. The curriculum should include sports, games and physical health education for the all-round development of the students.

Importance of Sports in School Education.

The qualities of the leadership, sharing, team spirit and tolerance are learnt from sports. Sports education not only teaches the students to maintain the physical stamina, but also the habit of obedience, discipline, the determination to win, willpower, etc

Sports education should be introduced in schools and colleges with complete sincerity. It also justifies the statement, “a sound mind resides only in a sound body”. A healthy and strong body is not possible without sports and physical activities.

A good sportsman always learns to obey the rules of the games and the comments of their superiors. It also teaches them leadership qualities, maintaining teamwork and displaying team spirit. Sports education trains the students to face defeat with a smile and maintain the humility even in victory. It is the healthiest means of refreshments and recreation.

Objectives

- To develop leadership skills, quality like tolerance, Patience, and spirit of discipline.

- To inculcate the habit of Obedience, sharing, team spirit etc.
- To make a students the healthy and stress free and to boost confidence among them.
- To improved Physical and mental fitness.
- Better performance academic field.
- Efficient time management.

Achievements of sports in school Education department

National games were held in District Amritsar and Ludhiana the month of April 2019. It is heartening to note that students of Punjab school Education department got 534 Medals in different categories of sports during the year 2018-19 .detail is as under:

Proposal and Recommendation for Sports & Physical Education – 2019-20

(Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Sports & Physical Education (upto Highest Class VIII)								
1.	Sports & Physical Education (Primary Schools)	12922	0.05	646.10	12922	0.05	646.10	Recommended for 12922 schools. State must ensure timely procurement of sports equipments to schools as per the guideline. Events and games may be documented for uploading on shagun repository (images, videos and case studies)
2.	Sports & Physical Education (Upper Primary Schools)	2660	0.10	266	2660	0.10	266	Recommended for 2660 schools. State must ensure timely procurement of sports equipments to schools as per the guideline. Events and games may be documented for uploading on shagun repository (images, videos and case studies)
	Total	15582		912.1	15582		912.1	

Secondary Level: Progress for 2018-19 and Proposal & Recommendation for 2019-20

Quality Components (Secondary& Sr. Secondary)

1. Progress, Proposal and Recommendation for Quality Components (Secondary) - (Rs. In Lakh)

Three deputy directors of SCERT Punjab, Three State Project Coordinators (Upper Primary) and state coordinators of PPPP at primary level, 22 DMS, PPDC's and BMs/ CMTs visited three neighbouring states Haryana, Himachal and Rajasthan to observe their good practices that how these states are improving the learning outcomes of the students and their strategies, Planning of Teacher training and content of supplementary material.

Progress Quality Components – 2018-19

S. No.	Category	Target sanctioned		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
	Activities PPPP for 9&10						
1	Practice sheets of Sci, Math, Eng/SSt.	42770	392.140	42770	303.2850	100%	77%
2	Flash Cards						
3	Organisation of Math, Sci, SSt./Eng olympiad						
4	Teacher Exchange Program	66	3.96	66	3.96	100%	100%

State has planned to visit Andhra Pardesh, Maharashtra and uttrakhand to see the good practices of these states to improve the learning outcome. these states will be visited by all DMs(66) of science, math and English of upper primary level and 22 PPDCs at primary level and all state project coordinators

Proposal and Recommendation for Quality Components – 2019-20 (Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Quality Components (Secondary & Sr. Secondary)								
1.	Funds for Safety and Security	3661	0.01	36.61	3661	0.0050	18.3050	Recommended an amount of Rs. 18.305 lakh for 3661 schools @Rs.500 per school for display Board on safety guidelines.
2.	Orientation Programme for Teachers on safety and Security	33704	0.01	337.04	59244	0.01	592.44	Recommended an amount of Rs. 592.44 lakh for 59244 teachers @Rs.1000 per teacher teacher for orientating and sensitizing the teachers as first level counsellors.
3.	Reporting by Head of Teachers	33704	0.01	337.04	3661	0.0050	18.3050	Recommended an amount of Rs. 18.305 lakh for 3661 schools @Rs.500 per school for display Board on safety guidelines.
4.	Readiness programme for subjects	328939	0.0004	131.5756	301944	0.0004	120.7776	Recommended for 301944 students of Class XI and XII for improving english language learning

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
								skills.
5.	Teacher Exchange programme	66	0.06	3.96	66	0.06	3.96	66 mentor teachers of the State for visit to neighboring States Higher education institutions of SCERT and the govt. schools of Andhra Pradesh, Maharashtra and Uttarakhand to observe the good practices being carried out by the education dept. of these states @ Rs. 2000/- per day for three days.
	Total			846.2256			753.7876	
Project - Innovative Activities (Secondary & Sr. Secondary)								
1.	BALA	3661	0.10	366.10	2200	0.10	220	J
2.	Educational Parks	3661	0.18	658.98	220	0.18	39.60	Recommended for 220 schools of 22 districts @ 10 districts per district. State may share the good quality images and videos for uploading on shagun repository.
3.	Teacher IdCards	33704	0.0005	16.8520	59244	0.0005	29.6220	Recommended for all 59244 teachers for providing ID cards @ Rs. 50/.
4.	Youth & Eco Club	3661	0.25	915.25	3661	0.25	915.25	Recommended @ Rs. 25000/ per annum for 3661 secondary schools for conducting various activities by setting up Youth and Eco Clubs. Detail activities are in the appraisal report. State may ensure documenting the best practices (images, videos etc.) for shagun repository.
5.	Smart Class Rooms/Digital Boards	1607	3.50	5624.50	0	0	0	Not Recommended
6.	BAND Competition	1	5	5	1	5	5	Recommended an amount of Rs. 5 lakh for arranging dress and equipments. State may ensure documenting the events for shagun repository.

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
7.	Career Guidance / Councelling	333	0.28	93.24	22	0.50	11	Recommended for conducting District level counselling camp in all 22 districts including psychometric test for class 10th Students.
	Total			7679.922			1220.472	

2. Progress, Proposal and Recommendation for Project Kala Utsav (Secondary) - 2019-20 - (Rs. In Lakh)

Progress Project Kala Utsav - 2018-19

S. No.	Category	Target sanctioned		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
1	TA / DA Allowance for National Level	1	1.5	1	1.5	100%	100%
102	Kala Utsav Activities.....	1	10	1	10	100%	100%
	Total						

Kala Utsav

Cultural heritage is unique, irreplaceable and beautiful, which places the responsibility of its preservation on the current generation. Smaller objects such as artworks and other cultural masterpieces are [collected](#) in [museums](#) and [art galleries](#).

Bhangra Dance

Bhangra is the most popular folk dance of Punjab. It represents the liveliness and dynamism of its people. The dance mainly involves men, who perform to the fast beats of drum and music. Originally performed on the Baisakhi festival, the harvest festival of Punjab, bhangra is now-a-days done at each and every festive occasion.

Giddha

Giddha is a popular folk dance of Punjab, performed by the women of the region. It bears much similarity to the bhangra dance, which is performed by the men in the state. The dancers enact the verses called bolis, which is a representation of folk poetry at its best. A wide range of subjects is enacted, ranging from the daily chores to the political affairs.

Cultural Heritage Clubs in the schools

- State had already taken initiative to inculcate interest in the minds of the students to know their culture, heritage and hence their values. Keeping this in view, cultural heritage clubs had been formulated in Govt. schools in district Patiala, Amritsar and Sangrur.

A 'School Level Club' formation:

a.	Chairman	Head of School
b	Convener	School Teacher
c	Co-Convener	Head Student
d	Member	5 Students from 9 th class 5 Students from 10 th class 5 girls & 5 boys

- To make environment for study enjoyable, practical and pleasant for the student as-well-as teachers by breaking monotony routine of classroom.
- To protect local Culture and Heritage.
- To create aware among the students about the life style of the different communities.
- To inculcate the value of unity in diversity in Indian culture in the school system as well as other cultural resource centre such as historical sites, research institutions, places of worship /holy sites etc.
- To channelize the energies of students in positive and creative directions.
- To sensitize the students and teachers about the environmental issues, maintenance of historical monuments, art, culture, rituals and customs.

Progress for the year 2018-19

An amount of Rs. 11.5 lacs were approved for Kala Utsav

Kala Utsav was organized in the month of July to September. Rs. 4.40 lacs (@0.2 lac per district) were disbursed to districts for organizing the program. The winners at district level to participate at State level program .

It is pertinent to mention here that Jasleen Kaur of Class X of Police DAV Public School Jalandhar got first position in Music Instrumental category at National level

Proposal and Recommendation for Project Kala Utsav – 2019-20-(Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Project Kala Utsav (Secondary)								
1.	TA / DA Allowance for National Level	1	1	1	1	1	1	Recommended for TA/DA for kala utsav activities at national level
2.	Kala Utsav	22	0.50	11	1	11	11	Recommended for kala utsav activities at state/district level
Total		23		12	2		12	

3. Progress, Proposal and Recommendation for Project on English (Secondary) - (Rs. In Lakh)

Progress Project on English – 2018-19 – No proposal and progress.

S. No.	Category	Target sanctioned		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
	Activities						
1.		NIL					
2.							

4. Progress, Proposal and Recommendation for Learning Enhancement Programme - (Rs. In Lakh)
Progress Learning Enhancement Programme – 2018-19

S. No.	Category	Target sanctioned			Achievements as on 31 March, 2019			% of Achievement		
		Physical		Financial (In Lakh)	Physical		Financial (In Lakh)	Physical		Financial
		School	Student		School	Student		School	Student	
1	Learning Enhancement (Remedial teaching)	3607	412770	392.140	3607	412770	392.140	100%	100%	100%
	Total									

Learning Enhancement Programme

Parho Punjab Paraho Punjab-Science Plan-Upper-Primary

1) Progress for year 2018-19:

- a) Activities which are difficult for the teachers to conducted in classrooms had been identified from PSEB Text Books.

2) Training to the District Mentor (District Resource Persons)-

Training to District Mentors imparted by State team in 2 Phases for SA1 and SA2. SA1 training was conducted in the month of February and SA2 training had been imparted in the month of September. Both the trainings are of three days duration.

3) Training of BM (Block Resource Persons)-

Training to District Mentors imparted by State team in 2 Phases for SA1 and SA2. SA1 training was conducted in the month of March and SA2 training had been imparted in the month of September-October. Both the trainings are of three days duration around 217 BMs participated during these trainings.

4) Training to the Teachers- Training is impacted to the teachers by the BM at block level.

Block Mentor also impart training to the teachers at their school level (onsite training) demonstrate the activity to the students in presence of School head and concert teacher.

The idea of one side training is the BMs/DMs work as role models not only mentor but also become an example for the teacher. The remaining training target will be achieved by means of onsite training.

Parho Punjab Paraho Punjab-Mathematics Plan-Upper-Primary

Progress for year (2018-19) Mathematics:

During 2018-19, project **Parho Punjab Parhao Punjab-Ganit** was continued to enhance the learning level of students from class 6th to 8th in mathematics. In this session, two phases of baseline-endline were conducted. In first phase, following three competencies which are the most essential for learning of Mathematics in upper primary classes, were chosen.

1. Basic Operations
2. Decimal
3. Fractions

In second phase, the following three competencies were taken into account:

1. Percentage
2. Integers
3. Geometry

The above mentioned competencies were covered for all the students of three classes 6th, 7th and 8th though the level of difficulty varied from class to class. However, basic of contents remains the same.

Mathematics plan Secondary Classes(IX-X) under SAMAGRA

In session 2018-19, **Parho Punjab Parhao Punjab- Ganit** has been introduced in classes IX and X to enhance the learning of basic concepts essential for these classes. All the action plan was conducted parallel with upper primary classes action plan. Following competencies were taken into account for classes IX to X:

- (1) Number System
- (2) Algebra
- (3) Mensuration
- (4) Geometry

The Following major interventions were carried out under **Parho Punjab Parhao Punjab-Ganit**:

1. Content Development:

(a) Activity Module: At First, a State Resource Group was framed. The hard spots in 6th, 7th and 8th classes in mathematics curriculum were identified along with the aforesaid competencies as main focus, are identified. Activity based manual was prepared for teachers by keeping the level of students in mind. Similarly an activity module was prepared for classes IX and X also. There were two activity modules for classes VI to VIII (phase I and Phase II) whereas there was only one activity module for classes IX to X.

(b) Practice Packages: Two Practice packages were prepared for all the teachers. First was for classes VI to VIII and the second was for classes IX and X. These packages were prepared to help teachers to prepare the students for NAS, NTSE and NMMS exams. These packages were based on the questions from previous years question papers of NMMS, NTSE, NAS exams and questions based on learning outcomes.

(c) Worksheets: To enhance the learning level of students 15 worksheets for each child of classes VI to VIII based on the above mentioned competencies were prepared. Out of these 1 to 9 worksheets were taken in Phase 1 and worksheets 10 to 15 were done in phase II.

Similarly, 15 worksheets were prepared per child for classes IX to X based on four competencies. Baseline and endline based on these competencies were conducted.

2.) State Level Training of District Mentors:

(a) After preparing modules, training for all District mentors (Mathematics) was conducted at Baba Banda Singh Bahadur Engineering College from 16-03-2019 to 18-03-2019 at Fatehgarh Sahib for 3 Days. Training of the all activities of the training modules was given to all the DMs in residential training.

3) State Level Training of Block Mentors:- In second step , 3 days residential training was imparted to all Block Mentors from all 22 districts. This was given to 217 block mentors by District mentors and State Resource Group members. It was held at Baba Banda Singh Bahadur Engineering College from 21-03-2018 to 23-03-2018 at Fatehgarh Sahib. The same schedule of the training of District Mentors was followed in BM's training to see the impact of transition of training to learning of the students.

4] Teacher Training-In third step, training was imparted to all teachers teaching mathematics to upper primary classes of all the schools of the state by District and block mentors in their respective districts at block level. The training was scheduled for three days. Teachers in seminars prepared all the activities / models and on the last day, the teachers exhibited their activities and models.

Proposal and Recommendation Learning Enhancement Programme – 2019-20-(Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
LEP (Class IX - XII)								
1.	Padho Punjab Padhao Punjab	420694	0.001590	668.9030	420694	0.001590	668.903460	Recommended for 420694 students for covering subjects on SST, SCIENCE, ENGLISH, MATHEMATICS, PUNJABI AND HINDI.
2.	Remedial Teaching for Class X	37382	0.0050	186.91	0	0	0	Already covered under Padho Punjab programme.
Total		458076		855.813	420694		668.90346	

5. Progress, Proposal and Recommendation Composite School Grant (up to Highest Class X or XII) – (Rs. In Lakh)

Progress Composite School Grant (up to Highest Class VIII) – 2018-19

S. No.	Category	Target sanctioned		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial

S. No.	Category	Target sanctioned		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
1	School Grant - (Enrol 1- 15)						
2	School Grant - (Enrol 15 - 100)	11767	2941.75	3136	4.98	26.65	29.41
3	School Grant - (Enrol > 100 and <= 250)	3455	1727.5				
4	School Grant - (Enrol > 250 and <= 1000)	402	301.5				
5	School Grant - (Enrol > 1000)	2	2				
		15626	4972.75				

Proposal and Recommendation Composite School Grant (up to Highest Class X or XII)

– 2019-20-(Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Composite School Grant (up to Highest Class X or XII)								
1.	School Grant - (Enrol >15 - 100)	296	0.25	74	227	0.25	56.75	Recommended for 227 schools. Excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
2.	School Grant - (Enrol > 100 and <= 250)	1467	0.50	733.50	1467	0.50	733.50	Recommended for 1467 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
3.	School Grant - (Enrol > 250 and <= 1000)	1810	0.75	1357.50	1810	0.75	1357.50	Recommended for 1810 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
4.	School Grant - (Enrol > 1000)	96	1	96	85	1	85	Recommended for 85 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
	Total	3669		2261	3589		2232.75	

6. Progress, Proposal and Recommendation Library (upto Highest Class XII) – (Rs. In Lakh)

Progress Library (upto Highest Class XII)-2018-19

S. No.	Category	Target sanctioned			Achievements as on 31 March, 2019			% of Achievement		
		Physical		Financial (In Lakh)	Physical		Financial (In Lakh)	Physical		Financial
		School	Student		School	Student		School	Student	
1	Composite Secondary	12958		522.24	12958	0	522.24	100%	0	100%

S. No.	Category	Target sanctioned			Achievements as on 31 March, 2019			% of Achievement		
		Physical		Financial (In Lakh)	Physical		Financial (In Lakh)	Physical		Financial
	Schools (Class I - X)	upper primary			upper primary					
2	Schools with Class VI - XII									
3	Secondary Schools (Classes IX & X)									
4	Composite Secondary Schools (Class IX - XII)									
5	Senior Secondary School Only (Class XI - XII)									
6	Composite Senior Secondary Schools (Class I - XII)									
7	Schools with Class VI - X									

Proposal and Recommendation Library (upto Highest Class XII) – 2019-20-(Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Library (up to Highest Class X or XII)								
1.	Schools with Class VI - XII	1855	0.15	278.25	1855	0.15	278.25	Recommended for 1855 schools. State may ensure timely procurement & supply of books to the respective schools. Documentation of utilisation library grant may be shared for shagun repository.
2.	Secondary Schools (Classes IX & X)	154	0.15	23.10	0	0	0	State has proposed as per data of 2018-19. However as per UDISE 2017-18, no schools are available under this category. PAB to take a decision on this.
3.	Senior Secondary	117	0.15	17.55	10	0.10	1	State has proposed as per 2018-19. However,

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
	School Only (Class XI - XII)							recommended for 10 schools as per UDISE 2017-18. State may ensure timely procurement & supply of books to the respective schools. Documentation of utilisation library grant may be shared for shagun repository.
4.	Schools with Class VI - X	1545	0.15	231.75	1545	0.15	231.75	Recommended for 1545 schools. State may ensure timely procurement & supply of books to the respective schools. Documentation of utilisation library grant may be shared for shagun repository.
	Total	3671		550.65	3410		511	

7. Progress, Proposal and Recommendation Rashtriya Aaviskaar Abhiyan (RAA) (Secondary) - (Rs. In Lakh)

Progress – 2018-19 - Rashtriya Aaviskaar Abhiyan

S. No.	Category	Target sanctioned			Achievements as on 31 March, 2019			% of Achievement	
		Physical		Financial (In Lakh)	Physical		Financial (In Lakh)	Physical	Financial
		School	Student		School	Student			
1	Mentoring by Higher Education Institutions								
2	Promotion of Science & Maths Teacher Circles								
3	Science, Mathematics & Technology Clubs for Children								
4	Participation of Students in Inter-schools/ State/ National Science & Maths Competitions/ Olympiads								
5	Participation in Children's Science Congress								

Proposal for Promotion of Mathematics and Science for Secondary Level (in the light of RAA)

Vision of State

State is visualizing the promotion of teaching and learning of Science and Mathematics in pursuance of the focus on connecting school based knowledge to life outside the school and making learning of science Mathematics a joyful and meaningful activity to bring focus on innovation and use of technology so that aims at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology amongst children and encourage those who show an inclination and talent for these subjects to be encouraged and supported to heights of academic excellence and research. Keeping this vision in mind the State has planned following activities/ interventions for improving and promoting learning and teaching of Maths and Science in light of RAA to be carried out in session 2017-18.

Activities proposed under RAA

1) Organizing Science Exhibition

1. Science and Mathematics act as powerful tools for investigating and understanding the world. To recognize and encourage these powerful tools so that the problems confronting the society can be overcome through science and mathematics led solutions for Inclusive Development, Science Exhibitions, Science Drama Competitions and Student Science Seminars can be organized for students in competition mode at different levels.

The 'Make in India', Smart City, Beti Bachao Beti Padhao, Pradhan Mantri Jan Dhan Yojana, Sansad Adarsh Gram Yojana, Digital India are some of the recent initiatives taken by the government of India to achieve inclusive development of the country.

In this context, it is envisaged that children and teachers would try to analyze all aspects of the role of science and mathematics for inclusive growth and development. This will enable students and teachers to generate scientific and mathematical ideas and prepare models/exhibits for addressing various problems. Scientific and mathematical ideas in this context may be regarding innovative ways of doing things, for creating simple tools or for development of new values, through solutions that meet new requirements.

The objectives of these activities are:

- to provide a forum for children to pursue their natural curiosity, creativity, innovation and inventiveness;
- to lay emphasis on the development of science and mathematics as a major instrument for achieving goals of self-reliance, socio-economic and socio-ecological development of the nation and the world;
- to appreciate the role of science and mathematics in meeting the challenges of life such as climate change, opening new avenues in the areas of agriculture, fertilizer, food processing, biotechnology, green energy, disaster management, information and communication technology, astronomy, transport, games and sports etc.
- to create awareness about environmental issues and concerns and inspire children to devise innovative ideas towards their prevention and mitigation.

In order to facilitate the preparation of exhibits and models, science drama and student seminars In school to state level competitions *Guidelines can be* communicated.

Educational Trip for students within State :

Learning and understanding Science outside classroom are defined as educational experiences conducted during school hours to correlate with the regular classroom instructional program. It should be an integral part of classroom instruction. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. The purpose of taking the students out of the classroom to absorb interact and immerse on history and educational tour, has several learning benefits for students to obtain practical information within the brain. The saying " I hear and I forget, I see and I remember, I do and I understand" provides the backbone to the theory of retaining more information when visually experience activities in the chosen environment.

Properly planned and executed, field trips and Learning and understanding Science outside classroom enrich the educational program and the social development of the students.

Some of the important advantages of excursions are as under:

- They help in educating children on complex topics which students having the opportunity to get concept through live examples
- Career choices can also be enhanced through educational tour .
- They provide direct source of knowledge and acquaint the student with first hand information.
- They provide an opportunity to the student for development of his aesthetic sense.
- It motivates the students for self-study and self-activity.

2) Educational Trip for students outside the State (Ek Bharat Shreshtha Bharat programme) : Most of the students are inclined towards theoretical aspect of education. In order to switch over their interest towards the practical aspects, they need to be exposed to the places of historical, geographical, economic and technological interest. Exposure visit outside the state contribute a lot of harmonious development of a child and opportunity for which immersion experience and tremendous way to facilitate learning. In an educational tour students have the chance to experience a culture, first hand connecting with the people and place on a much deeper level than they ever could in the classroom. Students have the opportunity to talk to local people which can broaden their perspective greatly. It offers the students a great sense of direct experience of cognitive concept of the stress. So, in order to serve the purpose of practical aspect of education. We have planned exposure visit of students who got merit in NTSE (National talent search examination), NMMS (National Means cum Merit Scholarship), PSTSE (Punjab State Talent Search Examination), merit in 10th class and 10+2 class or any other area of excellence .

3) Quiz Competition :- (Maths, Science, S.St & English)

Students from 6th to 8th classes will be selected for quiz. The syllabus of 6th class to 8th class will be covered.

This quiz will take place at three level i.e block level, district level and state level.

- At block level 648950 students will participate.
- At district level, students getting Ist, IInd & IIIrd position in the block level quiz will participate.

- At State level, students getting 1st position in the district level quiz will participate.

Aims of activity: -

1. To help the student for competitive exams.
2. To help the students to make proper use of OMR sheets.
3. To test the math Science Knowledge
4. It will create spirit of competition amongst students.

Level of Activity: - School level, block Level and State Level

Target Group: - Students from class 6th to 8th.

It has the following objectives:-

- To enable children to become motivated and engaged in Science, Maths, S.St & English through observation, rational reasoning, testability etc.
- To create a culture of thinking, inventing and doing to promote enquiry based learning in schools.
- To achieve learning levels appropriate to the class of study in science and mathematics.

Twining with Schools" Exchange Program :- Under the exchange programme the students of each section from higher classes from rural schools may be brought to schools in urban areas for one week and vice-a-versa for greater exposure. " Well functioning private or government schools in urban or semi-urban areas may be linked with schools located in rural areas for interaction and exchange of experience.

This department has framed guidelines for this "Partnership Between Schools" Programme which aims to link schools located in rural areas with private, aided or government schools in urban or semi urban areas to enable interaction amongst the students and sharing of experience.

Objective:

- To bring all students on one common platform
- Enable both the partner schools to adopt best practices from each other
- Share experiences and learn jointly from them
- Develop the spirit of comradeship
- Get an exposure to the strength and weakness of self and others
- Provide opportunities to the teaching fraternity to adopt better and more effective practices
- Develop a sense of interdependence and understanding towards each other
- Recognize gaps and make efforts to bridge them
- Strengthen school management and administrative capabilities
- Instill a spirit of sharing, caring and togetherness.

Themes

- Sports
- Citizenship
- Art and Craft
- Local visits and interactions

- Life skill inputs
- Face to Face meet
- Meeting between the partner schools
- Visit places of Interest
- Participation in celebration of local festivals
- Explore local craft, arts and music
- Exposure to regional means of livelihood (agriculture, industry, or services)

Under this "Partnership between School" Exchange Programme were organized in districts. Students of Govt. schools, Novodyaya Vidiyala and Centre schools in each district were visited each other school.

4) Science, Mathematics & Technology Clubs for Children: The aim of Math and Science Club is to provide nourishing and nurturing support to and a platform for schools in a dual track approach to make science, Mathematics and technology exciting to children and encourage them to have an enduring interest both inside classroom and outside classroom activities. It has the following objectives:-

- To enable children to become motivated and engaged in science, mathematics and technology through observation, experimentation inference drawing, model building, rational reasoning, testability etc.
- To create a culture of thinking, inventing, tinkering and doing to promote enquiry based learning in schools.
- To achieve learning levels appropriate to the class of study in science and mathematics.
- To covered above objective some initiatives has to be taken to encourage science, mathematics through alternative strategies like Science/ Mathematics Club for Children.

Science and Math Kits under RAA (Elementary) and RAA (Secondary)

Learning of Mathematics and Science becomes more interesting and fun when it is achieving through activities. With many such activities suggested in the text book, more such activities can supplement the teaching-learning process in the classroom. School in far-flung areas need a Math and Science kit, which should consist of items required to make learning more enjoyable, long-lasting and capable of clearing the concept of Mathematics and Science. Many items proposed here are many times not available or not cost effective to the teacher. The activities proposed to be done with incorporated these kits are thoroughly processed.

The objective behind providing Maths and Science kit is not just supplementing teaching learning process, but also empowering the teacher with principles and concepts of maths and science on which many mathematical and scientific concepts are based. Special stress is laid here that a follow-up programme is to be chalked out, so that proper and consistent usage of this maths and science kit in field is monitored and periodic boost to the teachers could be provided. This will help us to attain long-term goals of developing mathematical aptitude and inclination among our students.

For enhancing the learning levels of students in mathematics and science, State would be providing science and math kits in all the govt. schools of the state. The kits designed by NCERT would be provided in all the govt. schools of state. The physical and financial proposal is as under:

Proposal and Recommendation Rashtriya Aaviskaar Abhiyan – 2019-20-(Rs. In Lakh)

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Rashtriya Aaviskaar Abhiyan (Secondary)								
1.	Activities to Support Science and math Learning	1973	0.03	59.19	220	0.019070	4.1954	Recommended for 220 schools for providing Mathematics Kits by covering all 22 districts @ 10 schools in each district.State may ensure documentation the teaching learning process using maths kit for shagun repository. NCERT maths kit to be procured.
2.	Best Out of Waste	6320	0.0050	31.60	3665	0.0050	18.3250	Recommended for 3665 schools @ Rs. 500/ for generating awareness and conducting activities of recycle of items such as plastic, paper, rubber tires etc.
3.	Science Exhibition / Book Fair	23	1	23	22	0.50	11	Recommended for conducting 22 district level science exhibitions covering elementary to senior secondary level. State may seek support from NCERT for conducting State level science exhibition. State may share the good HD quality images and videos for uploading on shagun repository.
4.	Quiz Competition	22	0.50	11	22	0.50	11	Recommended for conducting district level quiz competition covering Elementary to Senior Secondary Level. State may share the good quality images and videos for uploading on shagun repository.
5.	Study Trip for Students to Higher Institutions (Within States)	220000	0.0040	880	11000	0.0040	44	Study trip to higher education institutions and science city for 11000 students (500 each from 22 districts) @ Rs.200 per day for two days.

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
6.	Exposure visit outside State	220	0.10	22	220	0.10	22	Recommended for 220 teachers
7.	School Twinning programme	6320	0.01	63.20	550	0.03	16.50	Twinning of 550 schools @ 25 schools per district to exchange with rural-urban and Central and Navodaya vidyalayas.
Total		234878		1089.99	15699		127.0204	

8. Progress, Proposal and Recommendation Sports & Physical Education (upto Highest Class XII) (Secondary) - (Rs. In Lakh)

Progress Sports & Physical Education -2018-19

S. No.	Category	Target sanctioned		Achievements as on 31 March, 2019		% of Achievement	
		Physical	Financial (In Lakh)	Physical	Financial (In Lakh)	Physical	Financial
1	Sports & Physical Education (Secondary)	3617	904.25	3617	0	100%	0
2	Sports & Physical Education (Sr. Secondary)			0	0	0	0
3	Yoga Activities						
Total							

Proposal and Recommendation Sports & Physical Education – 2019-20

S. No.	Name of Activity	Proposal			Recommendation			Remarks
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	
Sports & Physical Education (upto Highest Class XII)								
1.	Sports & Physical Education (Secondary)	3661	0.25	915.25	3661	0.25	915.25	Recommended for 3661 schools. State must ensure timely procurement of sports equipments to schools as per the guideline. Events and games may be documented for uploading on shagun repository (images, videos and case studies)
Total		3661		915.25	3661		915.25	

9. Teachers Recruitment & Policy

Status of Teachers at Elementary Level (Sanctioned, Working & Vacancy) as on 31 March, 2019

Category	Sanctioned			Working			Vacancy		
	State	SSA	Total	State	SSA	Total	State	SSA	Total
PS Teachers	35422	3798	39220	34936	3798	38734	486	0	486
PS Head Teachers	6203	0	6203	5586	0	5586	617	0	617
PS Total	41625	3798	45423	40522	3798	44320	1103	0	1103
UPS Teachers	26953	6863	33816	26390	6863	33253	563	0	563
UPS Head Teachers	0	0	0	0	0	0	0	0	0
UPS Total	26953	6863	33816	26390	6863	33253	563	0	563
Grand Total (PS+UPS)	68578	10661	79239	66912	10661	77573	1666	0	1666

Source: AWP&B-2019-20

Status of Teachers of Govt. Secondary and Senior Secondary Schools 2019-20

Schools	Category	Sanctioned	Working	Vacancy
Secondary	Headmaster	3362	2252	66
	Teachers	29187	28891	296
	Principals	1868	1642	226
Sr. Secondary	Teachers	10626	9191	1435

Sources: AWP&B-2019-20

Eligibility for PAB Consideration

Financial Eligibility for PAB Consideration

Activity	Sub-Activity	Proposal			Recommendation			Remarks
		Phy	Unit Costs in Rs. Lakhs	Amount in Rs. Lakhs	Phy	Unit Costs in Rs. Lakhs	Amount in Rs. Lakhs	
Elementary	Primary Teachers- Existing, in position (Contractual)	3798	1.8	6836.4	3312	1.8	5961.6	3312 (3798-486) teachers considered for financial support. 486 vacant posts of the state has adjusted with the proposed 3798 teachers. The unit cost is @ Rs. 1.8 lakh/teacher/annum
Upper Primary	Science and Mathematics	1851	2.4	4442.4	1851	2.4	4442.4	Considered 1851 teachers (as proposed) @ Rs. 2.4 lakh/annum (state has proposed as per norms).

Activity	Sub-Activity	Proposal			Recommendation			Remarks
		Phy	Unit Costs in Rs. Lakhs	Amount in Rs. Lakhs	Phy	Unit Costs in Rs. Lakhs	Amount in Rs. Lakhs	
	Social Studies	2273	2.4	5455.2	2273	2.4	5455.2	2273 teachers (as proposed) @ Rs. 2.4 lakh/annum (state has proposed as per norms).
	Languages	2739	2.4	6573.6	2176	2.4	5222.4	2176 (2739-563) teachers are considered for financial support @ Rs. 2.4 lakh/annum. 563 vacant posts has adjusted.
Staff for Previous Year Schools (Secondary)	Head Masters	317	3.6	1141.2	251	3.6	903.6	251 (317-66) headmasters of upgraded secondary schools considered for financial support. Vacant post of 66 headmasters of government secondary schools has adjusted with the proposed 317 headmasters of upgraded secondary schools
	Subject Teacher	1883	3	5649	1587	3	4761	1587 (1883-296) subject teachers of upgraded secondary schools considered for financial support. Vacant post of 296 subject teachers of government secondary schools has adjusted with the proposed 1883 subject teachers of upgraded secondary schools

10. Teacher Education & Policy

Teacher Education & Training

A) Teacher Education (TE)

There are 22 districts in Punjab. Out of the 22 districts 12 old districts (Amritsar, Bathinda, Faridkot, Ferozepur, Gurdaspur, Hoshiarpur, Jalandhar, Kapurthala, Ludhiana, Patiala, Sangrur and Ropar) have full-fledged DIETs which were sanctioned in 1989 while 5 districts were sanctioned telescoped DIETs in 2002 which were upgraded to be full-fledged in 2013-14.

Status of Teacher Education Institutes (TEIs)

S. No	Institute	Sanctioned	Functional	Not Functional
1	District Institute of Education and Training (DIETs)	22	17	5
2	College of Teacher Education (CTEs)	2	2	0
3	Institutes of Advanced Studies in Education (IASEs)	1	1	0

Good Practices

- **“Each one Bring one”** an enrollment drive campaign has been started from 18th December, 2018 by involving community, State and district education officers, school heads and teachers etc. This campaign will be carried throughout the year. Due to this drive, around 30000 students have been admitted in govt. schools in December 2018/January 2019.
- **‘Padho Punjab Padhao Punjab’** which is a Learning Enhancement Programme (LEP) is implemented in all government schools from classes 1st to 8th to ensure age and class appropriate levels of learning of students in a time bound manner. Under this programme the students’ learning is assessed and they are put into different groups as per their learning levels. Teachers have been trained to use activity based teaching learning techniques to improve the learning levels of the students and move them to the next higher level of learning group in a time bound manner. The results show that the students learning levels have improved satisfactorily through this LEP. Now the PPPP has also been extended upto 12th classes.
- **English as a medium of instruction:** English as a medium of instructions has been introduced in 6113 Govt. primary, middle, high and Sen. Secondary schools. More than 1,45,758 students have adopted English as a medium of instructions during the year 2018-19. The remaining schools would be covered in a phased manner. It will be introduced in 2047 schools in the next academic session 2019-20.
- **Value Education and protecting children from bad habits:** Apart from the focus on the academic learning of children in schools, the state of Punjab has initiated

various programs like making school children aware of ill effects of drugs, and how to be protective from the incidences of sexual abuse. The school curriculum contains contents relating to sensitizing our students about human rights, gender equality promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversities within India and at the global level.

Issues:

4. Organizational Restructuring of SCERT is under process.
5. As per the scheme, 425 academic posts (@25 per DIET x 17 DIETs) have to be sanctioned. The State Govt. has 264 sanctioned posts, out of which only 76 are filled up i.e. 82% vacancy.
6. As per the scheme, 45 academic posts have to be sanctioned in SCERT. State Govt. has sanctioned only 24 posts, out of which, only 20 are filled up i.e. 55% vacancy.

Details of Academic Vacancy in TEIs

TEIs	As per Scheme	Sanctioned	Filled	Vacant
SCERT	45	24	20	25
DIETs (17)	425	264	76	349

Details of Intake and Enrolment in TEIs

TEIs	Number of functional Institutions	Total Intake	Total Enrolment
DIET	10	1400	1227

- **Status of registration of SCERT/SIE & DIETs under Public Finance Management System (PFMS):** SCERT is registered but DIET is yet too registered.

Proposals and Recommendations 2019-20

I) Non-recurring

1) Strengthening of Physical Infrastructure

a) Repair & Maintenance and Civil works, hostel facilities, etc of the existing TEIs (SCERTs/DIETs/BITEs)

State has proposed an amount of Rs. 206.74 lakhs for the same. The appraisal team has **not recommended the same** because this proposal was already approved in 2018-19.

b) Establishment of Institutions – NR

State has proposed an amount of Rs. 1240 lakhs for Construction of New DIET Building (Previous Year). The appraisal team has **not recommended the same** because this proposal was already approved in 2018-19.

c) Establishment of Special Cells in SCERT

State has proposed an amount of Rs. 10.00 lakhs for establishing 1 Special Cells (Education Technology/Computer) in SCERT. The appraisal team has **not recommended** because it's one time grant, which was already approved in 2018-19.

d) Equipment in Teacher Education institutions

State has proposed an amount of Rs. 85 lakhs under equipment head for 17 DIETs @Rs. 5Lakh per DIET. The appraisal team has **not been recommended** because it's one time grant, which was already approved in 2018-19.

II) Recurring

1) Salary of Teacher Educators:

a) DIET: As per the revised scheme of Teacher Education Salary component is admissible for posts sanctioned and filled up after 2012.

The state has proposed an amount of **Rs. 2298.50 lakh** for salary of Academic Staff. The Salary component of DIET faculties have been calculated in respect of the posts sanctioned and filled up after 2012 as **Rs. 1379.10 lakh is recommended.** (Note: Total amount of salary for teacher educators worked out as per the scheme.)

2) Programme & Activities, faculty development & Specific Research

State has proposed an amount of Rs. 383.2 lakh under this head for SCERT and DIETs. The proposal and recommendation institution wise under this head are as given in the table below:
(Rs. In lakh)

S. No.	Activity	Proposal			Recommendation		
		Phy	Fin	Total	Phy	Fin	Total
1	Faculty development (DIET)	17	1	17	0	0	0
2	Program & Activities (DIET)	17	8.6	146.2	17	8.6	146.2
3	Specific projects for Research activities (DIET)	17	10	170	17	10	170
6	Faculty development (SCERT)	1	10	10	0	0	0
7	Program & Activities (SCERT)	1	20	20	1	20	20
8	Specific programme for Research activities (SCERT)	1	20	20	1	20	20
	Total			383.2			356.2

3) Technology Support

a. Technology Support to TEIs (NR)

State has proposed an amount of Rs. 26.1 lakhs under this head for SCERT and DIETs @ Rs. 1.45 lakhs per TEI. The appraisal team has **not recommended** because it's one time grant, which was already approved in 2018-19 for 17 functional DIETs and SCERT.

b. Recurring Support on (Technology Support)

State has proposed an amount of Rs. 43.2 lakhs under this head for SCERT and DIETs @ Rs. 2.40 lakhs per TEI. The appraisal team has **not recommended** because the labs under non-recurring grant is still not functional.

4) Annual grant for TEIs.

Funds can be provided under Annual Grant for TEIs for day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books, stationary periodicals, small office and library equipment's, office expenses, etc.

(Rs. In lakh)

Activity	Proposal			Recommendation		
	Phy	Fin	Total	Phy	Fin	Total
SCERT	1	35.00	35.00	1	35.00	35.00
DIETs	17	10.00	170.00	17	10.00	170.00
Total			205.00			205.00

5) Training for Teacher Educators

State has proposed an amount of Rs. 5.76 lakhs under Residential Training program of Teacher Educators/DIET Principal/ DIET Faculty as Master Trainers @ Rs. 4800 per Head for 16 days training. The appraisal team has **not recommended** because this training is a part of integrated teacher training programme.

B) Teacher Training

1. Teacher Training at Elementary level.

The proposal and recommendation under this head are as given in the table below:

a. In-Service Training (Elementary)

(Rs. in Lakh)

Component	Proposed			Recommended		
	Phy.	Cost	Fin.	Phy.	Cost	Fin.
Class I & II	17221	0.025	430.525	17221	0.025	430.525
Class III to V	25832	0.025	645.8	25832	0.025	645.8
Class VI to VIII	30164	0.025	754.1	30164	0.025	754.1
Total			1830.42			1830.42

b. Training of Resource Persons & Master Trainers (Elementary)

(Rs. in Lakh)

Component	Proposed			Recommended		
	Phy.	Cost	Fin.	Phy.	Cost	Fin.

KRPs Training at State level (Class I to VIII)	485	0.06	29.1	485	0.06	29.1
SRPs Training by NIEPA at State Level (Class I to VIII)	100	0.02	2	97	0.02	1.94
KRPs Travel/Accommodation	582	0.25	145.5	582	0.25	145.5
Total			176.6			176.54

c. Training of Educational Administrators (Elementary)

(Rs. in Lakh)

Component	Proposed			Recommended		
	Phy	Cost	Fin.	Phy.	Cost	Fin.
Elementary Level (Classes I to VIII)	261	0.03	7.83	0	0	0
Total			7.83			0

Not recommended, because it is a part of Integrated Teacher Training programme.

2. Teacher Training at Secondary & Sr. Secondary level.

The proposal and recommendation under this head are as given in the table below:

a. In-Service Training IX - XII (Secondary)

(Rs. in Lakh)

Component	Proposed			Recommended		
	Phy.	Cost	Fin.	Phy.	Cost	Fin.
Class IX to X	26166	0.03	784.98	15775	0.025	394.375
Class XI to XII	8016	0.03	240.48	8016	0.025	200.4
Physical Educational Instructors on Yoga	3850	0.018	69.3	3850	0.015	57.75
Total			1094.76			652.52

b) Induction Training (Secondary)

(Rs. in Lakh)

Component	Proposed			Recommended		
	Phy.	Cost	Fin.	Phy.	Cost	Fin.
Secondary	2684	0.05	134.2	2684	0.05	134.2
Total			134.2			134.2

c) **Training of Resource Persons & Master Trainers (Secondary)**

(Rs. in Lakh)

Component	Proposed			Recommended		
	Phy.	Cost	Fin.	Phy.	Cost	Fin.
Master Trainers/Key Resource Persons (KRPs) Training for Class IX to X	1200	0.025	30	751	0.025	18.775
Master Trainers/Key Resource Persons (KRPs) Training for Class XI & XII	362	0.02	7.24	362	0.02	7.24
Total			37.24			26.02

d) **School Leadership Training of Head Teachers/ Principals/RPs (Secondary)**

(Rs. in Lakh)

Component	Proposed			Recommended		
	Phy.	Cost	Fin.	Phy.	Cost	Fin.
Training of SRGs (IX to XII)	110	0.025	2.75	110	0.025	2.75
Training of HMs (SLDP)	2235	0.048	107.28	1000	0.048	48
Total			110.03			50.75

e) **Training of Educational Administrators (Secondary)**

(Rs. in Lakh)

Component	Proposed			Recommended		
	Phy.	Cost	Fin.	Phy.	Cost	Fin.
Secondary Level (Classes IX to X)	22	0.03	0.66	22	0.03	0.66
Total			0.66			0.66

C) **Academic Support through BRC/URC/CRC**

i. **Information about Block Resource Centres (BRCs)**

Total no. of Blocks	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited
146	146	146	876	786

ii. **Information about Cluster Resource Centres (CRCs)**

Total no. of Clusters	CRCs sanctioned	CRCs functional	CRPs sanctioned	CRPs recruited
1499	1499	1499	1499	1499

iii. **Recruitment position**

Category	Sanctioned by State	Recruited as on date of appraisal	Vacancies as per norm	% of Vacancies
BRPs	876	876	0	-
CWSN RPs	274	274	0	-
CRPs	1499	1499	0	-
MIS Coordinator	142	119	23	16.2%
Data Entry operator	432	259	0	-
Accountant –cum- support staff	436	321	64*	16.63%

*As per norm, per 50 schools, one accountant-cum-support staff may be recruited. Punjab have 19245 Elementary schools, as per that only 385 accountant-cum-support staff may be recruited.

Proposal and Recommendation of Academic Support through BRC/ URC for 2019-20

a) **Proposal and Recommendation of BRC/ URC**

(Rs. in Lakh)

Component	Proposed			Recommended		
	Phy.	Cost	Fin.	Phy.	Cost	Fin.
Provision for BRCs/URCs						
Salary for 6 Resource Persons at BRC	876	5.136	4499.136	876	3.12	2733.12
Salary for 2 Resource Persons for CWSN	274	3.999	1095.726	274	3.999	1095.726
Salary for 1 MIS Coordinator in position	142	3.996	567.432	119	3.9984	475.8096
Salary for 1 Data Entry Operator in position	259	3.996	1034.964	142	3.9984	567.7728
Salary for 1 Accountant-cum-support staff	321	3.996	1282.716	321	3.9984	1283.4864

TLE/TLM Grant	146	0.02	2.92	142	0.02	2.84
Contingency Grant	146	0.5324	77.7304	142	0.5	71
Meeting, TA	146	0.02	2.92	142	0.2	28.4
Maintenance Grant	146	0.005	0.73	0	0	0
Additional Grant for Support to Secondary Level	146	0.38966	56.89036	0	0	0
Total			8621.16			6258.15

b) Proposal and Recommendation CRCs

(Rs. in Lakh)

Component	Proposed			Recommended		
	Phy.	Cost	Fin.	Phy.	Cost	Fin.
Provision for BRCs/URCs						
Salary for CRC Coordinator (one)	1499	5.12	7674.88	1499	3.12	4676.88
Contingency Grant	1499	0.2	299.8	1499	0.1	149.9
Meeting, TA	1499	0.15	224.85	1499	0.1	149.9
Mobility Support for CRC(Strengthening of CRC)	73036	0.01	730.36	19245	0.01	192.45
Total			8929.89			5169.13

**Strengthening of CRCs: Under Mobility for CRCs, Rs 1000 per school for 19245 elementary govt schools (UDISE 2017-18) has been recommended. Each CRP is required to make at least 5 visits (Rs. 1000 @ Rs. 200 per visit) of the same school per year and the report for each school visit should be submitted online.*

11. Use of Information and Communication Technology (ICT)

12. PROGRESS ICT: PUNJAB

Progress of ICT		
	Elementary Schools	Secondary Schools
Total Schools approved till 2018-19	0	3897
Total Schools completed 5 years	0	3566
No. of schools functional	0	0
No. of Schools not started	0	331
No. of schools surrendered	0	0

2. CURRENT PROPOSAL: ELEMENTARY

(Amount in Lakhs)

Sr. No	Details	Proposal			Recommendation		
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.
Non-Recurring							
1	Tablets/Laptop/Notebook/PCs	2667	6	16002	0	0	0
2	Operating System / Softwares	2667	0.2	533.4	0	0	0
3	Furniture	2667	0.2	533.4	0	0	0
Total Non-Recurring				17068.8			0

Observation: Not recommended as there are 331 schools which are not functional as per progress report of ICT in PMS.

3. CURRENT PROPOSAL: SECONDARY

(Amount in Lakhs)

Sr. No	Details	Proposal			Recommendation		
		Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.
Non-Recurring							
1	Tablets/Laptop/Notebook/PCs	3184	6	19104	0	0	0
2	Operating System / Softwares	3184	0.2	636.8	0	0	0
3	Furniture	3184	0.2	636.8	0	0	0
Total Non-Recurring				20377.6			0

Observation: Not recommended as there are 331 schools which are not functional as per progress report of ICT in PMS.

12. Assessment at National and State level

1. Performance Grading Index: Learning Outcomes and Quality

Indicator No.	Indicator	Data Source	Weight	Score	Grade	Gap	Comment
1.1.1	% of Elementary schools which have displayed class wise Learning Outcomes	Shagun	20	100	20	0	More focus needs to be given and special emphasis to be provided to improve the learning levels.
1.1.2	Average Language score in Class 3 - Govt and aided schools	NAS	20	63	18	2	
1.1.3	Average Mathematics score in Class 3 - Govt and aided schools	NAS	20	56	16	4	
1.1.4	Average Language score in Class 5 - Govt and aided schools	NAS	20	50	14	6	
1.1.5	Average Mathematics score in Class 5 - Govt and aided schools	NAS	20	43	12	8	
1.1.6	Average Language score in Class 8 - Govt and aided schools	NAS	20	54	16	4	
1.1.7	Average Mathematics score in Class 8 - Govt and aided schools	NAS	20	31	10	10	
1.1.8	Average Science score in Class 8 - Govt and aided schools	NAS	20	37	10	10	
1.1.9	Average Social Science score in Class 8- Govt and aided schools	NAS	20	35	10	10	
	Learning Outcomes: Total Domain Weight		180		126	54	

Based on the Performance Grading Index (PGI), the Learning Outcomes has been measures and analysed.

The explanatory points for PGI areas follows:

Weight: Each of the 70 indicators is assigned a weight of either 10 or 20 points.

Score: Score is the data uploaded by the State/UT on SHAGUN portal or as available in UDISE or NAS portals for each of the 70 indicators

Grade: Scores against each indicator have been divided into 10 groups as below:

Achievement (in %)	Points
Between 1 – 10	1
Between 11 – 20	2
Between 21 – 30	3
Between 31 – 40	4
Between 41 – 50	5
Between 51 – 60	6
Between 61 – 70	7
Between 71 – 80	8
Between 81 – 90	9
Between 91 – 100	10

Thus a State/UT, whose performance against an indicator is 91% of the benchmark of an indicator or above, is given maximum points (10 or 20 whichever is applicable for that indicator). However, in the case of a few indicators, where a lower value is considered desirable e.g. single teacher schools, higher grade is assigned for lower values i.e. a score of 91% in such cases is given minimum points.

Gap: Gap is the difference between the Weight (col.5) and the Grade (col. 8) achieved by the State/UT.

2. Proposal for 2019-20 : SCHOOL BASED ASSESSMENT

The Department of School Education and Literacy, MHRD has decided to take up a major initiative to implement, 'A School Based Assessment (SBA)' throughout the country in 2019. SBA will be used to improve the quality of learning in the schools. The implementation of SBA is a logical continuum to the quantitative assessment of the National Achievement Survey (NAS) and serves as a precursor to the next NAS which is going to be held in 2020. Both SBA and NAS, in tandem, would provide holistically, the assessment of the learning levels as well as the interventions for improving them. The major objective of the SBA is to empower the teachers to improve the learning levels of the students.

A framework to improve the quality of learning through SBA in the schools is being suggested which would focus on bringing in its ambit school leaders, teachers and the whole network of officials at Blocks, District Institute of Educational Training (DIETs), State Council of Educational Research and Training (SCERT) and the Directorates of Education in different States and UTs. Major features of SBA are:

- Collection of multiple evidences of students' learning
- Non-standardized assessment to link to individual learning styles of each child
- Self and/or peer assessment to be used in conjunction with teacher assessment
- Assessment of personal social qualities

- Feedback mechanism allowing the teacher to give immediate and constructive feedback to students.
- Assessment done in a non-threatening manner
- Involvement of the community in the learning process

SBA would involve in its framework ‘a whole school approach’ which involves the participation of the community in the learning process. Students’ progress would be discussed with the parents and shared with the SMCs and suggestions would be sought. In implementing the SBA, emphasis will be on on-site mentoring by the Cluster Resource Center Coordinator (CRCC). Each CRCC has 12 -15 schools for giving the on-site support. The CRCCs would nurture and support the teachers on a regular basis by demonstrating themselves and also by observing the Classroom transactions and sharing feedback. These visits to each school would be at least once in 15 days. Also, teachers would be encouraged to participate in quality circles within the clusters. The entire ambit of the educational structure in the State machinery i.e. the teachers, cluster, blocks, DIETs, SCERTs and the Directorates of Education will be mobilized to implement SBA at the National level. States would develop a regulatory mechanism of supervision and support throughout the channel to make for its smooth functioning. The recommendation for 2019-20:

Proposal and Recommendation Assessment at State level (Elementary)- 2019-20

Rs. in Lakh

Activity	Phy.	Unit Cost	Fin.	Phy.	Unit Cost	Fin.	Appraiser Remarks
Assessment at State level	22	20	440	22	10	220	An amount of Rs. 220 lakh is recommended for 22 districts @ Rs.10 lakh. School Based Assessment (SBA) will be conducted in 2019. SCERT will be the nodal agency for capacity building & implementing SBA at State and District level. SBA will cover DIETs, BRCs, CRCs, Schools and Teachers. A detailed manual on SBA will be shared by NCERT for implementation of SBA.
Total	22		440	22		220	

School Based Assessment: An amount of Rs. 220 lakh is recommended. School Based Assessment (SBA) will be conducted in 2019. SCERT will be the nodal agency for capacity building & implementing SBA at State and District level. SBA will cover DIETs, BRCs, CRCs, Schools and Teachers. A detailed manual/guideline on SBA will be shared by NCERT for implementation of SBA.

13. Vocational Education

Background

Till PAB 2018-19, 955 schools have been approved for the introduction of Vocational Education from class 9th for the state. Out of these, 780 schools have implemented vocational education with an enrolment of 89480 students.

Year Wise Approval

Year of Approval	No. of Schools Approved
2014 – 15	100
2015 – 16	300
2016 – 17	380
2018 – 19	175

Implementation Status

Reported in PMS		As per AWP & B 2018-19	
No. of Schools Implemented	Current Enrolment	No. of Schools Implemented	Current Enrolment
399	42992	780	89480

Observations

- A major concern is the non-procurement of tools & Equipment for vocational education in 380 schools where vocational education is being implemented. It is pertinent to mention that without practical training vocational education is of no use. The state needs to procure tools and equipment on priority in the schools
- Vocational Education is yet to be implemented in 175 schools approved in PAB 2018-19.
- The state needs to update data on PMS as enrolment data on PMS not matching the data provided in AWP & B.
- The total funds approved by PAB 2018 – 19 for vocational education were Rs. 7102.66 Lakhs. The state has reported expenditure of Rs. 3833 Lakhs. No information given regarding funds received and unspent amount lying with the state.
- Placement data: 1767 students had shown interest in placement. But only 505 students turned up on the day of placement and out of these 480 candidates were placed. 14 students opted self-employment and rest 1486 opted for higher education other than vocational education.

- The state is advised to develop a robust planning and monitoring mechanism at district level.

Proposal 2019 – 20

The State has proposed only recurring costs for the existing schools. There is no new proposal for introduction of Vocational Education in schools.

Recommendation

- The state may be advised to procure tools equipment for Vocational education in 380 schools approved in 2016-17 and 175 schools approved in 2018-19 on priority.
- The state may advised to operationalize Vocational education in 175 schools from July 2019.
- PAB may consider approving Recurring costs amounting to **Rs. 6388.65 Lakhs** for existing 955 Schools. Detailed costing is at **Annexure 1**.

14. Community Mobilization & Media

XII. Media, Community & Training of SMC/SDMC and conduct of Monthly meetings of SMC/SDMC in Schools and uploading a report in PMS /Portal and incentives to the nominated parents

Name of the State: Punjab

I. Proposal 2019-20

A. Media and Community mobilization: (Elementary)

The state proposed budget estimate for under taking media and community mobilization in 15625 elementary schools with a unit cost of **Rs.1500** (unit cost). i.e. 15625 (No. of School) x Rs.1500/- (unit cost) = **Rs. 234,37,500/-**.

During the appraisal the state has been advised that an amount of Rs.1500/- is providing for Media and Community Mobilisation activities i.e. Media activities(Display of Logo) is Rs.1000/- and Community Mobilisation (Monthly report uploading in the common portal about the monthly meeting of the SMC/SDMC carried out by the school every month) is Rs.500/-.

The State/UT has to undertake these activities duly have a specific plan. *i.e. A logo of Samagra Shiksha along with the facilities available under Samagra Shiksha such as free text books, free uniforms etc should be displayed at prominent place in each school through wall painting or Display board.

B. Training of SMC/SDMC i.e. Capacity building of SMC/SDMC: (Elementary)

The state proposed budget estimate for under taking training of SMC/SDMC in 15625 elementary schools with a unit cost of Rs.3000 (unit cost). i.e. 15625 (No. of School) x Rs.3000/- (unit cost) = **Rs.468,75,000/-**.

During the appraisal the state has been informed to undertake (i) Training of SMC/SDMC i.e. Capacity building of SMC/SDMC and (ii) Conduct of monthly meetings in schools by the SMC/SDMCs, incentives to the nominated parents with a unit cost of **Rs.3000/-** elementary per school.

C. Media and Community mobilization: (Secondary)

The state proposed budget estimate for under taking media and community mobilization in 3665 secondary schools with a unit cost of Rs.1500 (unit cost). i.e. 3665 (No. of School) x Rs.1500/- (unit cost) = **Rs. 54,97,500/-**.

During the appraisal the state has been advised that an amount of Rs.1500/- is providing for Media and Community Mobilisation activities i.e. Media activities(Display of Logo) is Rs.1000/- and Community Mobilisation (Monthly report uploading in the common portal about the monthly meeting of the SMC/SDMC carried out by the school every month) is Rs.500/-.

The State/UT has to undertake these activities duly have a specific plan. *i.e. A logo of Samagra Shiksha along with the facilities available under Samagra Shiksha such as free text books, free uniforms etc should be displayed at prominent place in each school through wall painting or Display board.

D. Training of SMC/SDMC i.e. Capacity building of SMC/SDMC: (Secondary)

The state proposed budget estimate for under taking training of SMC/SDMC in 3665 secondary schools with a unit cost of Rs.3000 (unit cost). i.e.3665 (No. of School) x Rs.3000/- (unit cost) = **Rs.109,95,000 /-**.

During the appraisal the state has been informed to undertake (i)Training of SMC/SDMC i.e. Capacity building of SMC/SDMC and (ii) Conduct of monthly meetings in schools by the SMC/SDMCs, incentives to the nominated parents with a unit cost of **Rs.3000/-** secondary per school.

II. Details of the Proposal 2019-20(Elementary & Secondary)

The State has prepared the proposal in the similar lines of 2018-19 during the appraisal advice the State to undertake Media and community and Training of SMC/SDMC activities as mentioned above i.e. during the appraisal.

III. Appraisal and Recommendation 2019-20

A. Media, Community mobilization: (Elementary)

As per the UDISE 2017-18 the number of **elementary schools** is **15625**. The State has proposed **15625** elementary schools. The State proposed schools are as per UDISE 2017-18, hence considered 15625 elementary school. The recommended budget estimate for under taking media and community mobilization is Rs.1500 (unit cost) x 15625 (No. of School) = **Rs.234,37,500 /-** [(i)**Media activities**:*Display of logo of Samagra Shiksha (SS) in Government school, amount allocated is : Rs.1000/- x 15625 Elementary school = **Rs. 156,25,000/-** + (ii) **Community Mobilization Activities**: Monthly report uploading in the common portal about the monthly meeting of the SMC/SDMC carried out by the school every month, amount allocated is Rs.500/- per year x 15625 Elementary School = **Rs. 78,12,500/-**. The State/UT has to undertake these activities duly have a specific plan. *i.e. A logo of Samagra Shiksha along with the facilities available under Samagra Shiksha such as

free text books, free uniforms etc should be displayed at prominent place in each school through wall painting or Display board.

B. Training of SMC/SDMC i.e. Capacity building of SMC/SDMC and Conduct of monthly meetings in schools by the SMC/SDMCs, and incentives to the nominated parents: (Elementary)

As per the UDISE 2017-18 the numbers of elementary schools are **15625**. The State has proposed **15625** elementary schools. The State proposed schools are as per UDISE 2017-18, hence considered **15625** elementary school. The recommended budget estimate for under taking activities (i) Training of SMC/SDMC i.e. Capacity building of SMC/SDMC and (ii) Conduct of monthly meetings in schools by the SMC/SDMCs and incentives to the nominated parents is **Rs.3000/- (unit cost) x 15625 (No of School) = Rs.468,75,000/-**. The State/UT has to undertake these activities duly have a specific plan.

C. Media, Community mobilization (Secondary)

As per the UDISE 2017-18 the number of **Secondary schools** is 3665. The State has proposed **3665 secondary** schools. The State proposed schools are as per UDISE 2017-18, hence considered 3665 Secondary schools. The recommended budget estimate for under taking media and community mobilization is Rs.1500 (unit cost) x 3665 (No. of School) = **Rs.54,97,500/-** [(i) **Media activities:***Display of logo of Samagra Shiksha (SS) in Government school, amount allocated is : Rs.1000/- x 3665 Secondary school = **Rs.36,65,000 /-** + (ii) **Community Mobilization Activities:** Monthly report uploading in the common portal about the monthly meeting of the SMC/SDMC carried out by the school every month, amount allocated is Rs.500/- per year x 3665 Secondary School = **Rs. 18,32,500/-**). The State/UT has to undertake these activities duly have a specific plan *i.e. A logo of Samagra Shiksha along with the facilities available under Samagra Shiksha such as free text books, free uniforms etc should be displayed at prominent place in each school through wall painting or Display board.

D. Training of SMC/SDMC i.e. Capacity building of SMC/SDMC and Conduct of monthly meetings in schools by the SMC/SDMCs, and incentives to the nominated parents: (Secondary)

As per the UDISE 2017-18 the numbers of Secondary schools are 3665. The State has proposed **3665 secondary** schools. The State proposed schools are as per UDISE 2017-18, hence considered 3665 Secondary schools. The recommended budget estimate for under taking activities (i) Training of SMC/SDMC i.e. Capacity building of SMC/SDMC and (ii) Conduct of monthly meetings in schools by the SMC/SDMCs and incentives to the nominated parents is **Rs.3000/- (unit cost) x 3665 (No. of School) = Rs. 109, 95,000/-**. The State/UT has to undertake these activities duly have a specific plan.

IV. Appraisal observations:

The State has conducted all the media and community mobilization activates even though not received funds

V. Progress 2018-19

Progress in 2018-19 Media & Community Mobilisation

State	Media & Community Mobilization activities			
	PAB(2018-19) Physical Approval	Financial	State Achievement	
			Physical	Financial
Elementary	15625	468.74	15625	0
Secondary	3665	109.94	3665	0
		578.68		0

The State has conducted all the media and community mobilization activities for elementary and secondary even though not received funds

Progress in 2018-19 Training of SMC/SDMCs

State	Training of SMC/SDMCs			
	PAB (2018-19) Physical Approval	Financial	State Achievement	
			Physical	Financial
Elementary	15625	468.74	15625 Schools SMC/SDMC training conducted. In each school tentatively 78125 members were trained.	0
Secondary	3665	109.94	3656 Schools SMC/SDMC training conducted. In each school tentatively 18280 members were trained.	0

The State has conducted all the Training of the SMC activities for elementary and secondary even though not received funds.

The State is having SMCs for both Primary and Secondary.

Media & Community Mobilization Progress for the year 2018-19 (Elementary & Secondary)

- 1) Below activities were undertaken by State to enhance awareness among education administrators, PRI members, Teachers, Children, SMC and other community members on child entitlements under RTE Act.
- SMC members were trained on the topics of RTE Rules, U-DISE, Responsibilities and Duties of SMC members, awareness regarding School Development Plan, Awareness regarding Primary Education, Protection of Environment, holding regular PTM meetings, effective implementation of MDM, Swachh Bharat Abhiyan, Prevention of Gender discrimination by encouraging Girls education, Issues related to CWSN & how to ensure their inclusion in school system/ensuring retention, facilities provided by state & centre govt to promote education, Ensuring retention, Guidance to carry out Civil works activities, Financial rules under schemes of SSA/RMSA/MDM etc.

- Apart from this, teachers were sensitized during training programmes for active involvement of community in school system.
- Besides this, tableaux on provisions & achievements of SSA mission, RTE were showcased during district administrations' ceremonial functions on Independence Day & Republic Day respectively.

2) Activities undertaken for focused community awareness and mobilization programmes in EBBs and SFDs.

During meeting of the District Education Development Committee (DEDC) headed by Dy. Commissioner of the concerned district, officials along with district administration, community leaders were sensitized to aware community about various schemes in Govt. Schools under RTE and significance of education in development of an Individual human being, society and nation.

3) Strategies adopted to create awareness on decentralized local grievance redressal system

The state has created a Grievance Redressal Cell at the SPO Level. The State has created a toll free number 1800 13722 15 (Timings: 09:00 AM to 05:00 PM) for grievance redressal and its entry is created by concerned executive on web portal www.ssapunjab.org under the link Public Grievance Link. Complainant can do the complaint on its own also. After analyzing the complaint, it is forwarded to concerned officer/department for its redressal. Nature of complaints received is of formation of SMC's, related to education, Scholarships, and Uniforms. Even the employees can register their complaints for its redressal. Suitable action is taken within 24 hours from the registration of the complaint/grievance to redress the same.

4) Awareness on roles and responsibilities of defined structures and committees under RTE

During PTM, SMC meetings & school annual day functions, the role and responsibility of community in education system is apprised to local civilians. Apart from this awareness about RTE Provisions is disseminated during various district/block/cluster/school/village level academic/sports/ cultural competitions /festivals /programmes.

5) Status on preparation of **activity mapping** for functions of Local Authority and PRI. Under section 9 of RTE Act state of Punjab has issued the guidelines to develop the functions as per act.

6) State/UT initiatives for creation of awareness in urban areas. Training on various issues of **vidyanjali program, MDM and National integration, bad effects of taking drugs and RTI, Shaal Sidhi, school development plan, RTE Act, Rules and other schemes of state and centre govt and U-DISE**

7) In state of Punjab every pvt. Unaided school has been recognized by the state govt. under RTE Act.

8) Financial status of Campaigns and activities undertaken by the districts/state under 0.5% norm in 2016-17

Activities undertaken	Major outcomes	Exp.(Rs. in Lacs)	Remarks
Display of Tableau during Republic Day Parade	To aware the community about schemes /achievements of SSA Mission	Approx 5 Lacs	Under Progress

Details of the Training of SMC/SDMCs

Elementary & Secondary

During the year 2018-19, an amount of Rs. 578.68 lakhs was approved by PAB for imparting 3 days non-residential training to 118272 SMC members. Due to less receipt of funds from GOI during the year 2018-19, state conducted training of SMC members through EDUSAT network. The topics covered under training were RTE Rules, U-DISE, Responsibilities and Duties of SMC members, awareness regarding School Development Plan, Awareness regarding Primary Education, CCE, Protection of Environment, holding regular PTM meetings, effective implementation of MDM, Swachh Bharat Abhiyan, Prevention of Gender discrimination by encouraging Girls education, Issues related to CWSN & how to ensure their inclusion in school system/ensuring retention, facilities provided by state & centre govt. to promote education, Ensuring retention, Guidance to carry out Civil works activities, Financial rules under schemes of SSA/RMSA/MDM etc.

State level officers working under schemes of SSA, RMSA & MDM and for state schemes were engaged as Resource persons for imparting training to SMC/SDMC members on above mentioned topics. The training programme was conducted effectively with a positive response from the trainees.

VI. Proposal 2019-20

Proposal of Media & Community Mobilization for the year 2019-20

During the year 2019-20, an amount of Rs 234.37 lakh is being proposed for 15625 Elementary schools and Rs. 54.97 lakhs is required 3665 secondary schools for Community & Media activities.

Districts Covered	Activities proposed	Major Outcomes to be expected
All(22)	Enrolment Drives Campaign	To identify OOSC, drop out children and enrollment of girls in KGBV hostels/Residential hostels through various mass communication tools and campaign

Districts Covered	Activities proposed	Major Outcomes to be expected
12	Awareness programmes in SFD's.(Amritsar, Bathinda, Faridkot, Fatehgarh Sahib, Hoshiarpur, Jalandhar, Kapurthala, Mansa, Moga, Muktsar, Nawanshahar, Sangrur)	Awareness on importance of education and child entitlements under RTE among stakeholders through cultural fest
21	Community Awareness in EBB's (21) :- Distt- Bathinda (Maur, Sangat, Tawandi) Distt- Ferozepur (Abohar, Fazilka, Ferozepur, Jalalabad, Khuian Sarwar, Mamdot) Distt- Mansa (Bhikhi, Budhlada, Jhunir, Mansa, Sardulgarh) Distt- Muktsar (Lambi, Muktsar) Distt- Patiala (Patran) Distt- Sangrur (Andana, Lehragaga, Sunam) Distt- Tarn Taran (Valtoha)	Gender Sensitization and awareness on girls education and KGBV hostels
All (22)	Awareness on Grievance Redressal Mechanism	Awareness on child entitlements under RTE and its grievance redressal mechanism
11	Awareness about Beti Bachao Beti Padhao Programme in 11 District	Awareness about importance of girl's education and gender sensitization among all stakeholders. Ensure equity in all classrooms and community.
22	Annual Day Functions, Parents-Teacher Meet, Rallies, Special Campaign, Nukkar Natak, Display of Tableau On National Days	Awareness about achievements of students, reflection of their learning to community

Proposal of Training of the SMC for the year 2019-20

Proposal for SMC Trainings for 2019-20

	Physical	Unit Cost (in lakhs)	Financial (in lakhs)
Elementary	15625	0.03	468.75
Secondary	3665	0.03	109.95

The State will under (i) Training of SMC i.e. Capacity building of SMC for elementary and secondary schools and (ii) Conduct of monthly meetings in elementary and secondary schools

by the SMC and incentives to the nominated parents at the cost of is Rs.3000/- (**unit cost**). The State/UT has to undertake these activities duly have a specific plan.

VII .Structure of the SMC for Elementary and Secondary

Sr. No.	SMC Members	Designation
1	Chairman	Parents of Students
2	Vice-Chairman	Parents of Students
3	Member Secretary/Convenor	Principal/Head/Head Teacher
4	Member	Senior Most Teacher
5	Member	Educationist
6	Member	Local Community Panchayat Member/MCD
7	Member	Parents
8	Member	Parents of Students Female
9	Member	Parents of Students Female
10	Member	Parents of Students Female
11	Member	Parents of Students Female
12	Member	Parents of Students Female
	TOTAL	12

In compliance with the provision of the RTE Act, in State of Punjab the School Management Committees have been formed for all the govt. schools, the constitution of the committees is as follows:-

A School Management Committee consists of 12 members:-

- Out of whom 9 members from the parents or guardians of the students of the school concerned. Out of whom at least 50% are women and proportionate representation is given to the parents or guardians belonging to disadvantaged groups and weaker sections.
- 1 member from the elected members of the local authority as decided by the local authority.
- 1 member from the teachers as decided by the teachers of the school.
- Remaining 1 member from the local educationists or from amongst the students in the school to be decided by the students themselves.
- The Head Teacher of the school or where the school does not have a Head Teacher, the senior most teacher of a school is the ex-officio member but he has not any right to vote.
- While constituting School Management Committee it is ensured that women representation in the committee is not less than 50%.
- The School Management Committee meets at least once a month and the minutes and decisions taken during its meetings are properly recorded and made available to the public.

The School Management Committees elect a chairperson and a vice-chairperson from amongst the non-official members to manage its affairs. The Head Teacher of the school or

where the school does not have a Head Teacher, the senior most teacher of the school shall be ex-officio Member-Secretary & convener of the School Management Committee.

Functions performed by School Management Committees are as follows:-

The School Management Committees, in addition to the functions specified in clauses (a) to (c) of sub-section (2) of section 21, perform the following functions:-

- (a) Communicate in a simple and creative way to the people in the neighborhood of the school, the rights of the child as enunciated in the Act and the duties of the State Government, Local Authority, school, parent and guardian, to impart education to the children;
- (b) Ensure the implementation of clauses (a) to (e) of sub-section (1) of section 24, and section 28;
- (c) Ensure that as far as possible, the teachers are not burdened with non- academic duties other than those specified under section 27;
- (d) Ensure the enrolment and continued attendance of all the children from the neighborhood in the school;
- (e) Ensure the maintenance of the norms and standards specified in the Schedule;
- (f) Bring to the notice of the local authority any deviation from the rights of the child, in particular mental and physical harassment of the children, denial of admission, and timely provision of free entitlement as per provisions of sub-section (2) of section 3;
- (g) Identify the needs, prepare a plan and ensure the implementation of the provisions of section 4;
- (h) Monitor the identification and enrolment of and facilities for learning by disabled children, and ensure their participation in, and completion of elementary education;
- (i) Plan and monitor the service of mid-day meal in the school;
- (j) Prepare an annual account of receipts and expenditure of the school; and
- (k) Monitor that the teachers take all measures to improve the quality of education of the students in the school.

Any money received by the School Management Committee for the discharge of its functions under the Act, is kept in a separate account, to be made available for audit every year.

VIII. No. of SMCs and no. of members

SMC

No. of Elementary Schools	No. of SMCs	No. of Members in each SMC
15549	15625	12

SMC

No. of Secondary Schools	No. of SMCs	No. of Members in each SDMCs
3656	3665	12

IX. UDISE 2017-18

Punjab State –UDISE 2017-18	
School Category	Govt. Schools
1- Primary only with grades 1 to 5	12953
2- Upper Primary with grades 1 to 8	3
4- Upper Primary only with grades 6 to 8	2669
Elementary	15625
3- Higher Secondary with grades 1 to 12	30
5- Higher Secondary with grades 6 to 12	1930
6- Secondary/Sr. Sec. with grades 1 to 10	7
7- Secondary/Sr. Sec. with grades 6 to 10	1685
10- Higher Secondary with grades 9 to 12	3
11- Hr. Sec. /Jr. College only with grades 11 & 12	10
Secondary	3665

Best Practices:

Photographs for Media/ Community Mobilization Activities conducted by State of Punjab

बाल दिवस पर प्राइमरी स्कूलों में प्री-प्राइमरी बाल मेला आयोजित



बाल दिवस मौके राज्य स्तरीय प्री-प्राइमरी बाल मेलों में छोटे-छोटे बच्चे प्रस्तुतीकरण करते हुए। (छाया : अमरजीत सिंह)

एस. ए. एस. नगर, 14 नवम्बर (ललिता जामवाल) : बाल दिवस पर प्री-प्राइमरी खेल महल की शुरुआत का एक वर्ष पूरा होने पर आयोजित प्री-प्राइमरी बाल मेला-2018 दौरान तीन से छह वर्ष के नन्हे मुन्हे बच्चों की सर्वपक्षीय विकास को पेश कस्ती गुणात्मक प्रस्तुतीकरण ने शिक्षा विभाग के प्राइमरी स्कूलों में प्री-प्राइमरी खेल महल को शुरू करने के फैसले पर सफलता की मोहर लगा दी है। सचिव स्कूल

शिक्षा विभाग पंजाब कृष्ण कुमार के दिशा निर्देशों अनुसार शिक्षा विभाग द्वारा राज्य स्तरीय प्री-प्राइमरी बाल मेला सस्कारी प्राइमरी स्कूल फेज़ 2 में करवाया गया, जिसमें मुख्य मेहमान के तौर पर इंद्रजीत सिंह डीपीआई एलिमेंट्री शिक्षा पंजाब ने शिखत की।

इस मौके पंजाब के समूह अध्यापकों, परिजनों और प्री-प्राइमरी बच्चों को बाल दिवस की बधाई दी और आयोजित बाल मेलो

की प्रशंसा करते हुए डीपीआई एलिमेंट्री इंद्रजीत सिंह ने कहा कि उनको बहुत ही खुशी और मान महसूस हो रहा है कि अध्यापकों ने लगन और मेहनत के साथ प्री-प्राइमरी का बहुत ही बेहतरीन नतीजा पेश किया है, यह विद्यार्थियों का बच्चों के मां बाप सामने मंच पर आकर पेशकारी करना अपने आप में ही उत्तम परिणाम है, जिसके लिए समूह अध्यापक, ज़िला शिक्षा अधिकारी और स्टेट के प्री-प्राइमरी कोआरडीनेटर और ज़िला टीमों बधाई की पात्र हैं।

इस मौके स्टेट कोआरडीनेटर पढ़ो पंजाब पढ़ाओ पंजाब डा. दविंद्र सिंह बोहा, गुरप्रीत कौर धालीवाल डीईयो एलिमेंट्री एसएस नगर, बीपीईओ कृष्ण पुरी ने भी बच्चों पर मां बाप को उन की प्रस्तुतीकरण के लिए सराहा। इस बाल मेले दौरान बच्चों ने जहां स्कूलों के मंचों पर बाल कविताएं सुनाई वहां छोटे-छोटे बच्चों ने समूहों में कोरीओग्राफी भी पेश की। स्कूलों में बच्चों ने फैंसी ड्रेस मुकाबलों में भी भाग लिया।

सरकारी स्कूलों की कम्प्यूटर लैब के ज़िला स्तरीय स्वच्छता मुकाबले आयोजित

एस. ए. एस. नगर, 15 नवम्बर (ललिता जामवाल) : शिक्षा विभाग पंजाब द्वारा सरकारी स्कूलों में कम्प्यूटर शिक्षा देने के लिए कम्प्यूटर लैब बनाई गई है। पिछले दिनों में इन कम्प्यूटर लैबों के माध्यमिक और सैकेंडरी वर्गों के ज़िला स्तरीय मुकाबले करवाए गए। इन मुकाबलों के 44 विजेता स्कूलों को जल्द ही मुख्य कार्यालय में बुलाकर सम्मानित किया जाएगा। इस संबंधित जानकारी देते हुए संदीप नागर डिप्टी स्टेट प्रोजेक्ट डायरेक्टर ने बताया कि पंजाब के लगभग 6500 स्कूलों में कम्प्यूटर लैब चल रही हैं और इन लैब के दो वर्गों में स्वच्छता के आधार पर मुकाबले करवाए गए। पहले वर्ग में समूह माध्यमिक स्कूल और दूसरे वर्ग में

हाई और सीनियर सैकेंडरी स्कूल शामिल थे। यह मुकाबले ज़िला स्तर पर ही आयोजित करवाए गए जिसके लिए संबंधित ज़िला शिक्षा अधिकारी सैकेंडरी शिक्षा के नेतृत्व में प्रिंसीपल की टीम बनाई गई। जिन्होंने लैब की साफ सफाई, इंटरनेट की उपलब्धता, लैब में उपलब्ध हार्डवेयर की मैनटेनेंस, लैब की सुंदरता, कम्प्यूटर की शिक्षा को सुखद बनाने के लिए सीखने-सिखाने सामग्री का प्रस्तुतिकरण और शिक्षा की गुणवत्ता के आधार पर मुल्यांकन किया गया। इन मुकाबलों में ज़िला स्तर पर विजेता रहने वाले स्कूलों को डायरेक्टर जनरल स्कूल शिक्षा पंजाब प्रशांत गोयल और डीपीआई सैकेंडरी शिक्षा सुखजीतपाल सिंह ने बधाई दी।

प्राइमरी स्कूलों के बच्चों की मध्यवर्ती जांच संबंधी बैठक आयोजित

एस. ए. एस. नगर, 22 नवम्बर (ललिता जामवाल) : पंजाब के लगभग 13,000 सरकारी प्राइमरी स्कूलों में बच्चों के सीखने स्तर को ऊंचा उठाने के लिए शिक्षा विभाग द्वारा पढ़ो पंजाब, पढ़ाओ पंजाब प्रोजेक्ट के तहत वर्ष में तीन बार जांच की जाती है। बेस लायन उपरंत मध्यवर्ती जांच के लिए शिक्षा विभाग पंजाब द्वारा सचिव स्कूल शिक्षा पंजाब के दिशा निर्देशों अनुसार पंजाब स्कूल शिक्षा बोर्ड के आडिटेरियम में पंजाब भर के ज़िला शिक्षा अफसरों एलीमेंट्री, उप ज़िला शिक्षा अफसरों एलीमेंट्री, समूह प्रिंसीपल डायट, समूह ब्लाक प्राइमरी शिक्षा अफसरों, ब्लाक मास्टर ट्रेनरों और स्टेट की पढ़ो पंजाब टीम की विशेष बैठक आयोजित की गई, जिसमें 500 के करीब



बोर्ड के ओडीटेरियम में आयोजित बैठक का दृश्य। (छाया : अमरजीत सिंह) अध्यापकों और शिक्षा अधिकारियों ने भाग लिया। इस संबंधी जानकारी देते हुए शिक्षा विभाग के प्रवक्ता ने बताया कि शिक्षा विभाग द्वारा पहली बार पढ़ो पंजाब टीम के साथ-साथ बीपीईओ और ज़िला शिक्षा अधिकारियों को मध्यवर्ती जांच के लिए इकट्ठे प्रशिक्षण स्टेड कोयारडीनेटर पढ़ो पंजाब पढ़ाओ पंजाब डा. दविंद्र सिंह बोहा के नेतृत्व में दी गई, जिससे स्कूलों के विद्यार्थियों की पढ़ो पंजाब, पढ़ाओ पंजाब प्रोजेक्ट के अंतर्गत मध्यवर्ती जांच बाखूबी सिरे चढ़ी।

Bal magazines released in govt primary schools

Self-designed and handwritten by students of Classes I to V

AVNEET KAUR

JALANDHAR, NOVEMBER 25 To inculcate creative learning in students, 'Bal Magazines' of 955 government primary schools in the district were released on Saturday. These magazines are self-designed and handwritten by students of Classes I to V in which they have penned their feelings in verses and prose.

Their teachers have helped them compile the material in the magazines. Besides, teachers also edited their expressions.

Students have designed the magazines, including the cover page and inside pages. Poems, paintings, drawings and art and craft work of the students have been published in the magazines.

An official of the Education Department said, "Publishing magazines was one of the activities mentioned in the activity calendar of the department. With dedication and hard work, students have given an impressive look to the magazines. The due credit is also given to the students for their work in the magazine."

A teacher, who contributed to compile his school's magazine, said, "Students expressed their experiences of their day-to-day life. From their domestic experiences to cartoon shows and other contemporary gadgets were manifest-



Teachers show a copy of their school's magazine in Jalandhar; and (below) the content it carries. TRIBUNE PHOTOS



ed in their creations." Divulging more details, Varindervir Singh, district coordinator, Parho Punjab Parhao Punjab project, said, "To bring quality improvement in primary education, the Punjab Government has started the activity calendar in primary schools. Under it,

a number of activities are taking place. Besides academic development, special attention is being paid to co-curricular activities as well."

He said magazines of all government primary schools of the district had released their magazines. Depending on the fine quality and cre-

ativity, a few magazines will be selected and their writers will get appreciation certificates from District Education Officers, Varindervir added.

He said these magazines would also be presented at various functions of the Education Department for their promotion.



The Headmaster Stroke

Govt School Teachers Work To Eliminate The Line Dividing Government Schools And Expensive Private Schools

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Despite external appearances, it is not easy being a government school teacher. Over the last few years, many have been struggling for regular posts and salaries across Punjab. In the absence of assured income, they have been hard pressed to maintain their families. Still, there are others who have not lost track of a larger purpose — students' welfare.

These teachers have come together to overhaul infrastructure in as many as 1,700 schools. Efforts are on to take the number to 4,500.

Principals, head teachers and teachers are spearheading the change with the help of philanthropists.

Here are a few stories of faith and transformation.

Primary school teacher makes NHAI toll plaza

The grit, tenacity and commitment of a government primary school teacher forced National Highways Authority of India to change its acquisition plan on Ludhiana Chandigarh national highway, which is still being built.

SETTING AN EXAMPLE

Secretary education, Krishan Kumar gets pictures from the publishing schools. Every day, he picks the picture of one school and forwards it on WhatsApp groups of the education department. This motivates the others and generates healthy competition. The schools are promoting extra-curricular activities and helping students speak English.

TAKING THE LEAD

As school infrastructure is improved, teachers feel more motivated. They share ideas and help each other even while competing. Sometimes, we spend from our own pockets as bonding with schools and children has improved," says Ashok Baxra, principal, Government Senior Secondary School, Jansher Khans near Jalandhar. He has now been asked to guide other schools in the district.

For 11 years, Sanjeev Kumar, a teacher at Government Primary School, Ghudal village near Samrala in district Ludhiana, worked to construct a new school building with the help of philanthropists from the village.

In July, a team of NHAI officials told him to vacate the school in two months. "The NHAI planned to build a toll plaza here. They needed to build a toll plaza here. They needed to build the road for this and the school building was in the way. Over the past decade, we spent around Rs 26 lakh to construct the new building. When I told village residents, they were shamed," says Sanjeev Kumar.

Kumar first approached the district education officer and sent a message



STANDING ITS GROUND: The school building of Government Primary School, Ghudal, escaped acquisition in the nick of time. It had been upgraded and overhauled for 11 years by a dedicated teacher and residents



Education dept steps in

It is remarkable that despite their tough circumstances, government school teachers are trying to bring about a qualitative change in their institutions.

"I learnt that a few teachers in the state improved their schools on their own, because of which more students got enrolled. In February, we called a meeting of such teachers. As they spoke about their experiences, we thought the idea was worth replicating across the state and called on principals and teachers to volunteer," says Krishan Kumar.

The officer pursued reforms in the education department during his previous stint as director general, school education for almost three years.

"By July, we had 45 schools with buildings turned into learning aids, improved infrastructure, amenities and sports facilities. The idea was to improve students' learning experience. We fixed the ambitious target of 'Mission 4,500' by the beginning of the next academic session and asked these 425 teachers to motivate their friends and relatives in 10 other schools. Already, 1,700 schools have accomplished the task," he says.

According to the secretary education, these teachers and communities are the biggest stakeholders in improving educational standards.

"Social accountability is much more result-oriented than departmental accountability," he said.

Incentives offered to teachers include transfer of choice, promotion and good ACR. "All these benefits are non-monetary and the huge improvement in schools is without any extra burden on the state exchequer," Kumar adds.

Rurka Kalan (Jalandhar)

The village has two government primary schools — one for girls and one for boys. In ambience and facilities, these schools could give private schools a run for their money.

Walls of both government primary schools have been turned into learning aids for children. They also have libraries and reading rooms. The girls' school also has an LCD screen to screen educational programmes.

"When I joined on July 1, 2006, the school building was in bad shape, with doors and windows missing. There were around 90



IN THE SUNSHINE: The healthy competition between the girls' and boys' school leads to a constant effort to improve educational standards

students but not a single bench. The first thing to do was to get desks for students before winter.

The Youth Football Club of Rurka Kalan, which is working to promote football in the area, helped



LITTLE ONES: KG classes in Govt Primary School, Jhans started 2 years ago

Govt primary school, Jhans, Hoshiarpur

The school had just 17 students when Narinder Arora and his wife Manjit Kaur, both IIT

teachers, joined in 2008. Now, there are 224 students. In an act that inspired trust, the couple got their daughter enrolled in the same school.

"There was nothing going for the small school but we decided to do everything possible to set things right. Apart from enrolling my daughter here, we motivated a few friends and fellow teachers to enroll their children as well. We assured them that their children's education or overall development would not suffer. Rather, we said they would see a marked improvement. My son is a UGC student here," said Narinder.

The teachers' dedication showed in exam results and students' performance in co-curricular activities.

"Soon, educated families also started sending their children to the school. We also had our own uniform," says Narinder Arora.

With this, village residents started pooling money for infrastructure up-grades. "Philanthropists opened their wallets and pockets to us. Jalandhar-based Satpal Singh Multani constructed two rooms. Jagjee Singh

Jeeeta and his family in the village opened their house for us to accommodate 100 students as the school did not have enough space," Arora said, estimating that people spent around Rs 15 lakh to Rs 20 lakh on the school.

Two years back, they started kindergarten classes on the lines of private schools. "Now, we get children in nursery and have around 125 kids in kindergarten," he says. In June, Arora was promoted as master in a secondary school.

"It was very difficult for me to leave the school and children. Residents literally pleaded with me to stay. When a village elder asked me to stay in a choked voice, I decided to decline the promotion. After this, village residents provided 56 marlas of land to the school and raised a boundary wall. Now, we have enough space," he says, adding that they need the education department to provide more teachers as the strength of students is increasing.

"NRIs and other villagers have helped to improve the school. Now, the entire village is involved. People from other villages also come to get their children enrolled here. We have transformed 56 marlas of land to the school. If the number increases, we will provide an acre and a half more of Panchayat land to the school," says Jagjee Singh.

Government Primary School, Nathwal

The Mathematics room in the school is its latest addition. The walls of the verandah have pictures of donors and those of well-turned our students on a board with the title *AJ De Sohne Baache* (the smart children of today).

"We write names of five children on this board every day to inspire the children to remain clean," says teacher Ajmer Singh who saved the transformation in 2007.

"When I joined the school, two snakes were found in the storeroom," he recalls. It is now an office.

Outer walls and walls inside the classrooms have paintings, poems and messages oriented on them. "We want to attract students. Coming to school should be a pleasant experience for them," he says. It has worked with the children. "Tanvi, a Class II student sustained an injury on her

LIFE IN COLOUR: Students are encouraged to be well turned out here

finger last year. But she came to school the next day," Ajmer says. According to him, NRIs and philanthropists from outside the village pitched in and around Rs 22 lakh has been spent so far.

"Apart from improving the amenities, I have been focusing on the core issue — improving learning outcomes among students," he adds. The school has a sprawling park and playground. Students have mid-day meals on tables with granite tops.

and undertakes works worth around Rs 22 lakh," he says.

The school has its own logo and calendar. Numbers and letters are painted on the walls and a park based on the theme of mathematics is being constructed. Sanjiv and I are competing with each other to improve our schools," smiles Bats Ram.

Both schools have well-furnished and neat kitchens to cook mid-day meals.

The boys' school is in stark contrast with the street. The backyard of the adjoining senior secondary school is also overrun with weeds like a dark reminder of how things used to be and what could happen if these efforts are not sustained.



Govt school student bags first prize in handwriting contest

OUR CORRESPONDENT

TARN TARAN , DECEMBER 12

Teachers of Government Elementary School, Mughal Chak Pannuan, 12 km from here, honoured Amritpal Singh, a Class V student, for bagging the first prize in the state-level handwriting competition.

Surinder Singh, Center Head Teacher of the school, said Amritpal took part in the state-level educational competition organised by the Punjab School Education Board (PSEB) recently and



Amritpal Singh being honoured by teachers of Government Elementary School. PHOTO: GURBAXPURI

bagged the first prize for his decent handwriting.

Other teachers of the

school too appreciated hardworking and sincerity of Amritpal Singh.

Enrollment Drive Campaign





ਸਕੂਲ ਸਿੱਖਿਆ ਵਿਭਾਗ ਪੰਜਾਬ ■



ਸਾਡੀ ਖੁਸ਼ਹਾਲੀ ਦਾ ਆਧਾਰ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਦੀ ਬਦਲੀ ਨੁਹਾਰ

**ਨਵੀਂ ਆਮਦ ਤੇ ਨਵੀਂ ਬਹਾਰ, ਬਦਲ ਗਈ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਦੀ ਨੁਹਾਰ
ਸਰਕਾਰੀ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਸਮਾਰਟ ਸਕੂਲ ਸਿਆੜੂ (ਲੁਧਿ.)**

ਦਾਖਲਾ ਸ਼ੁਰੂ ਛੇਵੀਂ ਜਮਾਤ ਤੋਂ 10+2 ਤੱਕ ਦਾਖਲਾ ਸ਼ੁਰੂ

ਆਰਟਸ, ਮੈਡੀਕਲ, ਨਾਨ-ਮੈਡੀਕਲ ਅਤੇ ਵੋਕੇਸ਼ਨਲ ਗਰੁੱਪ



ਸਕੂਲ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

- ਸਮਾਰਟ ਸਕੂਲ ਦਾ ਦਰਜਾ ਪ੍ਰਾਪਤ।
- ਪੰਜਾਬੀ ਅਤੇ ਅੰਗਰੇਜੀ ਮਾਧਿਅਮ ਵਿੱਚ ਪੜ੍ਹਾਈ।
- ਉੱਚ ਸਿੱਖਿਆ ਪ੍ਰਾਪਤ, ਬਹੁਤ ਮਿਹਨਤੀ ਅਤੇ ਤਜਰਬੇਕਾਰ ਸਟਾਫ਼।
- ਸਾਲ 2017-18 ਦੇ 100% ਨਤੀਜੇ।
- ਵਿਸ਼ੇਸ਼ ਉਪਲਬਧੀਆਂ ਕਾਰਨ ਸਿੱਖਿਆ ਵਿਭਾਗ ਵੱਲੋਂ ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਕਈ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪ੍ਰਸ਼ੰਸਾ ਪੱਤਰ।
- ਸਿੱਖਿਆ ਵਿਭਾਗ ਵੱਲੋਂ ਵੱਖ-ਵੱਖ ਵਜੀਫਾ ਸਕੀਮਾਂ ਉਪਲਬਧ।

- ਛੇਵੀਂ ਜਮਾਤ ਤੋਂ ਅੱਠਵੀਂ ਤੱਕ ਮੁਫਤ ਸਿੱਖਿਆ, ਦੁਪਿਹਰ ਦਾ ਖਾਣਾ, ਮੁਫਤ ਵਰਦੀਆਂ ਅਤੇ ਕਿਤਾਬਾਂ।
- ਲੜਕੀਆਂ ਲਈ ਬੱਸ ਸੇਵਾ ਦੀ ਸਹੂਲਤ।
- ਮਾਈ ਭਾਗੋ ਸਕੀਮ ਅਧੀਨ ਲੜਕੀਆਂ ਨੂੰ ਮੁਫਤ ਸਾਇਕਲ।
- ਸੁੰਦਰ ਇਮਾਰਤ, ਖੁੱਲੇ ਅਤੇ ਹਵਾਦਾਰ ਕਮਰੇ ਅਤੇ ਉੱਚਿਤ ਫਰਨੀਚਰ।
- ਸ਼ਾਨਦਾਰ ਲਾਇਬਰੇਰੀ, ROT ਲੈਬ, RO ਵਾਟਰ ਫਿਲਟਰ ਦਾ ਪ੍ਰਬੰਧਕ।
- ਅਤਿ ਆਧੁਨਿਕ ਵਿਜ਼ਿਕਸ, ਕੈਮਿਸਟਰੀ, ਬਾਇਓ, ਭੂਗੋਲ, ਸਾਇੰਸ ਅਤੇ ਕੰਪਿਊਟਰ ਲੈਬ।
- ਖੇਡਾਂ ਦੇ ਖੇਤਰ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਵੱਲੋਂ ਵਿਸ਼ੇਸ਼ ਪ੍ਰਾਪਤੀਆਂ।
- ਵਿੱਦਿਅਕ ਟੂਰਾਂ ਅਤੇ ਸਭਿਆਚਾਰਕ ਗਤੀਵਿਧੀਆਂ ਦਾ ਪ੍ਰਬੰਧ।

ਵੱਲੋਂ: ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਸਮੂਹ ਸਟਾਫ਼, ਸਰਕਾਰੀ ਸੀਨੀ. ਸੈਕੰ. ਸਮਾਰਟ ਸਕੂਲ, ਸਿਆੜੂ, (ਲੁਧਿ.)

ਸੰਪਰਕ ਨੰ:
98761-14692
98157-00792

पंजाब में प्री-प्राइमरी से 12वीं तक दाखिला मुहिम शुरू



सचिव स्कूल शिक्षा कृष्ण कुमार सरकारी प्राथमिक स्कूल नगला में दाखिल मुहिम का आगाज करते हुए व स्कूली बच्चे भांगड़ा प्रस्तुत करते हुए।

मोहाली, 18 दिसंबर (विजयपाल): शिक्षा विभाग पंजाब की ओर से पंजाब के सरकारी स्कूलों में प्री-प्राथमिक कक्षा से 12वीं कक्षा तक के दाखिलों को भरपूर सहयोग देने के लिए दाखिला मुहिम की शुरुआत कर दी गई है। सचिव स्कूल शिक्षा पंजाब कृष्ण कुमार ने सरकारी एलीमेंट्री स्कूल नगला ब्लाक डेराबस्सी जिला मोहाली में गांववासियों को सरकारी स्कूलों में

■ कृष्ण कुमार ने मोहाली के सरकारी एलीमेंट्री स्कूल नगला में 5 बच्चों का दाखिला करके किया मुहिम का आगाज

बच्चों का दाखिला करवाने की अपील की और मौके पर 5 बच्चों का दाखिला करके दाखिला मुहिम का आगाज किया। सचिव स्कूल शिक्षा कृष्ण कुमार ने कहा कि सरकारी

स्कूलों में बच्चों को 'पढ़ो पंजाब पढ़ाओ पंजाब' प्रोजेक्ट के अंतर्गत गुणात्मक शिक्षा के साथ-साथ सह-अकादमिक क्रियाओं, खेल और मुकाबलों की परीक्षाओं के लिए योग्य, तजुर्बेकार और मेहनती अध्यापक शिक्षा दे रहे हैं। पंजाब के लगभग 20,000 सरकारी स्कूलों में आज दाखिला अभियान को अध्यापक और स्कूल मैनेजमेंट कमेटियों के सदस्य, स्थानीय समाज सेवा संस्थाओं और

गणमान्य शिखिसयतों के साथ सफल बनाने के लिए प्रयत्नशील हैं।

सरकारी प्राइमरी स्कूल नगला के प्री-प्राइमरी कक्षाओं के बच्चों ने कोरियोग्राफर, कविताएं तथा खेल क्रियाएं प्रस्तुत कीं। बच्चों के भांगड़े ने भी गांववासियों को प्रभावित किया। इस अवसर पर डा. दविन्द्र सिंह बोहा, कृष्ण पुरी, स्कूल प्रमुख बलजिन्द्र कौर, पूजा व अन्य गणमान्य उपस्थित थे।

पंजाब में प्री-प्राइमरी से 12वीं तक दाखिला मुहिम शुरू



सरकारी प्राथमिक स्कूल नगला में दाखिल मुहिम का आगाज करते सचिव स्कूल शिक्षा कृष्ण कुमार ।

मोहाली, 18 दिसंबर (विजयपाल): शिक्षा विभाग पंजाब की ओर से पंजाब के सरकारी स्कूलों में प्री-प्राथमिक कक्षा से 12वीं कक्षा तक के दाखिलों को भरपूर सहयोग देने के लिए दाखिला मुहिम की शुरुआत कर दी गई है। सचिव स्कूल शिक्षा पंजाब कृष्ण कुमार ने सरकारी एलीमेंट्री स्कूल नगला ब्लाक डेराबस्सी जिला मोहाली में गांववासियों को सरकारी स्कूलों में बच्चों का दाखिला करवाने की अपील की और मौके पर 5 बच्चों का दाखिला करके दाखिला मुहिम का आगाज किया। सचिव स्कूल शिक्षा कृष्ण कुमार ने कहा कि सरकारी स्कूलों में बच्चों को 'पढ़ो पंजाब पढ़ाओ पंजाब' प्रोजैक्ट के अंतर्गत

गुणात्मक शिक्षा के साथ-साथ सह-अकादमिक क्रियाओं, खेल व मुकाबलों की परीक्षाओं के लिए योग्य, तजुर्बेकार और मेहनती अध्यापक शिक्षा दे रहे हैं।

पंजाब के लगभग 20,000 सरकारी स्कूलों में आज दाखिला अभियान को अध्यापक और स्कूल मैनेजमेंट कमेटियों के सदस्य, स्थानीय समाज सेवी संस्थाओं और गणमान्य श्रद्धिसयतों के साथ सफल बनाने के लिए प्रयत्नशील हैं। सरकारी प्राइमरी स्कूल नगला के प्री-प्राइमरी कक्षाओं के बच्चों ने कोरियोग्राफर, कविताएं तथा खेल क्रियाएं प्रस्तुत कीं। इस अवसर पर डा. दविन्द्र सिंह बोहा, कृष्ण पुरी, स्कूल प्रमुख बलजिन्द्र कौर, पूजा व अन्य गणमान्य उपस्थित थे।



ਸਰਕਾਰੀ ਸਿੱਖਿਆ ਵਿਭਾਗ ਪੰਜਾਬ

ਪੰਜਾਬ ਦੇ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਵਿੱਚ ਦਾਖਲਾ ਮੁਹਿੰਮ ਦੀ ਸ਼ੁਰੂਆਤ
18 ਦਸੰਬਰ, 2018 (ਮੰਗਲਵਾਰ) ਤੋਂ ਕੀਤੀ ਜਾ ਰਹੀ ਹੈ।

ਪਿੰਡ-ਪਿੰਡ, ਸ਼ਹਿਰ-ਸ਼ਹਿਰ ਮਾਪਿਆਂ ਨੂੰ ਸਮਝਾਉਣਾ ਹੈ
ਪ੍ਰੀ-ਪ੍ਰਾਇਮਰੀ ਤੋਂ ਬਾਰੂਵੀਂ ਤੱਕ ਸਰਕਾਰੀ ਸਕੂਲਾਂ 'ਚ ਦਾਖਲਾ ਵਧਾਉਣਾ ਹੈ।

**“ਘਰ-ਘਰ ਦੇ ਵਿੱਚ ਜਾਣਾ ਹੈ,
ਹਰ ਬੱਚਾ ਸਰਕਾਰੀ ਸਕੂਲ 'ਚ ਦਾਖਲ ਕਰਵਾਉਣਾ ਹੈ।”**

“EACH ONE-BRING ONE”

- ਸਿੱਖਿਆ ਵਿਭਾਗ ਪੰਜਾਬ ਵੱਲੋਂ ਪੰਜਾਬ ਦੇ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਵਿੱਚ ਪਹਿਲੀ ਤੋਂ ਅੱਠਵੀਂ ਜਮਾਤ ਤੱਕ ਮੁਫਤ ਪੜ੍ਹਾਈ
- ਮਿਡ-ਡੇ-ਮੀਲ ਦੀ ਸਹੂਲਤ
- ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਫੁਟਾਤਮਿਕ ਵਿਕਾਸ ਲਈ 'ਪੜ੍ਹੇ ਪੰਜਾਬ ਪੜ੍ਹਾਓ ਪੰਜਾਬ' ਪ੍ਰੋਜੈਕਟ
- ਪ੍ਰੀ-ਪ੍ਰਾਇਮਰੀ ਜਮਾਤਾਂ ਦਾ ਸਫਲਤਾ ਪੂਰਵਕ ਦੂਜਾ ਸਾਲ
- ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਪੜ੍ਹਾਈ ਨੂੰ ਸਮੇਂ ਦਾ ਹਾਣੀ ਬਣਾਉਂਦੇ ਹੋਏ ਸਮਾਰਟ ਕਲਾਸਰੂਮ ਤੇ ਈ-ਕੰਟੈਂਟ ਦੀ ਸਹੂਲਤ
- ਐਜੂਸੈਂਟ ਰਾਹੀਂ ਸਿੱਖਿਆ
- ਤਜਰਬੇਕਾਰ ਤੇ ਮਿਹਨਤੀ ਅਧਿਆਪਕਾਂ ਦਾ ਸਟਾਫ ਅਤੇ ਹੋਰ ਸਹੂਲਤਾਂ ਨਾਲ ਭਰਪੂਰ ਲੜਕੀਆਂ ਦੀ ਸਿੱਖਿਆ ਦੇ ਨਾਲ-ਨਾਲ ਸਵੈ ਸੁਰੱਖਿਆ ਤੇ ਆਤਮ ਵਿਸ਼ਵਾਸ ਲਈ ਕਰਾਟੇ ਸਿਖਲਾਈ
- ਵਿੱਦਿਅਕ ਟੂਰਾਂ ਦਾ ਸਮੇਂ-ਸਮੇਂ ਤੇ ਆਯੋਜਨ
- ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸਾਹਿਤਕ ਰੁਚੀ ਲਈ ਲਾਇਬ੍ਰੇਰੀਆਂ, ਰੀਡਿੰਗ ਕਾਰਨਰ ਤੇ ਸਹਿ ਵਿੱਦਿਅਕ ਸਰਗਰਮੀਆਂ
- ਸਾਲਾਨਾ ਜ਼ਿਲ੍ਹਾ, ਜ਼ੋਨ ਤੇ ਰਾਜ ਪੱਧਰੀ ਖੇਡਾਂ ਦਾ ਆਯੋਜਨ
- ਅੰਗਰੇਜ਼ੀ ਮਾਧਿਅਮ ਦੀ ਪੜ੍ਹਾਈ



**ਆਓ ਆਪਣੇ ਬੱਚੇ ਨੂੰ ਸਰਕਾਰੀ ਸਕੂਲ 'ਚ ਦਾਖਲ ਕਰਵਾਓ
ਆਓ ਇੱਕ ਲਹਿਰ ਚਲਾਈਏ, ਬੱਚੇ ਸਰਕਾਰੀ ਸਕੂਲਾਂ 'ਚ ਪੜ੍ਹਾਈਏ**



Door to Door Campaign for Admission

1,782 kids enrolled in govt schools in district

Education Dept launches admission-cum-enrolment drive

AVNEET KAUR

JALANDHAR, DECEMBER 24

As many as 1,782 kids have been enrolled in government schools during the pre-primary admission-cum-enrolment drive initiated by the Education Department in the district.

Children above three years of age are to be enrolled in nursery, LKG and UKG classes in elementary government schools. Secretary, School Education, Krishan Kumar also participated in the drive to spread awareness among the people about the role of government schools in educating children.

He said a total of 31,542 kids had been enrolled in government school in the state till date. He added that the figure was quite impressive, indicating towards a good start of the drive.

Varindervir Singh, district coordinator, 'Parho



Secretary, School Education, Krishan Kumar, along with teachers, participates in the enrolment drive. TRIBUNE PHOTO

Punjab, Parhao Punjab', said, "We will carry out the drive again from January 1. Teachers, along with a team of 'Padho Punjab, Padhao Punjab', have been making efforts to create awareness among the masses for admissions. They have also been laying stress on the need for study. All of us are trying our best to encourage more and more kids for taking admission to gov-

ernment schools."

Last year, a total of 12,000 kids were enrolled. He said they were expecting that the figure would cross the 15,000-mark this time.

Varindervir said, "The interesting part about the enrollment drive is that not only teachers, students are being encouraged to be part of the drive. They are accompanying teachers while their visits to different villages.

“We will carry out the drive again from January 1. Teachers, along with a team of 'Padho Punjab, Padhao Punjab', have been making efforts to create awareness among the masses for admissions. They have also been laying stress on the need for study.”

VARINDERVIR SINGH, district coordinator, 'Parho Punjab, Parhao Punjab'

Students are presenting their subject knowledge, informing people about the ways how they are taught. They are also throwing light on development of their schools in the recent time."

He said parents were helping teachers to apprise villagers of the enrollment drive and initiatives taken by the Education Department.

भीषण गर्मी की परवाह किए बिना अध्यापकों के सिर चढ़ बोल रहा समर कैंपों का जादू

गुरदासपुर, 3 जून (हरमनप्रोत): इस वर्ष जून महीने के दौरान जहां भीषण गर्मी लोगों को तंत्रित करवा रही है, उसके विपरीत इस बार जिले के दर्जनों स्कूलों ने समर कैंपों को शुरूआत करते अलग कदम उठाया है। इन समर कैंपों संबंधी विभिन्न तरह के प्रतिक्रियाएं सामने आ रही हैं जिसके तहत कुछ वर्गों के लोग तो यह कहकर सवाल खड़े कर रहे हैं कि भीषण गर्मी होने से एक तरफ तो सरकार ने छुट्टियां कर दी हैं और दूसरी तरफ समर कैंपों को शुरूआत कर बच्चों को स्कूलों में क्यों बुलाया जा रहा है ?

मारदूसरी तरफ समर कैंप लगाने वाले अध्यापक और बच्चों के अलावा उनके अभिभावक काफी प्रसन्न नजर आ रहे हैं जिन्होंने यह दावा किया है कि परिणामों और इमारतों को सुरक्षित बनाने के मामले में प्राइवेट स्कूलों को मात देने वाले सरकारी स्कूलों ने समर कैंप लगाने के मामले में भी निजी स्कूलों



डी.ई.ओ. विनोद मत्तरी समर कैंप के दौरान खुद चाट बनाते हुए व (दाएं) सरकारी स्कूल याजोचक में स्टाफ और बच्चों का उत्साह बढ़ाने पहुंचे ए.डी.सी. तेजिंद्रपाल सिंह संघू।

को पछाड़ दिया है। इसके साथ ही ये कैंप बच्चों के मन में स्कूलों के प्रति झुकाव व लगाव बनाने में भी अहम भूमिका निभा रहे हैं। कई अध्यापकों पर इन समर कैंपों का जादू सिर चढ़ बोल रहा है, विशेषकर जो अध्यापक स्टेट अवार्ड लेने को दौड़ में हैं, वे अपनी कार्यवाही को बेहतर बनाने और एक-दूसरे को पछाड़ने के लिए हर कोशिश कर रहे हैं।

रोजाना करवाई जा रही विभिन्न गतिविधियां

8 जून तक चलने वाले इन कैंपों के दौरान बच्चों से रोजाना विभिन्न गतिविधियां करवाई जा रही हैं जिसके तहत मनोरंजन के साथ-साथ बच्चों के सर्वांगीण विकास के लिए कई प्रशिक्षण भी दिए जा रहे हैं। कई स्कूलों में बच्चों को भांगड़ा सिखाया जा रहा है और कई स्थानों पर रंगोली, चाट मैकिंग और अन्य सजावटी सामान बनाने की सिखलाई भी दी जा रही है। इसके साथ ही खेल विधि के जरिए बच्चों को पढ़ाने और खेल करवाने के मामले में भी यह कैंप वरदान साबित हो रहे हैं। डी.ई.ओ. विनोद कुमार मत्तरी ने कहा कि ये कैंप बच्चों के स्तर को और ऊंचा उठाएंगे, क्योंकि इससे बच्चों का शारीरिक व मानसिक विकास होने के साथ-साथ उनमें आत्म विश्वास भी पैदा हो रहा है।

ए.सी.आर. में मिलेंगे 5 नंबर

इस बार शिक्षा विभाग ने अध्यापकों की वार्षिक गुप्त रिपोर्ट में समर कैंप के 5 अंक भी शामिल किए हैं जिससे अध्यापकों में समर कैंप लगाने के लिए उत्साह और भी बढ़ा है, मगर बहुत से अध्यापक ऐसे भी हैं, जो यह मानकर चल रहे हैं कि सरकारी स्कूलों का स्तर ऊंचा उठाने और इनके अस्तित्व को बचाने के लिए संयुक्त प्रयासों की जरूरत है। इसी के तहत सरकारी प्राइमरी स्कूल कवहरा रोड गुरदासपुर की अध्यापिका कंवलाप्रति कौर, सरकारी स्कूल बजोचक की हेड टीचर राजविंदर पाल कौर, सरकारी-प्राइमरी स्कूल दारापुर की पुनम जोत कौर और सरकारी स्कूल दुबौली की लखविंदर कौर ने कहा कि इस समय उनके लिए ए.सी.आर. के 5 नंबर से अधिक महत्व सरकारी स्कूलों की छविको सुधारने और बच्चों के भविष्य को संभालने का है, इसी कारण वह छुट्टी वाले दिनों में अपने स्कूलों में कैंप लगा रहे हैं।



याजोचक स्कूल की प्रमुख बच्चों के साथ रंगोली बनाते हुए।

जिले में 294 स्कूलों में लग रहे हैं समर कैंप

जिला गुरदासपुर के डी.ई.ओ. एलीमेटरी विनोद मत्तरी ने बताया कि इस बार जिले में 294 स्कूलों में समर कैंप लगाए जा रहे हैं जिनमें करीब 8159 बच्चे पूरे उत्साह से भाग ले रहे हैं। इसके तहत ब्लाक वारीवाल-1 में 15, वारीवाल-2 में 10, बटाला-1 में 23, बटाला-2 में 19, काहनूगान-1 में 5, काहनूगान-2 में 12, गुरदासपुर-1 में 11, गुरदासपुर-2 में 10, दोगमला ब्लाक में 26, ध्यानपुर में 15, बी हरगोबिंदपुर में 33, फतेहगढ़ चंडिया में 38, देरा बाबा नानक में 15, कलानीर में 24, कदिया में 9, दीनानगर में 29 स्कूलों में समर कैंप लगाए जा रहे हैं।



चाट दिखाते हुए स्कूल प्रमुख राजविंदरपाल कौर व बच्चों तथा (दाएं) बच्चों को भांगड़ा सिखाते समय डोली।

अध्यापकों की मेहनत रंग लाएगी : संघू

आज ए.डी.सी. तेजिंद्रपाल सिंह संघू ने भी बाजोचक व अन्य स्कूलों का दौरा कर अध्यापकों का उत्साह बढ़ाया। उन्होंने कहा कि अध्यापकों द्वारा की जा रही मेहनत जरूर रंग लाएगी, क्योंकि अध्यापकों द्वारा जिस जगह से अपनी छुट्टियों में घर बैठने की बजाए स्कूलों में मेहनत की जा रही है, उससे यह स्पष्ट होता है कि कौम और देश के निर्माता के नाम से जाने जाते अध्यापक अब जगमग हो चुके हैं, जिनकी ओर से सरकारी स्कूलों का स्तर ऊंचा उठाने के लिए कोई कसर नहीं छोड़ी जा रही है।

'Masti ki Pathshala' for government schools' students begins

DP CORRESPONDENT
Jalandhar

Giving wings to their dreams, the Punjab Education Department has taken a leap in qualitative education and started 'free of cost' Summer Camps - 'Masti ki Pathshala' for students of Government Schools in Punjab.

A voluntary initiative under 'Parho Punjab, Parhao Punjab', teachers from across 5,918 Government Primary and Upper Primary schools were learning new skills, hobbies and life sustaining activities among their peer circle. The summer



camps started from June 1st with the commencement of summer vacations in government schools.

While the government school teachers produced excellent examination results this year by beating private school's pass percentage, summer camps focused on the holistic development of students were also proving to be a big change. The summer camps were being organized under the supervision of Primary School Officers.

Under these summer camps, the students were learning - Yoga, fitness classes, self-defence classes, screening of motivational movies, drawing competi-

tions, quizzes, mental aptitude tests, dancing classes, acting classes, home science, extra coaching for medical, non-medical, commerce students, personality development, spoken English and even IELTS classes too.

The teachers said that inspired by the drive launched by the Education Secretary Krishan Kumar to bring qualitative improvement in government schools, they decided to conduct summer camps. "Government Schools across the state have witnessed sea change in the past some time. Now, we have state of the art smart schools with e-learning facilities and good infrastructure.







Now, summer camps at district govt schools



Students of government schools attend a class and meditate during a summer camp in Jalandhar on Saturday. PHOTOS: SARABJIT SINGH

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AVNEET KAUR

JALANDHAR, JUNE 1

Inspired by private schools and academies that hold summer camps every year, teachers of over twelve government schools in the district too have been organising summer camps during the summer vacation. From fitness classes to spoken English and IELTS, almost all activities are on the list and planned for students' classwise.

Over 350 government schools in various blocks of the district were offering such camps to their students. These camps cover a range of activities — yoga, fitness and

“Terms such as summer camps, popularised by private schools and private centres, sound really fascinating to children. However, government schools cater to rural families, most of which are poor and students can't afford such camps. So, we decided to organise the camps at our own schools.”

Harwinder Pal Singh, DEO, SECONDARY

defense classes, screening of motivational movies, drawing competitions, mental aptitude tests, dance and acting classes, home science, spoken English, IELTS classes, extra coaching for medical, non-medical, commerce students and confidence building classes.

Divulging the details, Harwinder Pal Singh, District

Education Officer (DEO) Secondary said: “Terms such as summer camps, popularised by private schools and private centres, sound really fascinating to children. However, government schools cater to rural families, most of which are poor, and the students can't afford such camps. So, we decided to organise the camps at our

own schools.”

“The schools have voluntarily signed in for the camps and all activities are being held and managed under the supervision of the school principals. Some schools have organised camps for two weeks, while others have organised these for 10 days,” he added.

The camps were being organised in city and at several villages.

The principal of Government Girls Senior Secondary School, Nehru Garden, Gurinderjit Kaur, said: “The activities carried out at the summer camps are based on keeping in mind the overall personality development of the students. The fitness and

yoga sessions are mandatory for all. While, other activities are optional and students can enroll themselves as per their interest. We have made up and computer learning classes available at the camp.”

While talking to the Tribune, students, who are participating at the camp said we always wanted that like private schools, the government schools too should hold summer camps, so that they enjoy their holidays with friends learning new activities. “I have cancelled my plan of visiting my maternal grandmother just to enroll myself into make-up and dance classes,” said Simranpreet Kaur, a student.

Celebration of Environment Day





Smart School made with the help of community







Self Defence Training

Teachers train to equip girls with self-defence

Saurabh Chauhan
• saurabh.chauhan@live.com

CHANDIGARH: While joining the job, I never thought I would get the opportunity to empower girls like this, said Sarvijet Kaur, a physical education teacher from Jalandhar, who attended six-day karate training camp in Regional Institute of Cooperative Management, Sector 32, Chandigarh.

Female physical education instructors and lecturers of Punjab never thought they will learn how to teach self-defence to girls. But with the end of fourth phase of state directed self-defence training programme, which culminated on Saturday, more than 100 female physical education teachers are confident and committed to prepare girls for tough situations.

Some teachers, despite various health issues attended the session.

"I am not less than anyone. I have attended all the sessions and I am qualified to teach self-defence technique to my girls," said Harpreet Kaur, another teacher from Jalandhar, who had accidental injuries on legs and hands.

The training has instilled confidence among teachers.

"Our job was to teach children. Now, we can make them self-sufficient to battle any odd situation," said another teacher Sure-



Teachers during a self-defence training camp at the Regional Institute of Cooperative Management in Chandigarh on Saturday. RAVIKUMAR/HT

kha Thakur.

"This training has increased our confidence. We have a new role to play. We hear about incidents with girls every other day. This training has empowered us

to empower others," said Sandhya, another physical education teacher.

More than 11,00 physical education lecturers, physical training instructors (PTIs) and

diploma in physical education (DPE) teachers will be trained in eight phases.

"It was our fourth phase and the fifth phase will begin on Monday," education department offi-

cial Subhash Mahajan said. "More than 100 teachers were trained in the fourth phase. This is an initiative to empower teachers as well as students with self-defence technique," he said.



Department of School Education, Punjab

Education website



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15. Kala Utsav/ Shagunotsav

Proposal and Recommendation Kala Utsav 2019-20

Rs. in Lakh

Activity	Proposal			Recommendation			Remarks
	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	
TA / DA Allowance for National Level	1	1	1	1	1	1	Recommended for TA/DA for kala utsav activities at national level
Kala Utsav	22	0.5	11	1	11	11	Recommended for kala utsav activities at state/district level
Total of Kala Utsav			12			12	

Shagunotsav: Punjab 2019-20

Shagunotsav is a school based census to cover each and every Government and Govt. Aided school to ascertain the adequacy of infrastructure facilities, teachers, students, school management and community participation. Data on various school parameters are collected through the tools of Unified District Information System for Education (UDISE), SHAGUN, Project Monitoring System (PMS) and Performance Grading Index (PGI) to assess the quality and infrastructure at school level, however, the same is not corroborated through field visits. Therefore, a need was felt to take up a school census in all the 36 States/UTs in the month of September.

The main objectives of Shagunotsav are:

- 1) To assess the status of all government and government aided schools on various key indicators viz. availability of school infrastructure and other facilities related to teachers and students.
- 2) To ensure authenticity of data provided in various portals.
- 3) To provide feedback on various dimensions at all levels.

Activities for Shagunotsav:

The survey will be conducted covering all the schools in a period of 1 month (as per the MHRD Guideline) and the following activities would need to be taken up by the State:

1. Appoint a nodal officer at State level and coordinators at the district level who shall be responsible for the conduct of this exercise.
2. Set up a Monitoring Cell at the State level for supervision and ensuring effective conduct of Shagunotsav, for a period of 3 months. The State Monitoring Cell could be

established at the SCERT/SIE, State Implementation Society or the Directorate of School Education.

3. Targets for total number of schools to be visited per day for daily uploading of data as per the given targets has been worked out for each State/UT and the same can be inferred from the Mapping of Human Resources table at Annexure III in the MHRD guideline on Shagunotsav.
4. In addition to per school cost, surveyors are being provided as an incentive the one-month cost of subscribing data package for unlimited internet (only for one month for the school visit period).
5. One-day training will be provided for District coordinators and surveyors on the conduct of Shagunotsav and use of the Mobile App.

Profile for Shagunotsav:

1. The State has a total of 21034 (UDISE 2016-17) Government and Government Aided Schools.
2. **Estimated School to be visited per day:** Total Schools 21034/25 days, hence, **842 schools per day would be covered during the 25 days.**
3. **No of surveyors required to conduct the School visit:** The State comes under the group 1 as per the guideline and therefore 2 school will be covered each day by one person. Hence, the per day target is 842 schools to be covered each day, 84 schools/2: which implies that around **420 persons would be required per day to cover these 842 schools.**
4. **Number of District Coordinators required:** The State has 22 district (UDISE 2016-17), therefore, 22 district coordinator is required (one district coordinator for each district).

Proposal & Recommendation:

The State has proposed an amount of Rs. 9.35 lakhs for conducting Shagunotsav in all the Government and Govt. Aided schools. Financial assistance of **Rs. 135.17 lakh is recommended for Shagunotsav** (@ Rs. 101.02 lakh at the elementary level and Rs. 34.15 lakh at the secondary level) as per details provided in the table below:

Estimated cost for Elementary level			
Cost for Schools Survey, Elementary level	Elementary Level Schools: 16346	1837 Schools in Urban areas: 1837xRs.500=Rs. 9,18,500	96,23,900/-
		14509 Schools in Rural areas: 14509xRs.600=Rs. 87,05,400	
Cost of Data Pack	420 Surveyors would be required to visit 842 schools per day	420 Surveyors x Rs.300= Rs. 1,26,000	1,26,000/-
Cost of Surveyors Training	Provide Training to 420 Surveyors	420 Surveyors x Rs.500= Rs 2,10,000	2,10,000/-

Cost of District Coordinator Training	22 District coordinators	22 District Coordinator x Rs.1000= Rs 22,000	22,000/-
Cost of Monitoring Cell	1 Monitoring Cell person for a period of 3 months @ one person per 10 districts or less	2x Rs. 20000 x 3months = Rs. 1,20,000	1,20,000/-
Total @ Elementary level			1,01,01,900/-
Estimated cost for Secondary & Sr. Secondary level			
Cost of School Surveyors, Secondary & Sr. Secondary level	Secondary & Sr. Secondary level Schools: 4688	1118 schools in Urban areas: 1118 xRs.500=Rs. 5,59,000	34,15,000/-
		3570 Schools in Rural areas: 3570xRs.800= Rs. 28,56,000	
Total @ Secondary & Sr. Secondary level			34,15,000/-
			Grand Total 1,35,16,900/-

16. Equity and Gender/ KGBVs

A. Equity

1. SELF DEFENSE TRAINING:

Girls Oriented Activities: Self Defence (Karate Training)

a. Martial art - Need of the hour for girls

Training for self-defense for girls is the need of the hour to fight rising violence in the society. Therefore, Karate training is a must for girls as it keeps them fit and also builds up their self-confidence. It also gives them a healthy dose of aerobic activities, stretching and breathing techniques.

In the session 2018-19, Karate Training had been proposed for the girl students of 6th and 12th with the aim of making them self-sufficient to take on anti-social elements. The students and their parents are very thankful to Department for imparting this 60-day training and there is a demand to continue it. The parents say, "Now they need not worry about the safety of their daughters as they are able to defend themselves." Many girls say, "Karate training helps them to keep fit and safe."

Progress of Self Defense Training 2018-19

Self Defence Training (up to Highest Class VIII)	Budget Approved		Progress	
	Physical	Financial	Physical	Financial
Self Defence Training (Upto Class VIII)	2659.00	159.54	2659	159.54
Project- Girls Empowerment (Secondary)				
Training in Martial Arts to all girls / Self Defence	3487.00	209.22	3487	209.22

Budget Proposal for the year 2019-20

- Middle Schools

District	No. of Middle School	Unit Cost (Rs. In lacs)	Total (Rs. In lacs)
AMRITSAR	192	0.06	11.52
BARNALA	25	0.06	1.5
BATHINDA	73	0.06	4.38
FARIDKOT	70	0.06	4.2
FATEHGARH SAHIB	137	0.06	8.22
FAZILKA	85	0.06	5.1

District	No. of Middle School	Unit Cost (Rs. In lacs)	Total (Rs. In lacs)
FEROZEPUR	102	0.06	6.12

GURDASPUR	226	0.06	13.56
HOSHIARPUR	222	0.06	13.32
JALANDHAR	163	0.06	9.78
KAPURTHALA	123	0.06	7.38
LUDHIANA	190	0.06	11.4
MANSA	62	0.06	3.72
MOGA	71	0.06	4.26
MUKTSAR	68	0.06	4.08
PATHANKOT	74	0.06	4.44
PATIALA	173	0.06	10.38
ROOPNAGAR	159	0.06	9.54
S.B.S. NAGAR	106	0.06	6.36
SANGRUR	140	0.06	8.4
SAS NAGAR	102	0.06	6.12
TARN TARAN	94	0.06	5.64
Grand Total	2657		159.42

(ii) Secondary Schools

District	No. of Secondary Schools	Unit Cost (Rs. In lacs)	Total (Rs. In lacs)
AMRITSAR	216	0.06	12.96
BARNALA	88	0.06	5.28
BATHINDA	201	0.06	12.06
FARIDKOT	80	0.06	4.8
FATEHGARH SAHIB	79	0.06	4.74
FAZILKA	142	0.06	8.52
FEROZEPUR	123	0.06	7.38
GURDASPUR	203	0.06	12.18
HOSHIARPUR	267	0.06	16.02
JALANDHAR	262	0.06	15.72
KAPURTHALA	129	0.06	7.74
LUDHIANA	333	0.06	19.98
MANSA	126	0.06	7.56
MOGA	163	0.06	9.78
MUKTSAR	150	0.06	9
PATHANKOT	82	0.06	4.92

District	No. of Secondary Schools	Unit Cost (Rs. In lacs)	Total (Rs. In lacs)
PATIALA	203	0.06	12.18
ROOPNAGAR	111	0.06	6.66
S.B.S. NAGAR	105	0.06	6.3
SANGRUR	220	0.06	13.2
SAS NAGAR	110	0.06	6.6
TARN TARAN	157	0.06	9.42
Grand Total	3550		213.00

Total Budget required: 372.42 lacs

Sr. No.	Activity	Budget Required (Rs. In lacs)
1	Self Defence Training for Girls (Middle Schools)	159.42
2	Self Defence Training for Girls (Secondary Schools)	213.00
	Total	372.42

Recommendation: Self defence training can be considered for 2659 government elementary schools with girl enrollment @0.06 lakhs per school (as proposed by the state). The Self-Defence training can be recommended for 3513 government secondary and higher secondary schools with girl enrollment for 3 months @ Rs.3000/- per month for 2 months

2) Career Guidance Programme for Girls - Motivational/Inspirational Camps for Girls under Beti Bachao- Beti Padhao

Objectives:

The major objective of the proposed program is to empower school going 6+ girls through Awareness, Guidance and Skill Development. Specifically the program aims to achieve the following objectives:

- 1) To make the school going 6+ girls about their various rights e.g. equality;
- 2) To expose the target audience to various educational and vocational opportunities available in the state as also in the country and across the world;
- 3) To create self confidence in target audience through motivational lectures and by involving them into various activities to be designed for this purpose;
- 4) To Explore and trust own thoughts, emotion, desires and experiences;

- 5) To enhance the enrolment and retention of girls through individual tracking, community mobilization and quality improvement;
- 6) To enable adolescent girls for self-development and empowerment
- 7) 7 To upgrade home-based skills, life skills of girls and intergradations thereof with the National Skill Development Program (NSDP) for vocational skills.
- 8) To promote awareness among girls about health, hygiene, nutrition, adolescent reproductive and sexual health and family and child care.

Coverage and Target Group

All 11+ girls studying in 6th to 12th class in government schools of Punjab

ACTIVITIES:

- One day seminar at school level:-
- Health awareness campaign
- Career Counseling

Progress for the year 2018-19

Project- Girls Empowerment (Secondary)	Budget Approved		Progress	
	Physical	Financial	Physical	Financial
Adolescent Programme for Girls Students	3487.00	97.64	3487	24.71

Proposal for 2019-20

There are 3550 Govt. secondary schools in the state Rs. 2800 per school is required to create awareness, career counseling and for seminars etc.

District	No. of Secondary Schools	Unit Cost	Total
AMRITSAR	216	0.028	6.048
BARNALA	88	0.028	2.464
BATHINDA	201	0.028	5.628
FARIDKOT	80	0.028	2.24
FATEHGARH SAHIB	79	0.028	2.212
FAZILKA	142	0.028	3.976
FEROZEPUR	123	0.028	3.444
GURDASPUR	203	0.028	5.684
HOSHIARPUR	267	0.028	7.476

District	No. of Secondary Schools	Unit Cost	Total
JALANDHAR	262	0.028	7.336
KAPURTHALA	129	0.028	3.612
LUDHIANA	333	0.028	9.324
MANSA	126	0.028	3.528
MOGA	163	0.028	4.564
MUKTSAR	150	0.028	4.2
PATHANKOT	82	0.028	2.296
PATIALA	203	0.028	5.684
ROOPNAGAR	111	0.028	3.108
S.B.S. NAGAR	105	0.028	2.94
SANGRUR	220	0.028	6.16
SAS NAGAR	110	0.028	3.08
TARN TARAN	157	0.028	4.396
Grand Total	3550		99.40

Total Budget Required: 99.40 lacs

Recommendation: Career Guidance programm can be considered for 3513 (as per UDISE) govt. schools @0.028 per school per Year.

3) Project Name: Women's Health & Menstrual Hygiene

Activity: Proposal for Installing Sanitary Napkin and Incinerator

Introduction:

Early reproductive health education and adequate school sanitation facilities are necessary in order to achieve better reproductive health and hygienic life. There are more than 6.40 lakh girl students between the age of 11 to 18 studying in government upper primary schools in the state of Punjab with e21 educationally backward blocks, 13 SFD District, two aspirational districts, 6 international border districts and kani-bet area with minority concentrated area. As they are largely from the poor cross section of the society, they are unable to afford buying costly napkins, they have to resort to unhygienic alternatives during menstrual days and as such they are vulnerable to diseases.

To address this issue, State has planned a project of sanitary napkin to be implemented in the education sector of 3550 govt. high and senior secondary schools. The project includes the installation of Sanitary Napkin Incinerators and vending machines in 3550 govt. schools.

Initiative taken by the State

State has taken the initiative to provide free sanitary napkin for all girls studying from class 6th to 12th. An amount of Rs. 10.00 crore was kept for providing free sanitary napkins to all girls studying govt. schools from class 6th to 12th. 1122020 sanitary napkins have been provided to 622890 girls studying in govt. schools from class 6th to 12th till date.

Budget provision of Rs. 12.00 crore has also been made for providing free sanitary napkins to all girls studying govt. schools from class 6th to 12th

It would also improve environment because of scientific disposal of used sanitary napkins. Further as girls usually become absent during their menstrual days, it would improve their attendance and also reduce drop out.

FACTS

Status: To be started

Start date: July, 2019

Estimated duration: 12 months

Estimated cost: Rs. 2343.00 lacs

Beneficiary: All 8th to 12th Girl Students studying in Govt. Schools.

Budget

1. Machine will be purchased along with 1year warranty and with 2 years AMC. The tentative cost for per Sanitary Napkin Vending machine and incinerator is estimated to be Rs. 66,000/-per school (including GST).
2. One Sanitary Napkin Vending Machine (Automatic) will be installed in all 3550 Schools in the same government schools. With an estimated value of Rs. 33,000/- unit (including GST) so total fund is required of Rs. **1171.50 lakhs**.
3. Along with this one incinerator will be installed in all 3550 schools. With 1 year, the tentative cost per Incinerator is expected to be Rs. 33,000/- (including GST). Hence there is requirement of **Rs. 1171.50 lakhs**.

A. Features of the Instruments and vending machines:

It should have battery backup function, should have LCD display for the availability, transparent glasses to view napkins, and separate lock & key for the door and coin box.

- a. Minimum capacity – 50 Napkins
- b. Input Voltage should not be more than 1ph 230V 50Hz,
- c. Power (W) – 10W
- d. Weight (Kg)- not be more than 20kg
- e. Should have features of mounting on the wall

B. Features of Napkin Incinerator / destroyer:

- a. It should have capacity of burning up to 100 napkins per day (10 Napkin at a time)
- b. Digital temperature control,
- c. Auto cut off function after completed process,
- d. Ceramic fibre board insulation for excellent thermal protection,
- e. After burn- less than 1g of ash per napkin,
- f. Auto thermal cut off for safety of the user &
- g. Wall mountable.
- h. Input Voltage- 1Ph 230V 50 Hz
- i. Power (W)- 1200 W
- j. Weight (Kg)- should not more than 15kg

Progress of Incinerators approved during the years 2018-19

Project- Girls Empowerment (Secondary)	Budget Approved		Progress	
	Physical	Financial	Physical	Financial
Incinerator	500.00	75.00	0	0

❖ District-wise Proposal for Incinerators :

District	No. of co-ed and girls schools	Unit Cost	Total
AMRITSAR	208	0.33	68.64
BARNALA	86	0.33	28.38
BATHINDA	192	0.33	63.36
FARIDKOT	76	0.33	25.08
FATEHGARH SAHIB	74	0.33	24.42
FAZILKA	142	0.33	46.86
FEROZEPUR	122	0.33	40.26
GURDASPUR	200	0.33	66
HOSHIARPUR	262	0.33	86.46

JALANDHAR	256	0.33	84.48
KAPURTHALA	129	0.33	42.57
LUDHIANA	325	0.33	107.25
MANSA	126	0.33	41.58
MOGA	158	0.33	52.14
MUKTSAR	150	0.33	49.5
PATHANKOT	78	0.33	25.74
PATIALA	199	0.33	65.67
ROOPNAGAR	108	0.33	35.64

S.B.S. NAGAR	103	0.33	33.99
SANGRUR	220	0.33	72.6
SAS NAGAR	106	0.33	34.98
TARN TARAN	153	0.33	50.49
Grand Total	3473	0.33	1146.09

❖ **District-wise Proposal for Vending Machines :**

District	No. of Co-ed & Girls Schools	Unit Cost	Total Budget
AMRITSAR	216	0.33	71.28
BARNALA	88	0.33	29.04
BATHINDA	201	0.33	66.33
FARIDKOT	80	0.33	26.4
FATEHGARH SAHIB	79	0.33	26.07
FAZILKA	142	0.33	46.86
FEROZEPUR	123	0.33	40.59
GURDASPUR	203	0.33	66.99
HOSHIARPUR	267	0.33	88.11

JALANDHAR	262	0.33	86.46
KAPURTHALA	129	0.33	42.57
LUDHIANA	333	0.33	109.89
MANSA	126	0.33	41.58
MOGA	163	0.33	53.79
MUKTSAR	150	0.33	49.5
PATHANKOT	82	0.33	27.06
PATIALA	203	0.33	66.99
ROOPNAGAR	111	0.33	36.63
S.B.S. NAGAR	105	0.33	34.65
SANGRUR	220	0.33	72.6
SAS NAGAR	110	0.33	36.3
TARN TARAN	157	0.33	51.81
Grand Total	3550	0.33	1171.5

Total Budget Proposal

Sr. No.	Activity	Physical	Unit Cost (in lakh)	Financial (in lakh)
First Phase				
1	Sanitary Napkin Vending Machine (Automatic)	3550	0.33	1171.5
2	Installation of Incinerator Machine	3473	0.33	1146.09
	Total	7023		2317.59

Recommendation: Incinerator machine can be considered for 1000 govt schools with more than 150 enrollment of Girls student @Rs. 0.16 lakhs per school.

B.Kasturba Gandhi Balika Vidyalaya (KGBV)

A) Progress during 2018-19:

1. Status of KGBVs:

The state was sanctioned total 43 KGBVs (22 in Type I and 21 in Type IV). Out of 22 KGBVs sanctioned (Type I), all are operational comprises 1605 girls (72.95%) against 2200 targeted enrollment and Out of 21 KGBVs (Girls Hostel) sanctioned in Type IV, all are operational enrolling 999 girls (95.15%) against 1050 targeted enrollment.

Type	Total KGBVs Sanctioned	Total KGBVs Operational	Targeted Girls Enrolment	Present Girls Enrolment	Category-wise Girls Enrolment					
					SC	ST	OBC	BPL	Min	Total
I	22	22	2200	1605	1231	0	172	52	150	1605
IV	21	21	1050	999	746	6	114	66	67	999
Total	43	43	3250	2604	1977	6	286	118	217	2604

▪ Class-wise Enrolment:

Type	No. of KGBVs operational	Class VI	Class VII	Class VIII
I	22	535	507	563

Type IV:

No. of KGBVs (Girls Hostel) operational	Class IX	Class X	Class XI	Class XII
21	511	383	68	37

• **Type of Girls Enrolled in KGBVs:**

Type	Total KGBVs Operational	No. of Girls Enrolled							
		Out of School	Drop out	Never Enrolled	Single Parent Girl Child	Orphan Child	CWSN	Over Age	Any Other
I	22	-	235	-	224	32	11	30	1073
IV	21	-	-	-	80	16	1	38	864

▪ **Status of class 8th, class 10th and class 12th Pass girls in KGBVs:**

Type	No. of KGBVs Operational	Class 8 th		Class 10 th		Class 12 th	
		2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
I	22	477	588				
IV	21			292	346	14	29

2. **Status of affiliation of KGBVs with Education Boards:** All the operational KGBVs are affiliated with Punjab School Education Board.

3. **Status of Teachers & Staff in KGBV (Type I & II):**

Post	Type I			Post Vacant	Type IV			Post Vacant
	Total Post San	Working Post			Total Post San	Working Post		
		F	M			F	M	
Warden	22	22	0	0	21	21	0	0
Part Time Teacher	66	66	0	0	0	0	0	0
Accountant	22	22	0	0	0	0	0	0
Head Cook	22	22	0	0	21	21	0	0
Assistant Cook	44	44	0	0	21	21	0	0
Peon	22	22	0	0	0	0	0	0
Chowkidar	22	22	0	0	21	21	0	0

4. **Status of Salary Structure of Staff in KGBVs:**

Post	Salary sanctioned in AWP&B 2018-19 (per staff per month)		Salary provided by state (per staff per month)		Qualification of Staff	Selection Procedure
	I	IV	I	IV		
	Warden	Rs.16000/- per month	Rs.5000/- per month	Rs.16000/- per month		
Part Time Teacher	Rs.5000/- per month		Rs.5000/- per month		(B.A. + B.Ed.)/ (M.A. + B.Ed.)	
Accountant	Rs.6500/- per month		Rs.6500/- per month		B.Com + One year experience of Accounts Work	
Head Cook	Rs.6000/- per month	Rs.3000/- per month	Rs.6000/- per month	Rs.3000/- per month	5th Pass + Experience of Cooking	
Assistant Cook	Rs.4500/- per month	Rs.2500/- per month	Rs.4500/- per month	Rs.2500/- per	Knowledge of study	

				month		
Peon	Rs.5000/- per month		Rs.5000/- per month		8th Pass	
Watchman	Rs.5000/- per month	Rs.3000/- per month	Rs.5000/- per month	Rs.3000/- per month		

5. **Civil works status of KGBVs:** Out of 43 KGBVs (22 in Type I & 21 in Type IV) sanctioned, all the buildings have been completed.

6. **Financial Status during 2018-19:** A total outlay of Rs.1137.77 lakh was sanctioned in 2018-19, out of which the total expenditure till 31st March 2019 is Rs.792.97 lakh (69.69%) which is shown in the table below:

Details are given below:

Type I	AWP&B 2018-19			Actual Expenditure upto 31.3.2019	Unspent Balance
	Spill Over	Fresh	Total		
Non-recurring grant	0.00	13.00	13.00	13.00	0.00
Recurring Grant	0.00	786.50	786.50	488.13	298.37
Total	0.00	799.50	799.50	501.13	298.37
Type IV	Spill Over	Fresh	Total	Actual Expenditure upto 31.3.2019	Unspent Balance
Non-recurring grant	0.00	9.00	9.00	9.00	0.00
Recurring Grant	0.00	329.27	329.27	282.84	37.43
Total	0.00	338.27	338.27	291.84	37.43
All KGBVs	Spill Over	Fresh	Total	Actual Expenditure upto 31.3.2019	Unspent Balance
Non-recurring grant	0.00	22.00	22.00	22.00	0.00
Recurring Grant	0.00	1115.77	1115.77	770.97	335.80
Grand Total	0.00	1137.77	1137.77	792.97	335.80

Activities undertaken KGBVs/ Hostels:

- 1. What is the process of Identification of Girls in KGBVs:** State has shared that , drop out girls are identified in household survey and enrolled in KGBV hostels. Benefits of the scheme are discussed with community members, so that needy girls are enrolled in these hostels. Efforts are done by the concerned SMC to enroll the drop out girls and girls from disadvantaged groups in the KGBV hostels. Announcements in Gurudwara's are also made to inform the community about advantages of KGBV hostels and provisions of enrolling drop out/ girls in special circumstances and CWSN in these hostels.
- 2. Is there in Extracurricular, Skill Development and other initiative undertaken to enhance the confidence level of the girls:**
 - Certified computer courses have been carried out in all the KGBV hostels wherein MS office, DOS, and Internet topics were covered.

- In KGBV hostels various activities like cultural programmes, birthday celebration of girls, painting classes, karate trainings, personality development programmes exposure visits etc are held for enhancing confidence level of girls.

3. Is there any step taken to ensure Quality education in KGBV:

Quality assurance in KGBVs:

- Part time instructors have been appointed to improve learning performance of girls. After school time, weak girls are taught by these instructors.
- Padho Punjab Padhao Punjab project has been started and rigorous teacher training has been imparted to all teachers for improving their way of teaching. The impact of Padho Punjab Padhao Punjab project has been observed in ASER report 2018, which shows that there is 8% increase in the no. of govt. schools students of class V who can do division. Similarly, there is enhancement of learning levels in maths for upper primary classes from 38% to 48% under this programme.
- The efforts of the state are evident from the Punjab School Education Board result for the session 2018-19. The result for govt. schools is far better than private schools. For class X the pass percentage of govt. schools is 88.21 % and for private schools it is 79.51%.
- For class XII the pass percentage for govt. schools is 88.14% and for private schools it is 83.69%.

4. What are the measures taken to ensure Safety and Security of Girls residing in KGBVs?

State is implementing the safety guidelines issued under POCSO act in all the hostels to ensure safety of girls. The State has issued safety & security guidelines to all the KGBVs and Security rules for the hostels have been framed, which are as follows:

- It is to be ensured in each KGBV hostel that the watchman is present at the main gate for 24 hours.
- Attendance of girls is marked twice, at the time when girls go to the schools and then when girls come back in the hostel.
- Identity cards have been issued to each girl affixing their photographs.
- Photographs of the parents are mandatory to be kept in the record alongwith ID cards of girls. Girls are allowed to go with their parents only after complete verification.
- Detailed records of girls, their address, name of parents etc is kept in record.
- Girls are not allowed to go outside the hostels alone. Peon is also sent with them if they have to go market for shopping.
- Lockable almirahs are given to girls for keeping their valuables.
- Proper record of girls while going home is kept, like date of departure, date of arrival.
- Police department has also been asked to visit the areas of these KGBV hostels during their patrolling in order to ensure safety of girls.
- School management committees are responsible to ensure safety of girls and ensuring presence of warden, watchmen etc.

5. System of Health records maintenance and general health status of the girls: Health checkups of girls are carried out free of cost. The girls suffering from chronic diseases are treated by health department. Red Cross societies are contacted through deputy commissioners and treatment is provided. Health cards of all the girls are maintained.

6. Availability of uniforms, shoes, other clothes and monthly provision of soap, oil, tooth paste, sanitary napkins etc: In all the KGBV hostels girls are being provided these items. State has launched the scheme of free sanitary napkins for all girls of govt. schools studying in classes 6 to 12 in the year 2019-20. All hostel girls are benefitting under this scheme.

7. What is the System of Community Mobilisation and Role of SMCs or SDMCs in KGBVs: In community training programmes, importance of KGBV hostels and importance of education is discussed and community is sensitized about education of girls. The management of all the hostels is in the hands of community members as the recruitment of staff, conducting of activities etc are executed through SMCs only.

8. Convergence Strategy with Line Departments and NGOs:

- **Convergence was done with Health Department** and health checkups of girls were carried out free of cost. The girls suffering from chronic diseases were treated by health department. Red Cross societies were contacted through deputy commissioners and treatment was provided. Health cards of all the girls were maintained.

- **Police Department has been involved in ensuring secure environment near the KGBV hostels.** It has been made compulsory by Senior Superintendents of Police that patrolling near KGBV hostels during late evening hours/night should be done by concerned SHOs.

9. Is any Monitoring of KGBVs in place?

District Education Officers have been monitoring KGBV hostels; they have been inspecting each hostel fortnightly to ensure proper working therein and checking adequacy of safety arrangements. Inspection teams deputed at state level, circle level and district level are also inspecting KGBV hostels regularly

10. State Initiatives to improve performance of KGBVs during 2018-19:

- In order to improve performance of KGBVs State has given the charge of category IV KGBV hostels to DEOs (EE) who are having charge of Category I hostels. Earlier Category IV hostels were managed by DEOs (SE). To tackle the issue of huge electricity bills the state has initiated to install solar panels in all the hostels.

B) Proposal for the year 2019-20:

1. State has proposed up gradation of 12 KGBVs from Type I to Type III with 2400 seats (Existing 1200 seats + Additional 800 seats - 400 seats in 04 KGBVs and 400 in 08 KGBVs) and also 08 KGBVs would be merged with Type III KGBVs from Type IV with 400 seats.
2. State has proposed recurring grant of Rs.351.88 lakh for existing 10 KGBVs in Type I with 1000 seats.
3. State has proposed recurring grant of Rs.203.15 lakh for remaining 13 KGBVs (Type IV) with 650 seats (50 seats in each KGBV). Details are given below:

State has proposed a total amount of Rs.2971.416 lakh for 35 KGBVs (10 in Type I, 12 in Type III and 13 in Type IV).

Recommendations for the year 2019-20:

1. The Appraisal team has recommended up gradation of 12 KGBVs from Type I to Type III with 2300 seats (Existing 1200 seats + Additional 700 seats - 400 seats in 04 KGBVs and 300 in 08 KGBVs). [08 KGBVs would be merged with Type III KGBVs from Type IV with 300 seats].

Details are given below:

Sr. No.	District	Name of Block	Place of KGBV	Existing Seats	Additional Seats proposed	KGBV (Type IV) merge with Type III KGBVs, running in same campus	Total Seats Proposed
1	Bathinda	Sangat	GSSS Ghuda	100	50	50	200
2	Fazilka	Khuiyan Sarwer	GSSS Dharampura	100	100	-	200
3		Fazilka	GSSS (G) Fazilka	100	0	50	150
4		Jalalabad	GSSS (G) Jalalabad	100	50	50	200
5	Ferozepur	Mamdot	GSSS Girls Mamdot	100	0	50	150
6		Ferozepur	GSSS Girls Ferozepur City	100	50	50	200
7	Mansa	Jhunir-1	GSSS Jhunir	100	50	50	200
8		Jhunir-2 at Sardulgarh	GSSS Girls Karandi	100	100	-	200
9	Muktsar	Lambi	GSSS Badal	100	50	50	200
10	Sangrur	Andana	GSSS (G) Munak	100	50	50	200
11		Malerkotla	GSSS Bhogiwala	100	100	-	200
12	Tarn Taran	Valtoha	GSSS (G) Valtoha	100	100	-	200
Total				1200	700	400	2300

2. Recurring grant of Rs.349.88 lakh is recommended for existing 10 KGBVs in Type I with 1000 seats. Details are given below:

S. No.	District	Name of Block	Place of KGBV
1	Bathinda	Rampura	GSSS Girls Mandi Kalan
2		Talwandi Sabo	GSSS Talwandi Sabo
3	Fazilka	Abohar	GSSS Girls Nihal Khera
4	Mansa	Mansa	GSSS Khiyala Kalan
5		Budlada-1	GSSS (G) Budlada
6		Budlada-2 at Bareta	GHS (G) Bareta
7	Muktsar	Muktsar	GGSSS Rupana
8	Patiala	Samana-1	GSSS Dugaal Kalan
9	Sangrur	Lehragaga	GHS Gaga
10		Sunam	GSSS (G) Sunam

3. Recurring grant of Rs.206.23 lakh is recommended for remaining 13 KGBVs (Type IV) with 650 seats (50 seats in each KGBV). Details are given below:

Sr. No	District	Name of Block	Location of KGBV
1	Bathinda	Rampura	GSSS Girls Mandi Kalan
2		Talwandi Sabo	GSSS Talwandi Sabo
3	Fazilka	Khuiyan Sarwer	GSSS Dharampura
4		Abohar	GSSS Kundal
5	Mansa	Mansa	GSSS Mansa
6		Budlada-1	GSSS (G) Budlada
7		Budlada-2 at Bareta	GHS (G) Bareta
8		Jhunir-2 at Sardulgarh	GGSSS Sardulgarh
9	Muktsar	Muktsar	GGSSS Rupana
10	Patiala	Samana-1	GMSSS Chunagra
11	Sangrur	Lehragaga	GSSS Lehal Kalan
12		Sunam	GSSS (G) Sunam
13	Tarn Taran	Valtoha	GSSS (G) Valtoha

The Appraisal team has recommended a total amount of Rs.2385.75 lakh for 35 KGBVs (10 in Type I, 12 in Type III and 13 in Type IV).

Issues:

- 595 (27.04%) seats are lying vacant against 2200 targeted girl's enrollment in KGBVs Type I & II and 51 (4.86%) seats are lying vacant against 1050 targeted girl's enrollment in 21 operational KGBVs Type IV.

17.Solar Panel

Introduction

Solar energy is the most abundant and suitable source of renewable energy for our country. Electrical energy produced from solar energy is most eco-friendly and green source of energy. The Ministry of New And Renewable Resources of Energy (MNRE), Govt. of India and

Govt. of Punjab are promoting solar power by offering a decent subsidy @25% of the capital amount for solar projects.

Most of the Govt. schools of the Punjab state are well equipped with decent buildings and have large Rooftops. These rooftops can be used to install solar power panel for purpose of generation of solar power.

THEORY OF CHANGE

Stable and regular supply of electricity plays critical role in effective schooling as computer labs and other ICT equipments are becoming inseparable part of teaching – learning process. Further, in Punjab where summer spreads for more half of the year, hefty electricity bill of schools is also a big challenge for schools because of availability of limited funds in schools. Installation of rooftop solar panel is viable in Punjab as there is ample sunlight in its all regions throughout the year.

Solar energy is stable and comparatively economical as compared to other sources of energy. Installing solar panel enables schools to run on eco-friendly energy while at the same time reduces electricity bills of schools. Further, the excess solar energy generated by the schools can be transferred back to grid via net metering, thereby enabling the school to earn revenue and plough back such revenue for effective schooling.

Cost benefit analysis of Rooftop Solar power plant:-

The main components of the solar power plant are PV Panels, an inverter to convert D.C. to A.C. and a transformer for transmission of generated power to the power grid. Cost of installation of 10KV solar power plant is approximately Rs. 440250. The details of cost estimation are as follows:

For **10KV solar power plant:**

Approximate cost of PV panels =50000X4	= Rs.200000
Approximate cost of inverter	= Rs. 60000
Approximate cost of transformer	= Rs. 50000

Other equipments and installation charges	= Rs. 40000
Total cost	= Rs. 3,50,000

On an average 1KW system generates 1600-1700 KWh of electrical energy per year in our country

Total electrical energy produced by 5KW power plant per year = **5X1600 = 8000 KWh**

It is evident from the above data that the money spent on Rooftop 10KW solar power plant would be back in just 4 years. There are around 20 thousand Govt. Schools in the state of Punjab, if all the schools are equipped with Rooftop Power solar plants then all schools would be self power dependent and there would be many Megawatt (MW) of surplus power for the use of state.

As consulted with PEDA there won't be any threat posed by the project. The solar power panel will be installed on the rooftop. The solar panels are shock proof. The transformer will be placed on the rooftop in a steel cage. Inverter, batteries, and circuit boards will be protected in a small power room under lock.

Progress during the year 2018-19

An amount of Rs 3080 lacs was approved for 880 govt.senior secondary Schools @3.5 lacs per School by GoI during the year 2018-19. As per notification no. **10/174/2012/STE(3)/4725 dated 26[^]12[^]2012** of Government of Punjab:-

"Punjab Energy Development Agency (PEDA) is the nodal agency for the implementation of the NRSE Policy on behalf of the Govt. of Punjab. PEDA will be responsible for laying down the procedure for inviting of proposals from NRSE project developers i.e. preparing bid documents, managing the bid process, evaluation of project proposals and its award to successful bidder, project approvals and scrutiny of DPR, project implementation and monitoring. All NRSE projects developers in the state (including captive, cogeneration, IPP asnd merchant power developers) will be required to submit their project proposals with PEDA for approval and validation for sate of power in or outside the state."

As per notification funds have been transferred to Punjab Energy Development Authority.work is under progress

Picture of installation of Solar panel system of 10 KW in GSSS Smart School PAU Ludhiana.

Proposal for the year 2019-20

Solar power plants of 5KW capacity for 1015 senior secondary schools have been proposed at unit cost of Rs. 3.50 lakhs under AWP&B 2019-20. Total cost estimated for solar power panel would 3552.50 lakhs.

District	No. of School	unit Cost	Total in lacs
AMRITSAR	39	3.5	136.5
BARNALA	27	3.5	94.5
BATHINDA	82	3.5	287
FARIDKOT	23	3.5	80.5
FATEHGARH SAHIB	30	3.5	105
FAZILKA	25	3.5	87.5
FEROZEPUR	23	3.5	80.5
GURDASPUR	47	3.5	164.5
HOSHIARPUR	77	3.5	269.5
JALANDHAR	102	3.5	357
KAPURTHALA	44	3.5	154
LUDHIANA	112	3.5	392
MANSA	28	3.5	98
MOGA	44	3.5	154
MUKTSAR	54	3.5	189
PATHANKOT	19	3.5	66.5
PATIALA	44	3.5	154
ROOPNAGAR	34	3.5	119
S.B.S. NAGAR	37	3.5	129.5
SANGRUR	61	3.5	213.5
SAS NAGAR	23	3.5	80.5
TARN TARAN	40	3.5	140
Grand Total	1015	3.5	3552.5

Total budget required for 1015 senior secondary schools: 3552.5 lacs

A. Observation and Recommendation:

Not Recommended.

Annexure

Vocational Education

Annexure 1

Recurring Support VE - Existing 955 schools

Activity Master	Physical	Unit Cost	Financial	Remarks
Financial Support for Vocational Teacher/ Trainer (Existing)	1910	2.06	3934.6	Recommended as proposed for trainers in 955 schools.
Financial Support for Resource Persons (Existing)	955	1.084	1035.22	Recommended as proposed.
Raw material grant for new school per course (Existing)	955	0.425	405.875	Recommended as proposed.
Cost of providing Hands Training Students (Existing)	955	0.572	546.26	Recommended as proposed.
Assessment and Certification Cost (Existing)	51859	0.006	311.154	Recommended for students of class 10th and 12th
Office Expenses / Contingencies for School (Existing)	955	0.118	112.69	Recommended as proposed.
Induction training of VE - Teachers (10 Days) - (Existing)	350	0.05	17.5	Recommended for trainers to be appointed in 175 schools.
In-service Training of VE - Teachers (5 - Days) - (Existing)	1560	0.01625	25.35	Recommended for in-position trainers in 780 schools.
Total of Recurring Support VE - Existing			6388.65	

PUNJAB
AWP&B 2019-20
Executive Summary of
Samagra Shiksha

Executive Summary

Progress Overview

A. Financial Statement- EE, SE & TE

I. Details for the year 2018-19

(Rs. in lakh)

Head	Outlay Approved			Expenditure				
	Spill over	Fresh(NR)	Recurring	Total	Spill over	Fresh(NR)	Recurring Fresh	Total
EE including KGBV TYPE I	10118.01	503.80	56782.67	71693.13	2011.597	1772.78	57045.29	58818.07
SE including KGBV TYPE II, III & IV	17358.43	3964.00	20305.07	41627.50	0.00	421.08	14836.10	15257.18
TE	0.00	2525.39	1692.10	4217.49	0.00	0.00	1281.13	1281.13
Total	27476.44	6993.19	78779.84	117538.12	2011.597	2193.86	73162.52	75356.38

II. Fund release to SIS: 2018-19

(Rs. in lakh)

Component	Outlay	GOI Share	Proposed Releases of Central share	Actual Releases of Central Share	% of actual Releases wrt Proposed releases	% of proposed Releases wrt GOI Share of Outlay
EE	71693.13	43015.87	36510.00	36510.00	100%	84.87%
SE	41627.50	24976.50	6816.00	6816.00	100%	27.28%
TE	4217.49	2530.49	1074.00	1074.00	100%	42.44%

III. Estimate and Expenditure 2018-19

(Rs. in Lakh)

S.No	Intervention	Estimate	% of Estimate (Component/ Grand Total)	Total Expenditure Upto March 2019	Central share of Expenditure (assuming 100%,90%/10% of Centre's share in exp.)	% of total expenditure against estimate
I						
1	Teacher Salary	24712.80	18680.19	18680.19	100%	75.59
2	KGBV(Recurring Cost)	1137.77	1616.85	703.3480	43.50%	61.82
3	KGBV (Non-Recurring)	22.00	22.00	22.00	100%	100%
4	Composite Grant	7246.75	6796.27	6796.27	69.93%	93.78
5	Free Textbooks	2247.42	2247.42	2247.42	100.00%	100.00
6	Free Uniforms	9392.56	8652.64	8652.64	100.00%	92.12
7	BRC/CRC	11632.12	11615.25	11480.166	98.84%	98.69

III. Estimate and Expenditure 2018-19

(Rs. in Lakh)

S.No	Intervention	Estimate	% of Estimate (Component/Grand Total)	Total Expenditure Upto March 2019	Central share of Expenditure (assuming 100%,90%/10% of Centre's share in exp.)	% of total expenditure against estimate
8	Residential schools/Hostels(Recurring Cost)	185.15	181.50	175.65	96.78%	94.87
9	Vocational Education (Recurring Cost)	9307.45	6227.67	4355.24	61.32%	46.79
10	Salaries of Teacher Educators (TEs)	2520.00	1240.37	1240.37	100.00%	49.22
11	Reimbursement under 12(1)(C)	0.00	00	0.00	0.00	0.00
12	Programme Management	4288.6515	4288.6515	3222.7290	75.15%	75.15
	Sub Total	72692.6715	61568.8115	57576.023	89.10%	79.20
II						
1	Civil Works (SE)	21313.43	21313.43	412.08	100%	
2	Civil Works (EE)	10621.81	10621.81	1759.78	50.79%	
3	Civil Works (TE)	2525.39	2525.39	0.00	0	
4	Sports and Physical Education	1819.45	1819.45	35.13	1.93%	1.93
5	Provision for CWSN	2292.16	2194.27	1737.92400	79.20%	75.82
6	Special Training for oosc	0.00	107.64	19.92	0.00%	0
7	Transport and Escort Facility	0.00	0.00	0.00	0.00%	0
8	Libraries	522.24	522.24	522.24	100.00%	100%
	Sub Total	39094.48	39104.23	4487.074		47.99
III						

III. Estimate and Expenditure 2018-19

(Rs. in Lakh)

S.No	Intervention	Estimate	% of Estimate (Component/Grand Total)	Total Expenditure Upto March 2019	Central share of Expenditure (assuming 100%,90%/10% of Centre's share in exp.)	% of total expenditure against estimate
1	ICT	662.00	662.00	662.00	100.00%	100.00
2	Funds for Quality (LEP, Innovation, Guidance etc)	6971.70	10540.713	7055.698	77.93%	111.59
3	Media and Community Mobilization	868.05	578.67	345.06	59.63%	39.75
4	Training for In-service Teachers and Head Teachers	1812.68	1569.22	833.498	53.12%	45.98
5	Rastriya Aavishkar Abhiyan	705.00	474.00	460.23	97.12%	66.06
6	Support at Pre-Primary Level	5494.192	3465.05	3465.05	100.00%	51.02
7	Assessment at National & State level	0.00	86.00	68.00	79.07%	0.00
(i)	DIKSHA (National Teacher Portal)	292.50	74.97	0.0	0.00%	0.00
(ii)	Program & Activities including Faculty Development of Teacher Educators	192.58	166.00	0.0	0.00%	0.00
(iii)	Technology Support to TEIs	32.50	26.10	0.0	0.00%	0.00
(v)	Self Defence Training (Upto Class VIII)	159.54	159.54	159.54	100.00%	100.00
(vi)	Special Projects for	578.86	381.86	233.93	61.26%	40.41

III. Estimate and Expenditure 2018-19

(Rs. in Lakh)

S.No	Intervention	Estimate	% of Estimate (Component/Grand Total)	Total Expenditure Upto March 2019	Central share of Expenditure (assuming 100%,90%/10% of Centre's share in exp.)	% of total expenditure against estimate
	Equity					
(vii)	Management Information System (SDMIS & Shaala Kosh)	108.46	107.02	10.28	9.61%	9.48
	Sub Total	18088.822	18291.143	13293.286	76.29%	73.60
	Grand Total (I+II+III)	138771.2235	117538.12	75356.383	8807.49%	52.72

IV. Activity-wise Spill over of Non-Recurring component as on 31.03.2019:

Elementary:-

(Rs. in Lakh)

Sl. No.	Intervention	Year of Sanction	Approval	Expenditure (Estimated till 31.03.2019)	Spill over					
					Start (Work in progress)		Not started		Total	
					Phy	Fin	Phy	Fin	Phy	Fin
1	Additional Class Room	2018-19	9391.64	1055.912	0	0	1129	8335.73	1129	8335.73
2	Ramp	2018-19	556.20	60.30	Nil	Nil	1653	495.90	1653	495.90
3	Boys toilet	2018-19	218.30	215.94	Nil	Nil	2	2.36	2	2.36
4	Girls Toilet	2018-19	113.00	111.87	Nil	Nil	1	1.13	1	1.13
5	Drinking water	2018-19	6.18	6.18	Nil	Nil	0	0	0	0
6	Major repair	2018-19	301.30	287.39	Nil	Nil	5	13.91	5	13.91
7	Upgraded School (PS to UPS)	2018-19	22.19	22.19			0	0	0	0
	Total		10608.81	1759.782				8849.032		8849.03

V. Secondary:

(Rs. in Lakh)

Sl. No.	Intervention	Year of Sanction	Approval	Expenditure (Estimated till 31.03.2019)	Spill over						
					Start (Work in progress)		Not started		Total		
					Phy	Fin	Phy	Fin	Phy	Fin	
1	Additional Classroom	2018-19	636.95	Nil	Nil	Nil	Nil	86	636.95	86	636.95
2.	Science Lab	2018-19	854.61	Nil	Nil	Nil	Nil	102	854.61	102	854.61
3.	Sci Lab equipment	2018-19	102.00	Nil	Nil	Nil	Nil	102	102.00	102	102.00
4.	Art/culture room	2018-19	2540.06	Nil	Nil	Nil	Nil	359	2540.06	359	2540.06
5.	Boys Toilets	2018-19	25.79	Nil	Nil	Nil	Nil	16	25.79	16	25.79
6.	Girls Toilets	2018-19	8.52	Nil	Nil	Nil	Nil	4	8.52	4	8.52
7.	Major Repair	2018-19	81.21	Nil	Nil	Nil	Nil	28	81.21	28	81.21
8.	Libraries	2018-19	1937.04	Nil	Nil	Nil	Nil	205	1937.04	205	1937.04
9.	Upgradation of Middle to High	2018-19	3605.38	412.08	Nil	Nil	Nil	40	3145.50	40	3193.20
10.	ICT @ Schools	2018-19	4983.50	Nil	Nil	Nil	Nil	0	4983.50	0	4983.50
11.	Vocational Education	2018-19	3458.37	Nil	Nil	Nil	Nil	0	3458.37	0	3458.37
12.	Solar Panel	2018-19	0.00	Nil	Nil	Nil	Nil	880	3080.00	880	3080.00
Total			18233.43								20901.25

VI. Teacher Education

(Rs. in Lakh)

Sl. No.	Intervention	Year of Sanction	Approval	Expenditure (Estimated till 31.03.2019)	Spill over						
					Start (Work in progress)		Not started		Total		
					Phy	Fin	Phy	Fin	Phy	Fin	
1.	DIET	2018-19	2525.39	0	0	0	0	0	0	5	2525.39

VII. Financial Statements of Elementary

(Rs in Lakh)

Sl. No.	Year	Approved Outlay	Amount Released			Opening Balance	Amount received from other sources	Total Amount Available	Expenditure	Closing Bal. /Unspent Fund	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
			13th Finance	GOI	State									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	2001-02													
2	2002-03	14213.992	0.00	10485	973.17	2759.58	34.84	14252.59	6690.47	47.07	3495.00	46.94	3495.00	(-)2521.83
3	2003-04	20145.759	0.00	6476	3083	3478.46	90.38	13127.84	4449.83	22.09	2158.67	33.9	2158.67	(-)1597.50
4	2004-05	20078.31	0.00	3089.05	2677.83	3283.17	139.36	9189.41	8780.61	43.73	1029.68	95.55	1029.68	50.65
5	2005-06	22582	0.00	14683.89	4894.63	3315.72	197.08	23091.32	11857.44	52.51	4894.63	51.35	4894.63	50.65
6	2006-07	23278.14	0.00	12894.62	2626.64	1301.42	178.65	17001.33	15785.67	67.81	4298.21	92.85	4298.21	(-)1620.92
7	2007-08	18473.63	0.00	10493.88	4468.27	1165.04	145.96	16273.15	15313.47	82.89	5650.55	94.1	5650.55	(-)2803.2

Sl. No.	Year	Approved Outlay	Amount Released			Opening Balance	Amount received from other sources	Total Amount Available	Expenditure	Closing Bal. /Unspent Fund	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/ excess in state Share
			13th Finance	GOI	State									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
8	2008-09	26441.56	0.00	13808.11	5950.35	3475.15	674.32	23907.93	28620.48	108.24	7435.14	119.71	7435.14	(-)4287.99
9	2009-10	36930.21	0.00	20044	17701.29	7433.48	360.47	45539.24	29677.71	80.36	13362.67	65.17	13362.67	50.63
10	2010-11	68895.58	3600.00	39612.74	12183.15	16746.18	720.33	72862.40	43215.66	62.73	21329.94	59.31	21329.94	(-)9096.16
11	2011-12	105195.58	0.00	48112.44	13701.73	4135.25	1267.09	67216.51	76169.85	72.41	25906.7	113.32	25906.69	(-)23533.12
12	2012-13	106653.0962	0.00	50840.68	34156	2135.93	1245.89	88378.50	63387.69	59.43	26639.14	71.72	26639.13	(-)16016.25
13	2013-14	73953.652	5000.00	38323.73	37692.83	6984.15	537.72	88538.43	87951.35	118.93	20635.854 6	99.34	20635.85	(+)1040.73
14	2014-15	85092.16	5200.00	36215.98	10939.88	21715.26	761.25	74832.37	63877.66	75.07	5270.38	85.36	19500.90	(-)7520.79
15	2015-16	98473.9	0.00	30003.82	26536.1	3323.25	330.78	60193.94	79492.65	80.72	20002.54	132.06	20002.54	(-) 987.22
16	2016-17	105924.19	0.00	30002.693	30065.34	3127.47	831.07	64026.58	78747.96	74.34	20001.795	122.99	20001.795	(+)9076.32 5
17	2017-18	113910.3	0.00	31665.00	21049.35	9575.56	1304.19	63594.10	57655.80268	50.61	21110.00	90.66	21110.00	(+)9015.67 5
18	2018-19	71693.13	0.00	36510	22946	21110	485.3	81051.3	73162.5230		80.42	71.13	24340	7621.67

VIII. Financial Statements of Secondary (RMSA)

(Rs in Lakh)

Sl. No.	Year	Approved Outlay	Amount Released		Opening Balance	Amount received from other sources	Total Amount Available	Expenditure	Closing Bal. /Unspent Fund	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/ excess in state Share
			GOI	State									
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	2009-10	6201.24	75:25	4650.93	1550.30	2325.00	775.00	0.00	0.00	1.	2009-10	6201.24	75:25
2.	2010-11	38445.57	75:25	28834.17	9611.49	18875.00	6291.00	0.00	0.00	2.	2010-11	38445.57	75:25
3.	2011-12	37705.68	75:25	28279.26	9426.42	3940.07	1313.36	0.00	0.00	3.	2011-12	37705.68	75:25
4.	2012-13	10079.94	75:25	7559.95	2519.99	30844.39	10281.46	0.00	0.00	4.	2012-13	10079.94	75:25
5.	2013-14	17858.52	75:25	13393.89	4464.63	2384.07	794.69	0.00	0.00	5.	2013-14	17858.52	75:25
6.	2014-15	12059.91	75:25	9044.94	3014.97	8539.08	2846.36	0.00	0.00	6.	2014-15	12059.91	75:25
7.	2015-16	11903.93	60:40	7142.36	4761.57	1663.72	1109.14	0.00	0.00	2015-16	11903.93	60:40	7142.36
8.	2016-17	15124.81	60:40	9074.88	6049.93	6626.47	4417.64	0.00	0.00	2016-17	15124.81	60:40	9074.88
9.	2017-18	11713.87	60:40	7028.32	4685.54	4084.38	2722.92	0.00	0.00	2017-18	11713.87	60:40	7028.32
10.	2018-19	24269.072	60:40	14561.44	9707.63	6816.00	3324.84	4544 (-1219.16)	(-1219.16)	2018-19	24269.072	60:40	14561.44

IX. Financial Statements of Teacher Education

(Rs in Lakh)

S.No.	Year	Approved Outlay	Amount Released		Opening Balance	Amount received from other sources	Total Amount Available	Expenditure	Closing Bal. /Unspent Fund	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/ excess in state Share
			GOI	State									
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	2011-12	1555.58	1555.58	0.00	0.00	0.00	1555.58	1555.58	0	100	100	400	-190.91
2	2012-13	2184.45	1200.00	590.91	0.00	0.00	1790.91	1790.91	0	81.98448	100	442.83	-455.65
3	2013-14	2503.69	1328.48	898.48	0.00	0.00	2226.96	2226.96	0	88.94711	100	525.01	0.00
4	2014-15	2376.79	682.71	960.00	0.00	0.00	2100.05	2100.05	0	88.35656	100	885.65	-12.83
5.	2015-16	2246.21	943.20	838.46	0.00	0.00	2226.96	2226.96	0	99.143	100	455.14	-504.86
6.	2016-17	2665.63	1074.59	982.86	0.00	0.00	1642.71	1642.71	0	61.62558	100	628.80	-209.66
7.	2017-18	2096.16	1328.48	898.48	0.00	0.00	1781.66	1781.66	0	84.99637	100	716.39	-266.47
8.	2018-19	4217.49	682.71	960.00	0.00	0.00	2057.45	2057.45	0	48.78376	100	400	-190.91

X. Status of Outstanding Advances under Elementary General Head (Upto 2014-15 and thereafter with a note on pending advances for longer period)

a. Outstanding Advances upto 2015-16 (1.4.2016)

(Rs. In lakh)

S.No	General	Capital	Total	Reasons for non-settlement	Target Date of settlement
1.	79.98	171.50	251.49	LAND DISPUTE	31-07-2019

b. Outstanding Advances - 2016-17 (1.4.2017)

(Rs. In lakh)

S. No.	General	Capital	Total	Reasons for non-settlement	Target Date of settlement
1.	61.23	27.91	89.146	COURT CASE	31-07-2019

c. Outstanding Advances - 2017-18 (1.4.2018)

(Rs. In lakh)

S. No.	General	Capital	Total	Reasons for non-settlement	Target Date of settlement
1.	136.59	2.64	139.25	Work in Progress	30-06-2019

d. Outstanding Advances - 2018-19 (1.4.2019)

(Rs. In lakh)

S. No.	General	Capital	Total	Reasons for non-settlement	Target Date of settlement
1.	212.29	371.50	583.80	WORK IN PROGRESS	30-6-2019

e. Grand Total – Outstanding Advances as on 31.3.2019

(Rs. In lakh)

S. No.	Period	General	Capital	Total
1.	Upto 2015-16	79.98196	171.50885	251.49081
2.	2016-17	61.23097	27.91586	89.14683
3.	2017-18	136.59873	2.64104	139.23978
4.	2018-19	212.29927	371.50364	583.80291
	Grand Total	490.11093	573.56939	1063.68033

XI. Cumulative State Share Position upto 31-3-2019 (EE)

(Rs. In Lakh)

Sl. No	Financial Year	Approved Outlay	Ratio/Sharing Pattern	GOI Share	State Share	Releases		Due State Share as per GOI releases	State Share excess / shortfall	Cumulative Shortfall/excess
						GOI Releases	State Releases			
1	2	3	4	5	6	7	8	9	10 (8-9)	11
1	2001-2002									
2	2002-2003	14213.99200	75:25	10585.494	3628.498	10485.00	973.17	3495.00	(-2521.83)	(-2521.83)
3	2003-2004	20145.75900	75:25	15109.31925	5036.43975	6476.00	3083.00	2158.67	(924.33)	(-1597.50)
4	2004-2005	20078.31	75:25	15058.7325	5019.5775	3089.05	2677.83	1029.68	(1648.15)	50.65
5	2005-2006	22582	75:25	16936.5	5645.5	14683.89	4894.63	4894.63	(0)	50.65
6	2006-2007	23278.14	75:25	17458.605	5819.535	12894.62	2626.64	4298.21	(-1671.57)	(-1620.92)
7	2007-2008	18473.63	65:35	12007.8595	6465.7705	10493.88	4468.27	5650.55	(-1182.28)	(-2803.2)
8	2008-2009	26441.56	65:35	17187.014	9254.546	13808.11	5950.35	7435.14	(-1484.79)	(-4287.99)

Sl. No	Financial Year	Approved Outlay	Ratio/Sharing Pattern	GOI Share	State Share	Releases		Due State Share as per GOI releases	State Share excess / shortfall	Cumulative Shortfall/excess
						GOI Releases	State Releases			
9	2009-2010	36930.21	60:40	22158.126	14772.084	20044.00	17701.29	13362.67	(4338.62)	50.63
10	2010-2011	68895.58	65:35	42442.127	22853.453	39612.74	12183.15	21329.94	(-9146.79)	(-)9096.16
11	2011-2012	105195.58	65:35	65712.127	35383.453	48112.44	11469.73	25906.69	(-14436.96)	(-)23533.12
12	2012-2013	106653.10	65:35	66399.515	35735.85	49472.68	34156.00	26639.13	(7516.87)	(-) 16016.25
13	2013-2014	73953.65	65:35	44819.8725	24133.7775	38323.73	37692.83	20635.85	(17056.98)	(+)1040.73
14	2014-2015	85092.16	65:35	51929.904	27962.256	36215.975	10939.38	19500.90	(-8561.52) 19500.90	(-)7520.79
15	2015-2016	98473.90	60:40	59084.34	39389.56	30003.82	26536.11	20002.54	(6533.57)	(-) 987.22
16	2016-2017	105924.19	60:40	63554.51	42369.68	30002.693	30065.34	20001.795	(10063.545)	(+)9076.325
17	2017-2018	113910.30	60:40	68346.18	45564.12	31665.00	21049.35	21110.00	(-60.65)	(+)9015.675
18	2018-2019	61575.120	60:40	36945.012	24630.00	36510.00	22946.00	24340.00	1394.00	(+)7621.675
Total			14213.99200	75:25	10585.494	3628.498	10485.00	973.17	3495.00	(-2521.83)

XII. Cumulative State Share Position upto 31-3-2019 (Secondary)

(Rs. In Lakh)

Sl. No	Financial Year	Approved Outlay	Ratio/Sharing Pattern	GOI Share	State Share	Releases		Due State Share as per GOI releases	State Share excess / shortfall	Cumulative Shortfall/excess
						GOI Releases	State Releases			
1	2	3	4	5	6	7	8	9	10 (8-9)	11
1.	2009-10	6201.24	75:25	4650.93	1550.30	2325.00	775.00	0.00	0.00	0.00
2.	2010-11	38445.57	75:25	28834.17	9611.49	18875.00	6291.00	0.00	0.00	0.00
3.	2011-12	37705.68	75:25	28279.26	9426.42	3940.07	1313.36	0.00	0.00	0.00
4.	2012-13	10079.94	75:25	7559.95	2519.99	30844.39	10281.46	0.00	0.00	0.00
5.	2013-14	17858.52	75:25	13393.89	4464.63	2384.07	794.69	0.00	0.00	0.00
6.	2014-15	12059.91	75:25	9044.94	3014.97	8539.08	2846.36	0.00	0.00	0.00
7.	2015-16	11903.93	60:40	7142.36	4761.57	1663.72	1109.14	0.00	0.00	0.00
8.	2016-17	15124.81	60:40	9074.88	6049.93	6626.47	4417.64	0.00	0.00	0.00
9.	2017-18	11713.87	60:40	7028.32	4685.54	4084.38	2722.92	0.00	0.00	0.00
10.	2018-19	24269.072	60:40	14561.44	9707.63	6816.00	3324.84	4544 (-1219.16)	(-1219.16)	-1219.16

XIII. Cumulative State Share Position upto 31-3-2019 (Teacher Education)

(Rs. In Lakh)

Sl. No	Financial Year	Approved Outlay	Ratio/Sharing Pattern	GOI Share	State Share	Releases		Due State Share as per GOI releases	State Share excess / shortfall	Cumulative Shortfall/excess
						GOI Releases	State Releases			
1	2	3	4	5	6	7	8	9	10 (8-9)	11
2	2011-12	1555.58	100%	1555.58	0.00	1555.58	0.00	0.00	0.00	0.00
3	2012-13	2184.45	75:25	1200.00	590.91	1200.00	590.91	0.00	0.00	0.00
4	2013-14	2503.69	75:25	1372.43	505.41	1265.73	505.41	0.00	0.00	0.00
5	2014-15	2376.79	75:25	1554.75	525.01	1575.04	525.01	0.00	0.00	0.00
6	2015-16	2246.21	60:40	1347.73	898.48	1328.48	898.48	0.00	0.00	0.00
7	2016-17	2665.63	60:40	1482.40	960.00	682.71	960.00	0.00	0.00	0.00
8	2017-18	2096.16	60:40	943.20	838.46	943.20	838.46	0.00	0.00	0.00
9	2018-19	4217.49	60:40	2530.49	1686.99	1074.59	982.86	(767.42) 215.44	+767.42	+767.42

XIV. Pending UCS for NR with financial details :- NIL

XV. Expenditure for the year 2018-19

(Rs. in Lakh)

Component	Budget	Expenditure
Strengthening of physical infrastructure & Establishment of New DIETs	2187.55	0.00
Salaries* of Teacher Educators (TEIs)	1240.37	430.89
Training for In-service Teacher, Head Teachers and Teacher Educators	1422.627	807.361
DIKSHA (National Teacher Platform)	74.97	0.00
Program & Activities and Specific projects for Research activities (DIETs)	184.59	80.30
Technology Support to TEIs	26.10	0.00
Annual Grant for TEIs	205	0.00
Academic support through BRC/URC/CRC	7856.772	7721.698

XVI. Physical Progress of DIET, SCERT and BIET -NIL

The Status of all Non Recurring infrastructure details may be provided

Year wise TEIs Approved under CSSTE

TEIs	Before 2012-13	TEIs Approved under CSSTE						Total Approved TEIs during 2012-13 to 2017-18	Total No. of TEIs
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18		
DIETs/ DRCs	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
IASEs	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
CTEs	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
BITEs	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
Total									

Add table for any other infrastructure sanctioned

Out of the above the details of completed task wrt to infrastructure may be given and then followed up with the Status of individual DIET/SCERT/BITE which is still to be completed

	Amount Sanctioned (Rs. in Lakh)	Year	Expenditure (Rs. in Lakh)	Physical Progress	Remarks
DIET	643.11	2018-19	Nil	Nil	Nil
BIET, S	Nil	Nil	Nil	Nil	Nil
BITE	Nil	Nil	Nil	Nil	Nil

Physical Progress –New DIETs and others

XVII. Status of Submission of Audit and Annual Report:

- (a) Whether State has submitted Audit Report for F.Y 2017-18- -SSA. **submitted**
- (b) Whether State has submitted Audit Report for F.Y 2017-18- -RMSA. **submitted**
- (c) Whether State has submitted Annual Report for F.Y 2017-18- -SSA- **submitted** (including Hindi Version for laying in Parliament
- (d) Whether State has submitted Annual Report for F.Y 2017-18- -RMSA- **submitted** / (including Hindi Version for laying in Parliament
- (e) Whether Auditors appointed for Audit of SAMAGRA Shiksha Accounts for the year 18-19 for all the 3 components **IN PROCESS**
- (f) Whether Single Society of Samagara Shiksha formed alongwith the Name of the Society **YES**

Proposal and Recommendation 2019-20

State Name: Punjab and Year:2019-2020												
Particulars				Proposal			Recommendation					
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks		
Access & Retention	Opening of New / Upgraded Schools	3	Opening of New / Upgraded Schools - NR (Secondary)									
		3.a	1 Section School (Class IX - X)	12	64.62	775.44	2	63.846	127.692	Recommended 2 schools as found eligible. Remaining 10 schools do not qualify as per distance and enrollment norm (4), distance norm (6)		
		3.b	2 Section School (Class IX - X)	2	80.85	161.7	0	0	0	Not recommended as do not qualify as per distance norm (2 schools)		
		Total of Opening of New / Upgraded Schools - NR (Secondary)					937.14			127.69		
		5	Opening of New / Upgraded Schools - NR (Hr. Secondary)									
		5.c	Higher Secondary School - Arts Stream (XI - XII)	38	19.15316	727.82	8	19.15	153.2	Recommended 8 schools as found eligible. Remaining 30 schools do not qualify as per distance and enrollment norm (8), Distance norm (16), Enrollment norm (2), Having secondary section in the school (4).		
		Total of Opening of New / Upgraded Schools - NR (Hr. Secondary)					727.82			153.2		
Total of Opening of New / Upgraded Schools					1664.96			280.89				

State Name: Punjab and Year:2019-2020

Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
	30 Residential School / Hostels	Residential Hostels - Recurring (Previous Year) (Capacity 100)							
		30.a Food/lodging per child per month	500	0.18	90	500	0.18	90	Recommended for 500 children in 05 existing residential hostels.
		30.b Stipend per child per month	500	0.012	6	500	0.012	6	Recommended for 500 children in 05 existing residential hostels.
		30.d 1 Warden	5	3	15	5	3	15	Recommended 1 (one) each for the existing 5 residential hostels.
		30.g 3 Part time teachers	15	0.72	10.8	15	0.72	10.8	Recommended 3 part time teacher each for the 5 existing hostels.
		30.h 1 Full Time Accountant	5	1.2	6	5	1.2	6	Recommended 1 (one) each for the existing 5 residential hostels.
		30.i 2 Support staff - (Accountant/Assistant, Peon, Chowkidar)	5	1.92	9.6	5	1.92	9.6	Recommended 2 (two) each for the existing 5 residential hostels.
		30.j 1 Head Cook	5	0.84	4.2	5	0.84	4.2	Recommended 1 (one) each for the 5 existing residential hostels.
		30.k 2 Assistant Cook	5	1.2	6	5	1.2	6	Recommended 2 (two) each for the existing 5 residential hostels.
		30.l Specific Skill training	500	0.01	5	500	0.01	5	Recommended for 500 children in 05 existing residential hostels.
		30.m Electricity / water charges	500	0.015	7.5	500	0.015	7.5	Recommended for 500 children in 05 existing residential hostels.
		30.n Medical care/contingencies	500	0.0125	6.25	500	0.0125	6.25	Recommended for 500 children in 05 existing residential hostels.
		30.o Maintenance	500	0.01	5	500	0.01	5	Recommended for 500 children in 05 existing residential hostels.
		30.p Miscellaneous	500	0.0125	6.25	500	0.0125	6.25	Recommended for 500 children in 05 existing residential hostels.

State Name: Punjab and Year:2019-2020											
Particulars					Proposal			Recommendation			
Major Component	Sub Component			Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
			30.q	Preparatory camps	500	0.001	0.5	0	0	0	Not recommended for existing hostels. This could be the part of regular community participation.
			30.r	P.T.A / school functions	500	0.001	0.5	0	0	0	Not recommended. This should be the part of regular SMCs/SMDCs meetings.
			30.t	Capacity Building	500	0.001	0.5	500	0.001	0.5	Recommended for 500 children in 05 existing residential hostels.
			30.u	Physical / Self Defence Training	500	0.001	0.5	500	0.001	0.5	Recommended for 500 children in 05 existing residential hostels.
			Total of Residential Hostels - Recurring (Previous Year) (Capacity 100)				179.6			178.6	
			Total of Residential School / Hostels				179.6			178.6	
	Strengthening of Existing Schools	37	Strengthening of Schools - NR (up to Highest Class VIII)								
		37.b	Additional Classrooms (Upto Class VIII)		2137	7.51	16048.87	0	0	0	Additional class rooms not recommended due to backlog
		37.f	Drinking Water (Upto Class VIII)		23	1.236	28.428	6	1.236	7.416	6 drinking water to schools recommended in consultation MIS Unit TSG and justification as per gaps.

State Name: Punjab and Year:2019-2020

Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		37.k Major Repair (Upto Class VIII)	495	1.22385	605.806	68	1,22385	83.2218	68 major repairs for PS and UPS buildings recommended after verification of photos, estimates and year of construction etc. The State has ensured to carryout the minor repairs including rectifying cracks, finishing, painting etc. complete
		37.n Ramps and Handrails	2947	0.3	884.1	2018	0.3	605.4	Ramps to 2018 schools recommended in consultation MIS Unit TSG and justification as per gaps.
		Total of Strengthening of Schools - NR (up to Highest Class VIII)			17567.2			696.04	
	38	Strengthening of Existing Schools (IX - X) - NR							
		38.a Additional Classroom	943	7.51	7081.93	0	0	0	Additional class rooms not recommended due to backlog
		38.b Science Lab	151	10	1510	96	10	960	96 Science lab recommended in consultation MIS Unit TSG and justification as per gaps.
		38.c Lab Equipment (Sci Lab)	151	1	151	96	1	96	96 Lab. equipment to Science lab. recommended in consultation MIS Unit TSG and justification as per gaps.

State Name: Punjab and Year:2019-2020

Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		38.f Drinking Water	1	1.236	1.236	0	0	0	Not recommended as no gap found
		Total of Strengthening of Existing Schools (IX - X) - NR			8744.17			1056	
	43	Electrification in Schools (Secondary and Sr. Secondary) - NR							
		43.a Solar Panel For School	1015	3.5	3552.5	0	0	0	Not recommended
		Total of Electrification in Schools (Secondary and Sr. Secondary) - NR			3552.5			0	
		Total of Strengthening of Existing Schools			29863.87			1752.04	
	Total of Access & Retention				31708.43			2211.53	
RTE Entitlements	Free Uniforms	49 Uniform							
		49.a All Girls	824772	0.006	4948.632	772377	0.006	4634.262	Recommended for two sets of uniforms of 772377 girl students.
		49.c SC Boys	558432	0.006	3350.592	529728	0.006	3178.368	Recommended for two sets of uniforms for 529728 students.
		49.d BPL Boys	92653	0.006	555.918	92653	0.006	555.918	Recommended for two sets of uniforms for 92653 students.
		Total of Uniform			8855.14			8368.55	
		Total of Free Uniforms			8855.14			8368.55	
	Free Textbooks	50 Free Text Books							
		50.a Text Books (Class I - II)	331882	0.0025	829.705	331882	0.0025	829.705	Recommended for 331882 students.
		50.d Text Books (Class III - V)	589965	0.0025	1474.912	589965	0.0025	1474.9125	Recommended for 589965 students.
		50.g Text Books (Class VI - VIII)	648067	0.004	2592.268	648067	0.004	2592.268	Recommended for 648067 students.
		Total of Free Text Books			4896.88			4896.89	

State Name: Punjab and Year:2019-2020

Particulars				Proposal			Recommendation			
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		Total of Free Textbooks				4896.88			4896.89	
	Special Training of Out of School Children (OoSC)	52	Special Training for OoSC - Non-Residential (Fresh)							
		52.d	12 Month (Non-Residential - Fresh)	4145	0.035	145.075	4145	0.035	145.075	Recommended as proposed.
			Total of Special Training for OoSC - Non-Residential (Fresh)			145.08			145.08	
			Total of Special Training of Out of School Children (OoSC)			145.08			145.08	
	Media & Community	61	Media & Community Mobilization (Elementary)							

State Name: Punjab and Year:2019-2020

Particulars				Proposal			Recommendation			
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
	Mobilization	61.b	Media & Community Mobilization	15625	0.015	234.375	15625	0.015	234.375	As per the UDISE 2017-18 the number of elementary schools are 15625. The State has proposed 15625 elementary schools. The State proposed schools are as per UDISE 2017-18 , hence considered 15625 elementary school. The recommended budget estimate for under taking media and community mobilization is Rs.1500 (unit cost) x 15625 (No. of School) = Rs.234,37,500 /- [(i)Media activities: *Display of logo of Samagra Shiksha (SS) in Government school, amount allocated is : Rs.1000/- x 15625 Elementary school = Rs. 156,25,000/- + (ii)Community Mobilization Activities: Monthly report uploading in the common portal about the monthly meeting of the SMC/SDMC carried out by the school every month, amount allocated is Rs.500/- per year x 15625 Elementary School = Rs. 78,12,500/-. The State/UT has to undertake these activities duly have a specific plan. *i.e. A logo of Samagra Shiksha along with the facilities available under Samagra Shiksha such as free text books, free uniforms etc should be displayed at prominent place in each school through wall painting or Display board.

State Name: Punjab and Year:2019-2020

Particulars		Proposal			Recommendation					
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		61.c	Training of SMC/ SDMC	15625	0.03	468.75	15625	0.03	468.75	As per the UDISE 2017-18 the number of elementary schools are 15625. The State has proposed 15625 elementary schools. The State proposed schools are as per UDISE 2017-18 , hence considered 15625 elementary school. The recommended budget estimate for under taking activities (i) Training of SMC/SDMC i.e. Capacity building of SMC/SDMC and (ii) Conduct of monthly meetings in schools by the SMC/SDMCs and incentives to the nominated parents is Rs.3000/- (unit cost) x 15625 (No of School) = Rs.468,75,000/-. The State/UT has to undertake these activities duly have a specific plan.
			Total of Media & Community Mobilization (Elementary)			703.12			703.12	
		62	Media & Community Mobilization (Secondary)							

State Name: Punjab and Year:2019-2020

Particulars				Proposal			Recommendation			
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		62.a	Media & Community Mobilization	3665	0.015	54.975	3665	0.015	54.975	As per the UDISE 2017-18 the number of Secondary schools are 3665. The State has proposed 3665 secondary schools. The State proposed schools are as per UDISE 2017-18 , hence considered 3665 Secondary schools.The recommended budget estimate for under taking media and community mobilization is Rs.1500 (unit cost) x 3665 (No. of School) = Rs.54,97,500/- [(i)Media activities:*Display of logo of Samagra Shiksha (SS) in Government school, amount allocated is : Rs.1000/- x 3665 Secondary school = Rs.36, 65,000 /- + (ii)Community Mobilization Activities: Monthly report uploading in the common portal about the monthly meeting of the SMC/SDMC carried out by the school every month, amount allocated is Rs.500/- per year x 3665 Secondary School = Rs. 18,32,500/-). The State/UT has to undertake these activities duly have a specific plan *i.e. A logo of Samagra Shiksha along with the facilities available under Samagra Shiksha such as free text books, free uniforms etc should be displayed at prominent place in each school through wall painting or Display board.

State Name: Punjab and Year:2019-2020											
Particulars					Proposal			Recommendation			
Major Component	Sub Component			Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
			62.b	SMDC Training	3665	0.03	109.95	3665	0.03	109.95	As per the UDISE 2017-18 the number of Secondary schools are 3665. The State has proposed 3665 secondary schools. The State proposed schools are as per UDISE 2017-18 , hence considered 3665 Secondary schools. The recommended budget estimate for under taking activities (i) Training of SMC/SDMC i.e. Capacity building of SMC/SDMC and (ii) Conduct of monthly meetings in schools by the SMC/SDMCs and incentives to the nominated parents is Rs.3000/- (unit cost) x 3665 (No. of School) = Rs. 109,95,000/-. The State/UT has to undertake these activities duly have a specific plan.
				Total of Media & Community Mobilization (Secondary)			164.92			164.92	
				Total of Media & Community Mobilization			868.05			868.05	
				Total of RTE Entitlements			14765.15			14278.56	
Quality Interventions	Funds for Quality (LEP, Innovation, Guidance)	63	Quality Components (Elementary)								
			63.	Development of material for learning outcomes for Elementary Classes	593022	0.0003	177.9066	0	0	0	Already recommended under LEP I-II, II -V and VI- VII.

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
	etc)	Reporting by Head of Schools	77573	0.01	775.73	15625	0.005	78.125	Recommended an amount of Rs. 271.46 lakh for 15625 schools @ Rs.500 per school/per year for uploading reports by head of schools.
		63.j Orientation Programme for Teachers on Safety and Security	77573	0.01	775.73	54293	0.01	542.93	Recommended an amount of Rs. 343.30 lakh for 54293 teachers @Rs.1000 per teacher teacher for orientating and sensitizing the teachers as first level Counsellors.
		63.k Fund for Safety and Security at School Level	15631	0.01	156.31	15625	0.005	78.125	Recommended an amount of Rs. 78.125 lakh for 15625 schools @Rs.500 per school for display Board on safety guidelines.
		Total of Quality Components (Elementary)			1885.68			699.18	
	64	Quality Components (Secondary & Sr. Secondary)							
		64. Funds for Safety and Security	3661	0.01	36.61	3661	0.005	18.305	Recommended an amount of Rs. 18.305 lakh for 3661 schools @Rs.500 per school for display Board on safety guidelines.
		Orientation Programme for Teachers on safety and Security	33704	0.01	337.04	59244	0.01	592.44	Recommended an amount of Rs. 592.44 lakh for 59244 teachers @Rs.1000 per teacher teacher for orientating and sensitizing the teachers as first level counsellors.

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Particulars				Proposal			Recommendation				
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
			Reporting by Head of Schools	33704	0.01	337.04	3661	0.005	18.305	Recommended an amount of Rs. 18.305 lakh for 3661 schools @Rs.500 per school for display Board on safety guidelines.	
		64.a	Readiness programme for subjects	328939	0.0004	131.5756	301944	0.0004	120.7776	Recommended for 301944 students of Class XI and XII for improving english language learning skills.	
		64.d	Teacher Exchange programme	66	0.06	3.96	66	0.06	3.96	66 mentor teachers of the State for visit to neighboring States Higher education institutions of SCERT and the govt. schools of Andhra Pardesh, Maharashtra and Uttarakhand to observe the good practices being carried out by the education dept. of these states @ Rs. 2000/- per day for three days.	
		Total of Quality Components (Secondary & Sr. Secondary)				846.23			753.79		
		66	Project - Innovative Activities (Secondary & Sr. Secondary)								
		66.	BALA	3661	0.1	366.1	2200	0.1	220	Recommended for 2200 schools of all 22 districts. State may share the good quality images and videos for uploading on shagun repository.	
			Educational Parks	3661	0.18	658.98	220	0.18	39.6	Recommended for 220 schools of 22 districts @ 10 districts per district. State may share the good quality images and videos for uploading on shagun repository.	

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		Teacher IdCards	33704	0.0005	16.852	59244	0.0005	29.622	Recommended for all 59244 teachers for providing ID cards @ Rs. 50/.
		Youth & Eco Club	3661	0.25	915.25	3661	0.25	915.25	Recommended @ Rs. 25000/ per annum for 3661 secondary schools for conducting various activities by setting up Youth and Eco Clubs. Detail activities are in the appraisal report. State may ensure documenting the best practices (images, videos etc.) for shagun repository.
		66.bg Smart Class Rooms/Digital Boards	1607	3.5	5624.5	0	0	0	Not Recommended
		66.g BAND Competition	1	5	5	1	5	5	Recommended an amount of Rs. 5 lakh for arranging dress and equipments. State may ensure documenting the events for shagun repository.
		66.n Career Guidance / Councelling	333	0.28	93.24	22	0.5	11	Recommended for conducting District level counselling camp in all 22 districts including psychometric test for class 10th Students.
		Total of Project - Innovative Activities (Secondary & Sr. Secondary)			7679.92			1220.47	
	67	Project Innovation (Elementary)							

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		67. Building As Learning Aids(BALA)	15540	0.05	777	4400	0.05	220	Recommended for 4440 schools of all 22 districts. State may share the good quality images and videos for uploading on shagun repository.
		Handwriting skills worksheets for teachers and officials	40000	0.0006	24	0	0	0	Not Recommended
		Organising Various educational and co-curricular competition,bal melas	12925	0.05219	674.55575	12925	0.025	323.125	Recommended for 12925 schools covering 228 blocks of all 22 districts for conducting various educational and co-curricular competitions under Bal Melas.
		School Bag	310790	0.0025	776.975	0	0	0	Not Recommended
		Youth & Eco Club	2673	0.15	400.95	2672	0.15	400.8	Recommended @ Rs.15000/ per annum for 2672 schools for conducting various activities by setting up Youth and Eco Clubs. Detail activities are in the appraisal report. State may ensure documenting the best practices (images, videos etc.) for shagun repository.

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		Youth & Eco Club(stand alone primary only schools)	12958	0.05	647.9	12953	0.05	647.65	Recommended @ Rs.5000/ per annum for 12953 schools for conducting various activities by setting up Youth and Eco Clubs. Detail activities are in the appraisal report. State may ensure documenting the best practices (images, videos etc.) for shagun repository.
		67.ae Teacher IdCards	77573	0.0005	38.7865	54293	0.0005	27.1465	Recommended Teacher Id Cards for 54293 teachers @ Rs. 50 / teacher.
		67.aet Documentation of Best Practice on Shagun Portal	1	25	25	1	25	25	Recommended an amount of Rs.25 lakh for documenting the best practices in good quality HD (images and videos) and content based case studies on various components of Samagra Shiksha. State may ensure timely submission of best practices to MHRD for uploading on shagun repository.
		67.bf Summer Camp	3363	0.05	168.15	3363	0.05	168.15	Recommended for 3363 schools of all 22 districts. State may share the good quality images and videos for uploading on shagun repository.
		67.bs Digital Initiative at Primary Level	3500	1.5	5250	0	0	0	Not Recommended
		Total of Project Innovation (Elementary)			8783.32			1811.87	
69		Project Kala Utsav (Secondary)							

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Particulars		Proposal			Recommendation					
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
		69.a	TA / DA Allowance for National Level	1	1	1	1	1	Recommended for TA/DA for kala utsav activities at national level	
		69.b	Kala Utsav	22	0.5	11	1	11	Recommended for kala utsav activities at state/district level	
		Total of Project Kala Utsav (Secondary)					12		12	
		72	LEP (Class I - II)							
		72.ba	Supplementary Material for Early Grade	306708	0.00118	361.917	92012	0.00118	108.57416	Supplementary LO based practice sheets for 20% children with low achievement in Padho Punjab programme.
		72.s	Activity Based Learning (ABL)	1140	0.07	79.8	0	0	0	This activity may be combined with supplementary material for early grade.
		72.u	Scholastic and co-scholastic information to be provided to the parents	306708	0.00006	18.403	306708	0.00006	18.40248	Recommended report cards for 306708 children for maintaining record of achievement.
		72.v	Barkha Series	12925	0.0049	63.335	12925	0.0049	63.3325	Recommended for 2 sets of Barkha series for 12925 schools. State must ensure providing other NCERT books under Library Grant.
		Total of LEP (Class I - II)					523.46		190.31	
		73	LEP (Class III - V)							
		73.	Handwriting Skill Worksheets for students	178496	0.00075	133.872	178496	0.00075	133.872	Recommended for 178496 students of Class III of all 22 districts.
			Scholastic and co-scholastic information to be provided to the parents	551789	0.00006	33.107	551789	0.00006	33.10734	Recommended report cards for 551789 children of 12925 schools for maintaining record of achievement of all 22 districts.

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Particulars		Proposal			Recommendation					
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
		73.av	Supplementary Material	551789	0.00118	651.111	551789	0.00118	651.11102	Supplementary LO based practice sheets for 551789 children with in 12925 schools of all 22 districts.
		Total of LEP (Class III - V)				818.09			818.09	
	74	LEP (Class VI - VIII)								
		74.c	Padho Punjab Padhao Punjab	593022	0.00304	1802.787	593022	0.003	1779.066	Recommended for 593022 students for covering subjects on SST, SCIENCE, ENGLISH, MATHEMATICS, PUNJABI AND HINDI
		Total of LEP (Class VI - VIII)				1802.79			1779.07	
	75	Shagunotsav (Elementary)								
		75.a	Shagunotsav	1	6.8845	6.884	16346	0.00618	101.01828	Recommended for 16346 all Govt and Aided Elementary schools as per the Shagunotsav guideline
		Total of Shagunotsav (Elementary)				6.88			101.02	
	77	LEP (Class IX - XII)								
		77.a	Padho Punjab Padhao Punjab	420694	0.00159	668.903	420694	0.00159	668.90346	Recommended for 420694 students for covering subjects on SST, SCIENCE, ENGLISH, MATHEMATICS, PUNJABI AND HINDI.
		77.e	Remedial Teaching for Class X	37382	0.005	186.91	0	0	0	Already covered under Padho Punjab programme.
		Total of LEP (Class IX - XII)				855.81			668.9	
	116	Shagunotsav (Secondary & Sr. Secondary)								

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		116.a Shagunotsav	1	2.353	2.353	4688	0.00729	34.17552	Recommended for 4688 all Govt and Aided Secondary and Sr. secondary schools as per the Shagonotsav guideline
		Total of Shagunotsav (Secondary & Sr. Secondary)			2.35			34.18	
		Total of Funds for Quality (LEP, Innovation, Guidance etc)			23216.52			8088.87	
	Assessment at National & State level	79 Assessment at State level (Elementary)							
		79.a Assessment at State level	22	20	440	22	10	220	An amount of Rs. 220 lakh is recommended for 22 districts @ Rs.10 lakh. School Based Assessment (SBA) will be conducted in 2019. SCERT will be the nodal agency for capacity building & implementing SBA at State and District level. SBA will cover DIETs, BRCs, CRCs, Schools and Teachers. A detailed manual on SBA will be shared by NCERT for implementation of SBA.
		Total of Assessment at State level (Elementary)			440			220	
		Total of Assessment at National & State level			440			220	
	Training for In-service Teacher and Head Teachers	81 In-Service Training (I - VIII)							
		81.a Class I & II	17221	0.025	430.525	17221	0.025	430.525	Recommended 5 Days training @ Rs. 500/day/person
		81.b Class III to V	25832	0.025	645.8	25832	0.025	645.8	Recommended 5 Days training @ Rs. 500/day/person

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		81.c Class VI to VIII	30164	0.025	754.1	30164	0.025	754.1	Recommended 5 Days training @ Rs. 500/day/person
		Total of In-Service Training (I - VIII)			1830.42			1830.42	
	82	In-Service Training (IX - XII)							
		82.a Class IX to X	26166	0.03	784.98	15775	0.025	394.375	Recommended 5 Days training @ Rs. 500/day/person
		82.c Class XI to XII	8016	0.03	240.48	8016	0.025	200.4	Recommended 5 Days training @ Rs. 500/day/person
		82.f Physical Educational Instructors on Yoga	3850	0.018	69.3	3850	0.015	57.75	Recommended 5 Days training @ Rs. 300/day/person
		Total of In-Service Training (IX - XII)			1094.76			652.52	
	84	Induction Training (Secondary)							
		84.a Secondary	2684	0.05	134.2	2684	0.05	134.2	Recommended as proposed @Rs. 500/day/person for 10 days.
		Total of Induction Training (Secondary)			134.2			134.2	
	85	Training of Resource Persons & Master Trainers (Elementary)							
		85. Printing of Integrated Teacher Training Package	73217	0.0015	109.8255	73217	0.0015	109.8255	Recommended
		85.a KRPs Training at State level (Class I to VIII)	485	0.06	29.1	485	0.06	29.1	Recommended at State Level @ Rs. 1000/per head per day for 6 days residential training as per the integrated teacher training program.
		85.b SRPs Training by NIEPA at State Level (Class I to VIII)	100	0.02	2	97	0.02	1.94	Recommended as per the integrated teacher training programme norms.

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		85.c KRPs Travel/Accommodation	582	0.25	145.5	582	0.25	145.5	Recommended as per the integrated teacher training programme norms.
		Total of Training of Resource Persons & Master Trainers (Elementary)			286.43			286.37	
	86	Training of Resource Persons & Master Trainers (Secondary)							
		86.b Master Trainers/Key Resource Persons (KRPs) Training for Class IX to X	1200	0.025	30	751	0.025	18.775	Recommended
		86.c Master Trainers/Key Resource Persons (KRPs) Training for Class XI & XII	362	0.02	7.24	362	0.02	7.24	Recommended as proposed
		Total of Training of Resource Persons & Master Trainers (Secondary)			37.24			26.02	
	88	School Leadership Training of Head Teachers/ Principals/RPs (Secondary)							
		88.a Training of SRGs (IX to XII)	110	0.025	2.75	110	0.025	2.75	Recommended as proposed
		88.d Training of HMs (SLDP)	2235	0.048	107.28	1000	0.048	48	Recommended for 1000 Head Masters @ Rs. 4800 per Head for 16 days.
		Total of School Leadership Training of Head Teachers/ Principals/RPs (Secondary)			110.03			50.75	
	89	Training of Educational Administrators (Elementary)							

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		89.a Elementary Level (Classes I to VIII)	261	0.03	7.83	0	0	0	Not Recommended, it is a part of Integrated Teacher Training programme.
		Total of Training of Educational Administrators (Elementary)			7.83			0	
	90	Training of Educational Administrators (Secondary)							
		90.a Secondary Level (Classes IX to X)	22	0.03	0.66	22	0.03	0.66	Recommended as proposed
		Total of Training of Educational Administrators (Secondary)			0.66			0.66	
		Total of Training for In-service Teacher and Head Teachers			3501.57			2980.94	
	Composite School Grant	91 Annual Grant (up to Highest Class VIII)							
		91.b School Grant -(Enrol >15 - 100)	11717	0.25	2929.25	11449	0.25	2862.25	Recommended for 11449 schools. Excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
		91.c School Grant - (Enrol > 100 and <= 250)	3317	0.5	1658.5	2895	0.5	1447.5	Recommended for 2895 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
		91.d School Grant - (Enrol > 250 and <= 1000)	475	0.75053	356.5	281	0.75	210.75	Recommended for 281 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		91.e School Grant - (Enrol > 1000)	2	1	2	2	1	2	Recommended for 2 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
		Total of Annual Grant (up to Highest Class VIII)			4946.25			4522.5	
	92	Annual Grant (up to Highest Class X or XII)							
		92.b School Grant -(Enrol >15 - 100)	296	0.25	74	227	0.25	56.75	Recommended for 227 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
		92.c School Grant - (Enrol > 100 and <= 250)	1467	0.5	733.5	1467	0.5	733.5	Recommended for 1467 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
		92.d School Grant - (Enrol > 250 and <= 1000)	1810	0.75	1357.5	1810	0.75	1357.5	Recommended for 1810 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
		92.e School Grant - (Enrol > 1000)	96	1	96	85	1	85	Recommended for 85 schools. excluding zero enrollment schools. Including 10% of the amount for Swachhta Programs.
		Total of Annual Grant (up to Highest Class X or XII)			2261			2232.75	
		Total of Composite School Grant			7207.25			6755.25	
	Libraries	95 Library (upto Highest Class VIII)							

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Particulars		Proposal			Recommendation					
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
		95.b	Upper Primary Schools (VI – VIII)	2660	0.1	266	2660	0.1	266	Recommended for 2660 schools. State may ensure timely procurement & supply of books to the respective schools. Documentation of utilisation library grant may be shared for shagun repository.
		95.c	Primary School (I – V)	12880	0.05	644	12880	0.05	644	Recommended for 12880 schools. State may ensure timely procurement & supply of books to the respective schools. Barkha series is given separate funding so state must ensure providing different books of NCERT except Barkha series. Documentation of utilisation library grant may be shared for shagun repository.
		Total of Library (upto Highest Class VIII)				910			910	
	96	Library (upto Highest Class XII)								
		96.b	Schools with Class VI - XII	1855	0.15	278.25	1855	0.15	278.25	Recommended for 1855 schools. State may ensure timely procurement & supply of books to the respective schools. Documentation of utilisation library grant may be shared for shagun repository.

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Particulars					Proposal			Recommendation			
Major Component	Sub Component			Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
			96.c	Secondary Schools (Classes IX & X)	154	0.15	23.1	0	0	0	State has proposed as per data of 2018-19. However as per UDISE 2017-18, no schools are available under this category. PAB to take a decision on this.
			96.e	Senior Secondary School Only (Class XI - XII)	117	0.15	17.55	10	0.1	1	State has proposed as per 2018-19. However, recommended for 10 schools as per UDISE 2017-18. State may ensure timely procurement & supply of books to the respective schools. Documentation of utilisation library grant may be shared for shagun repository.
			96.g	Schools with Class VI - X	1545	0.15	231.75	1545	0.15	231.75	Recommended for 1545 schools. State may ensure timely procurement & supply of books to the respective schools. Documentation of utilisation library grant may be shared for shagun repository.
			Total of Library (upto Highest Class XII)				550.65			511	
			Total of Libraries				1460.65			1421	
	Rastriya Aavishkar	98	Rashtriya Aavishkar Abhiyan (Secondary)								

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Particulars		Proposal			Recommendation					
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
	Abhiyan	98.	Activities to Support Science and math Learning	1973	0.03	59.19	220	0.01907	4.1954	Recommended for 220 schools for providing Mathematics Kits by covering all 22 districts @ 10 schools in each district.State may ensure documentation the teaching learning process using maths kit for shagun repository. NCERT maths kit to be procured.
			Best Out of Waste	6320	0.005	31.6	3665	0.005	18.325	Recommended for 3665 schools @ Rs. 500/ for generating awareness and conducting activities of recycle of items such as plastic, paper, rubber tires etc.
		98.a	Science Exhibition / Book Fair	23	1	23	22	0.5	11	Recommended for conducting 22 district level science exhibitions covering elementary to senior secondary level. State may seek support from NCERT for conducting State level science exhibition. State may share the good HD quality images and videos for uploading on shagun repository.
		98.c	Quiz Competition	22	0.5	11	22	0.5	11	Recommended for conducting district level quiz competition covering Elementary to Senior Secondary Level. State may share the good quality images and videos for uploading on shagun repository.

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Particulars				Proposal			Recommendation				
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
		98.d	Study Trip for Students to Higher Institutions (Within States)	220000	0.004	880	11000	0.004	44	Study trip to higher education institutions and science city for 11000 students (500 each from 22 districts) @ Rs.200 per day for two days.	
		98.e	Exposure visit outside State	220	0.1	22	220	0.1	22	Recommended for 220 teachers	
		98.x	School Twinning programme	6320	0.01	63.2	550	0.03	16.5	Twinning of 550 schools @ 25 schools per district to exchange with rural-urban and Central and Navodaya vidyalayas.	
		Total of Rashtriya Aaviskaar Abhiyan (Secondary)				1089.99			127.02		
		Total of Rastriya Aavishkar Abhiyan				1089.99			127.02		
	ICT and Digital Initiatives	100	ICT and Digital Initiatives (up to Highest Class VIII) - NR								
		100.a	Tablets/Laptop/Notebook/PCs	2667	6	16002	0	0	0	Not Recommended	
		100.b	Operating System / Softwares	2667	0.2	533.4	0	0	0	Not Recommended	
		100.c	Furniture	2667	0.2	533.4	0	0	0	Not Recommended	
		Total of ICT and Digital Initiatives (up to Highest Class VIII) - NR				17068.8			0		
		102	ICT and Digital Initiatives (upto Highest Class XII) - NR								
		102.a	Tablets/Laptop/Notebook/PCs	3184	6	19104	0	0	0	Not Recommended	
	102.b	Operating System / Softwares	3184	0.2	636.8	0	0	0	Not Recommended		

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		102.c Furniture	3184	0.2	636.8	0	0	0	Not Recommended
		Total of ICT and Digital Initiatives (upto Highest Class XII) - NR			20377.6			0	
		Total of ICT and Digital Initiatives			37446.4			0	
	Support at Pre-Primary Level	106 Pre- Primary (Non- Recurring)							
		106.a Support at Pre-Primary Level (NR)	12218	0.19	2321.42	12218	0.19	2321.42	Recommended for outdoor play materials in 12218 primary schools, where the anagnawadi centres are running in the school premises.
		Total of Pre- Primary (Non- Recurring)			2321.42			2321.42	
		107 Pre-Primary (Recurring)							
		107. Training of Aganwadi Workers	26821	0.059	1582.439	0	0	0	Not recommended as per the norm & state has proposed for training of pre primary teachers and the same has been recommended.
		107.a Support at Pre-Primary Level	12553	1.3056	16389.1968	12553	0.659	8272.427	Recommended for training of teachers, TLM in 12553 schools where pre primary sections have been set up in the primary schools & for honorarium to pre-primary teachers.
		Total of Pre-Primary (Recurring)			17971.64			8272.43	
		Total of Support at Pre-Primary Level			20293.06			10593.85	
	Academic support through	108 Provision for BRCs/URCs							
		108.a Salary for 6 Resource Persons at BRC	876	5.136	4499.136	876	3.12	2733.12	Recommended

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Particulars		Proposal			Recommendation					
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
	BRC/URC/CRC	108.b	Salary for 2 Resource Persons for CWSN	274	3.999	1095.726	274	3.999	1095.726	Recommended
		108.c	Salary for 1 MIS Coordinator in position	142	3.996	567.432	119	3.9984	475.8096	Recommended for in-position
		108.d	Salary for 1 Data Entry Operator in position	259	3.996	1034.964	142	3.9984	567.7728	Recommended as per norm
		108.e	Salary for 1 Accountant-cum-support staff	321	3.996	1282.716	321	3.9984	1283.4864	Recommended for in-position
		108.f	TLE/TLM Grant	146	0.02	2.92	142	0.02	2.84	Recommended
		108.i	Contingency Grant	146	0.5324	77.7304	142	0.5	71	Recommended
		108.j	Meeting, TA	146	0.02	2.92	142	0.2	28.4	Recommended
		108.k	Maintenance Grant	146	0.005	0.73	0	0	0	Not Recommended
		108.m	Additional Grant for Support to Secondary Level	146	0.38966	56.89036	0	0	0	Not recommended, additional details not submitted.
		Total of Provision for BRCs/URCs				8621.16			6258.15	
	110	Provisions for CRCs								
	110.a	Salary for CRC Coordinator (one)	1499	5.12	7674.88	1499	3.12	4676.88	Recommended	
	110.c	Contingency Grant	1499	0.2	299.8	1499	0.1	149.9	Recommended	
	110.d	Meeting, TA	1499	0.15	224.85	1499	0.1	149.9	Recommended	
	110.g	Mobility Support for CRC(Strengthening of CRC)	73036	0.01	730.36	19245	0.01	192.45	Recommended @ Rs. 1000 per school for 19245 elementary schools (UDISE 2017-18)	
	Total of Provisions for CRCs				8929.89			5169.13		
	Total of Academic support through BRC/URC/CRC				17551.05			11427.28		
	Total of Quality Interventions				112206.49			41614.22		

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
Teacher Education	Strengthening of physical infrastructure & Establishment of new DIETs	111 Establishment of Special Cells in SCERT - NR							
		111.d Education Technology/Computer	1	10	10	0	0	0	Not Recommended because its one time grant, which already approved in 2018-19
		Total of Establishment of Special Cells in SCERT - NR			10			0	
		112 Equipment's in Teacher Education Institutions - NR							
		112.b DIETs	17	5	85	0	0	0	Not Recommended because its one time grant, which already approved for 17 functional DIETs in 2018-19. Component dont have any recurring support.
		Total of Equipment's in Teacher Education Institutions - NR			85			0	
		113 Establishment of Institutions - NR							
		113.b Construction of New DIET Building (Previous Year)	5	248	1240	0	0	0	Not Recommended. Construction approved in 2018-19 is yet to start.
		Total of Establishment of Institutions - NR			1240			0	
		115 Strengthening of Physical Infrastructure - NR							
		115.a Civil works, hostel facilities, etc of the existing TEIs (SCERTs/DIETs/BITEs)	17	10	170	0	0	0	Not Recommended. Already approved in 2018-19.
		115.b Repair & Maintenance	4	9.185	36.74	0	0	0	Not Recommended. Already approved in 2018-19.

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Particulars				Proposal			Recommendation			
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
			Total of Strengthening of Physical Infrastructure - NR			206.74			0	
			Total of Strengthening of physical infrastructure& Establishment of new DIETs			1541.74			0	
	Salaries of Teacher Educators (TEIs)	117	Teachers Educators Salary in TEIs (Academic Posts)							
		117.b	DIETs	189	12.1614	2298.505	189	7.29684	1379.10276	Recommended as per filled Academic post. *Note: Total amount for salary worked out as per the scheme.
			Total of Teachers Educators Salary in TEIs (Academic Posts)			2298.5			1379.1	
			Total of Salaries of Teacher Educators (TEIs)			2298.5			1379.1	
	Training of Teacher Educators	119	Training for Teacher Educators							
		119.a	Residential Training program of Teacher Educators/DIET Principal/ DIET Faculty as Master Trainers.	120	0.04803	5.764	0	0	0	Not recommended. The training of DEITs faculty is incorporated under Integrated Teacher Training Programme at elementary level.
			Total of Training for Teacher Educators			5.76			0	
			Total of Training of Teacher Educators			5.76			0	
	DIKSHA (National Teacher Portal)	120	DIKSHA (National Teacher Portal)							
		120.a	Updation of Teacher Profile & Registry	1	2.5	2.5	0	0	0	Not Recommended
		120.b	Capacity building and Training for Teachers, Educators and State	1	60.18	60.18	0	0	0	Not Recommended

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		officials for usgae of DIKSHA							
		120.c Development of Digital Content	1	72.5	72.5	0	0	0	Not Recommended
		Total of DIKSHA (National Teacher Portal)			135.18			0	
		Total of DIKSHA (National Teacher Portal)			135.18			0	
	Program & Activities including Faculty Development of Teacher Educators	121 Program & Activities including Faculty Development of Teacher Educators							
		121.a Faculty development (DIET)	17	1	17	0	0	0	Not recommended, the faculty development would be cover under Programme & Activities funds
		121.b Program & Activities (DIET)	17	8.6	146.2	17	8.6	146.2	Recommended as proposed
		121.c Specific projects for Research activities (DIET)	17	10	170	17	10	170	Recommended as proposed
		121.f Faculty development (SCERT)	1	10	10	0	0	0	Not recommended, the faculty development would be cover under Programme & Activities funds
		121.g Program & Activities (SCERT)	1	20	20	1	20	20	Recommended as proposed
		121.h Specific programme for Research activities (SCERT)	1	20	20	1	20	20	Recommended as proposed
			Total of Program & Activities including Faculty Development of Teacher Educators			383.2			356.2

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Particulars				Proposal			Recommendation					
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks		
		Total of Program & Activities including Faculty Development of Teacher Educators				383.2			356.2			
	Technology Support to TEIs	122	Technology Support to TEIs (NR)									
		122.a	Hardware & Software Support	18	1.25	22.5	0	0	0	Not Recommended because its one time grant, which already approved in 2018-19 for 17 functional DIETs and SCERT		
		122.c	Furniture	18	0.2	3.6	0	0	0	Not Recommended because its one time grant, which already approved in 2018-19 for 17 functional DIETs and SCERT		
		Total of Technology Support to TEIs (NR)				26.1			0			
		123	Recurring Support on (Technology Support)									
		123.d	Recurring Support on Technology (TEIs)		18	2.4	43.2	0	0	0	Not Recommended, first state has to establish ICT lab in 17 functional DIETs and SCERT	
		Total of Recurring Support on (Technology Support)				43.2			0			
	Total of Technology Support to TEIs				69.3			0				
	Annual Grant for TEIs	124	Annual Grant for TEIs									
		124.a	SCERT		1	35	35	1	35	35	Recommended as per norm for SCERT	
		124.b	DIETs		17	10	170	17	10	170	Recommended as per norm for 17 functional DIETs	
		Total of Annual Grant for TEIs				205			205			
	Total of Annual Grant for TEIs				205			205				

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Particulars				Proposal			Recommendation				
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
	Total of Teacher Education					4638.69			1940.30		
Sports & Physical Education	Sports & Physical Education	127	Sports & Physical Education (upto Highest Class VIII)								
		127.a	Sports & Physical Education (Primary Schools)	12922	0.05	646.1	12922	0.05	646.1	Recommended for 12922 schools.State must ensure timely procurement of sports equipments to schools as per the guideline. Events and games may be documented for uploading on shagun repository (images, videos and case studies)	
		127.b	Sports & Physical Education (Upper Primary Schools)	2660	0.1	266	2660	0.1	266	Recommended for 2660 schools.State must ensure timely procurement of sports equipments to schools as per the guideline. Events and games may be documented for uploading on shagun repository (images, videos and case studies)	
		Total of Sports & Physical Education (upto Highest Class VIII)					912.1			912.1	
		128	Sports & Physical Education (upto Highest Class XII)								
		128.a	Sports & Physical Education (Secondary)	3661	0.25	915.25	3661	0.25	915.25	Recommended for 3661 schools. State must ensure timely procurement of sports equipments to schools as per the guideline. Events and games may be documented for uploading on shagun repository (images, videos and case studies)	

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Particulars				Proposal			Recommendation				
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
			Total of Sports & Physical Education (upto Highest Class XII)			915.25			915.25		
			Total of Sports & Physical Education			1827.35			1827.35		
			Total of Sports & Physical Education			1827.35			1827.35		
Salary of Teachers	Teacher Salary (HMs/Teachers)	131	Teacher Salary – (Elementary)								
		131.b	Primary Teachers- Existing, in position (Contractual)	3798	1.8	6836.4	3312	1.8	5961.6	3312 (3798-486) teachers considered for financial support. 486 vacant posts of the state has adjusted with the proposed 3798 teachers. The unit cost is @ Rs. 1.8 lakh/teacher/annum	
			Total of Teacher Salary – (Elementary)			6836.4			5961.6		
		132	Upper Primary Teachers (Contractual) – (Elementary)								
		132.a	Science and Mathematics	1851	2.4	4442.4	1851	2.4	4442.4	Considered 1851 teachers (as proposed) @ Rs. 2.4 lakh/annum (state has proposed as per norms).	
		132.b	Social Studies	2273	2.4	5455.2	2273	2.4	5455.2	Considered 2273 teachers (as proposed) @ Rs. 2.4 lakh/annum (state has proposed as per norms).	
		132.c	Languages	2739	2.4	6573.6	2176	2.4	5222.4	2176 (2739-563) teachers are considered for financial support @ Rs. 2.4 lakh/annum. 563 vacant posts has adjusted.	
			Total of Upper Primary Teachers (Contractual) – (Elementary)			16471.2			15120		
		134	Staff for Previous Year Schools (Secondary)								

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Particulars					Proposal			Recommendation			
Major Component	Sub Component			Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
			134.a	Head Masters	317	3.6	1141.2	251	3.6	903.6	251 (317-66) headmasters of upgraded secondary schools considered for financial support. Vacant post of 66 headmasters of government secondary schools has adjusted with the proposed 317 headmasters of upgraded secondary schools
			134.b	Subject Teacher	1883	3	5649	1587	3	4761	1587 (1883-296) subject teachers of upgraded secondary schools considered for financial support. Vacant post of 296 subject teachers of government secondary schools has adjusted with the proposed 1883 subject teachers of upgraded secondary schools
			Total of Staff for Previous Year Schools (Secondary)				6790.2			5664.6	
			Total of Teacher Salary (HMs/Teachers)				30097.8			26746.2	
			Total of Salary of Teachers				30097.80			26746.20	
Gender & Equity	Kasturba Gandhi Balika Vidyalaya (KGBVs)	138	KGBV - Type – I (Recurring) (Previous Year) (Classes VI - VIII)								
			138.a	Fooding / Lodging per girl per month	1000	0.18	180	1000	0.18	180	@Rs.1500/- per girl per month for 1000 girls in 10 KGBVs
			138.b	Stipend per girl per month	1000	0.012	12	1000	0.012	12	@Rs.100/- per girl per month
			138.c	Supplementary TLM, Stationery and other	1000	0.0125	12.5	1000	0.0125	12.5	@Rs.1250/- per girl per annum

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		educational material							
		138.d 1 Warden	10	2.43	24.3	10	2.43	24.3	@Rs.20250/- per month for 1 warden in each KGBV
		138.h 3 Part Time Teachers	30	0.66	19.8	30	0.66	19.8	@Rs.5500/- per month per teacher (3 part time teachers in each KGBV
		138.i 1 Full Time Accountant	10	0.858	8.58	10	0.858	8.58	@Rs.7150/- per month for 1 accountant in each KGBV
		138.j 2 Support Staff – (Accountant/ Assistant, Peon, Chowkidar)	20	0.66	13.2	20	0.66	13.2	@Rs.5500/- per month per staff(2 staff in each KGBV)
		138.k 1 Head Cook	10	0.792	7.92	10	0.792	7.92	@Rs.6600/- per month for 1 Head Cook in each KGBV
		138.l 2 Assistant Cook	20	0.594	11.88	20	0.594	11.88	@Rs.4950/- per month per assistant cook (2 assistant cook in each KGBV)
		138.m Specific skill training per girl	1000	0.01	10	1000	0.01	10	@Rs.1000/- per girl per annum
		138.n Electricity / Water Charges	1000	0.0125	12.5	1000	0.0125	12.5	@Rs.1250/- per girl per annum
		138.o Medical care / Contingencies	1000	0.0125	12.5	1000	0.0125	12.5	@Rs.1250/- per girl per annum
		138.p Maintenance	1000	0.01	10	1000	0.01	10	@Rs.1000/- per girl per annum
		138.q Miscellaneous	1000	0.01	10	1000	0.01	10	@Rs.1000/- per girl per annum
		138.r Preparatory Camps	10	0.07	0.7	10	0.07	0.7	@Rs.7000/- per KGBV per annum
		138.s P.T.A.	1000	0.003	3	1000	0.003	3	@Rs.200/- per girl per annum
		138.u Capacity Building	1000	0.001	1	10	0.001	1	@Rs.10000/- per KGBV per annum

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		138.v Physical / Self Defence	1000	0.002	2	10	0.1	1	@Rs.10000/- per KGBV per annum
		Total of KGBV - Type – I (Recurring) (Previous Year) (Classes VI -VIII)			351.88			349.88	
	143	KGBV - Type - III (NR) (New) (Classes VI -XII)							
		143.b Furniture/ Equipment (including kitchen)	12	3.334	40.008	700	0.03	21	@Rs.3000/- per girl for additional 700 girls in 10 KGBVs (400 girls in 4 KGBVs - 300 girls in 6 KGBVs)
		143.c TLM and equipment including library books	12	4	48	700	0.035	24.5	@Rs.3500/- per girl for additional 700 girls in 10 KGBVs (400 girls in 4 KGBVs - 300 girls in 6 KGBVs)
		143.d Bedding	12	1	12	700	0.015	10.5	@Rs.1500/- per girl for additional 700 girls in 10 KGBVs (400 girls in 4 KGBVs - 300 girls in 6 KGBVs)

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Particulars		Proposal			Recommendation					
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
		143.f	Construction of building (new) / Upgradation	12	130.45	1565.4	10	100.8	1008	Out of 12, additional construction is recommended for 10 upgraded KGBVs only (Unit cost of Rs.139.20 lakh for additional 100 seats in each KGBV - for total 04 KGBVs and unit cost of Rs.75.20 lakh for additional 50 seats in each KGBV - for total 06 KGBVs) There are 1000 Existing seats in 10 KGBVs) After up gradation 400 seats increased in 4 KGBVs and 300 seats increased in 6 KGBVs (Total Additional 700 seats increased in 2019-20 in 10 upgraded KGBVs).
		Total of KGBV - Type - III (NR) (New) (Classes VI -XII)				1665.41			1064	
		144	KGBV - Type - III (Recurring) (New) (Classes VI -XII)							
		144.c	Examination Fee	600	0.012	7.2	550	0.01	5.5	@Rs.1000/- per girl per annum is recommended for 550 girl in 12 KGBVs (50 girls each in 10 KGBVs and 25 girls each in 2 KGBVs)
		144.e	Miscellaneous	2400	0.01	24	2300	0.01	23	@Rs.1000/- per girl per annum is recommended.

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Particulars		Proposal			Recommendation					
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
		144.f	1 Full time Accountant	12	1.2	14.4	12	1.2	14.4	@Rs.10000/- per month for 1 accountant in each KGBV
		144.g	Fooding / Lodging per child per month	2400	0.18	432	2300	0.18	414	@Rs.1500/- per girl per month for 2300 girls in 10 KGBVs (10 KGBVs - 200 seater and 2 KGBVs - 150 seater)
		144.h	Stipend per girl per month	2400	0.012	28.8	2300	0.012	27.6	@Rs.100/- per girl per month is recommended.
		144.i	Maintenance	2400	0.01	24	2300	0.01	23	@Rs.1000/- per girl per annum is recommended.
		144.j	Supplementary TLM, Stationery and other educational material	2400	0.0125	30	2300	0.0125	28.75	@Rs.1250/- per girl per annum is recommended.
		144.k	1 Warden	12	3.24	38.88	12	3.24	38.88	@Rs.27000/- per month for 1 warden in each KGBV
		144.l	3 Part time teachers	60	0.66	39.6	60	0.66	39.6	@Rs.5500/- per month per staff(5 part time teachers in each KGBV)
		144.m	2 Support Staff - (Accountant / Assistant, Peon, Chowkidar)	48	0.66	31.68	48	0.66	31.68	@Rs.5500/- per month per staff(4 staff in each KGBV)
		144.n	1 Head Cook	12	0.792	9.504	12	0.792	9.504	@Rs.6600/- per month for 1 Head Cook in each KGBV
		144.o	2 Assistant Cook	36	0.594	21.384	36	0.594	21.384	@Rs.4950/- per month per assistant cook (3 assistant cook in each KGBV)
		144.p	Specific skill training per girl	2400	0.01	24	2300	0.01	23	@Rs.1000/- per girl per annum is recommended.
		144.q	Electricity / Water Charges	2400	0.0125	30	2300	0.0125	28.75	@Rs.1250/- per girl per annum
		144.r	Medical care / Contingencies	2400	0.0125	30	2300	0.0125	28.75	@Rs.1250/- per girl per annum is recommended.

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Particulars		Proposal			Recommendation						
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks		
		144.s	Preparatory Camps	12	0.14	1.68	12	0.07	0.84	@Rs.7000/- per KGBV per annum is recommended.	
		144.t	P.T.A.	2400	0.003	7.2	2300	0.002	4.6	@Rs.200/- per girl per annum is recommended.	
		144.v	Capacity Building	2400	0.001	2.4	12	0.1	1.2	@Rs.10000/- per KGBV per annum	
		144.w	Physical / Self Defence	2400	0.002	4.8	12	0.1	1.2	@Rs.10000/- per KGBV per annum is recommended.	
		Total of KGBV - Type - III (Recurring) (New) (Classes VI - XII)					801.53			765.64	
	150	KGBV - Type - IV (Recurring) (Previous Year) (Classes IX - XII)									
		150.a	Food/Lodging per child per month	650	0.18	117	650	0.18	117	@Rs.1500/- per girl per month is recommended for 650 girls (50 girls in each KGBV)	
		150.b	Stipend per girl per month	650	0.012	7.8	650	0.012	7.8	@Rs.100/- per girl month is recommended	
		150.c	Supplementary TLM, Stationery and other educational material	650	0.0125	8.125	650	0.01	6.5	@Rs.1000/- per girl per annum is recommended	
		150.d	Examination Fee	520	0.012	6.24	520	0.01	5.2	@Rs.1000/- per girl per annum is recommended for 520 girls in 13 KGBVs (40 girls in each KGBV)	
		150.e	1 Warden	13	1.2	15.6	13	1.2	15.6	@Rs.10000/- per month is recommended for 1 warden in each KGBV	

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Particulars		Proposal			Recommendation						
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks		
		150.g	1 Chowkidar	13	0.66	8.58	13	0.66	8.58	@Rs.5500/- per month is recommended for 1 chowkidar in each KGBV	
		150.h	1 Head Cook	13	0.66	8.58	13	0.66	8.58	@Rs.5500/- per month is recommended for 1 Head Cook in each KGBV	
		150.i	2 Assistant Cook	13	0.594	7.722	13	0.594	7.722	@Rs.4950/- per month per assistant cook is recommended (2 assistant cook in each KGBV)	
		150.j	Specific skill training per girl	650	0.01	6.5	0	0	0	Not Recommended	
		150.k	Electricity / Water Charges	650	0.0125	8.125	650	0.0125	8.125	@Rs.1250/- per girl per annum is recommended	
		150.l	Medical care / Contingencies	650	0.0125	8.125	650	0.0125	8.125	@Rs.1250/- per girl per annum is recommended	
		150.m	Maintenance	650	0.01	6.5	650	0.01	6.5	@Rs.1000/- per girl per annum is recommended	
		150.n	Miscellaneous	650	0.01	6.5	650	0.01	6.5	@Rs.1000/- per girl per annum is recommended	
		150.r	Capacity Building	650	0.001	0.65	0	0	0	Not Recommended	
		150.s	Physical / Self Defence	650	0.002	1.3	0	0	0	Not Recommended	
		Total of KGBV - Type - IV (Recurring) (Previous Year) (Classes IX - XII)					217.35			206.23	
		Total of Kasturba Gandhi Balika Vidyalaya (KGBVs)					3036.16			2385.75	
	Special Projects for	156	Special Projects for Equity (Secondary)								

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Particulars		Proposal			Recommendation					
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
	Equity	156.aa	Sanitary pad Vending & incinerator machines	7023	0.33	2317.59	1000	0.16	160	Incinerator machine can be considered for 1000 govt schools with more than 150 enrollment of Girls student @Rs. 0.16 lakhs per school.
		Total of Special Projects for Equity (Secondary)					2317.59			160
	158	Project- Girls Empowerment (Secondary)								
		158.a	Adolescent Programme for Girls Students	659142	0.00299	1970.835	0	0	0	Write Up of Activity has not been found in plan proposal of the state .
		158.b	Training in Martial Arts to all girls / Self Defence	3550	0.06	213	3509	0.06	210.54	The Self-Defence training can be recommended for 3513 government secondary and higher secondary schools with girl enrollment for 3 months @ Rs.3000/- per month for 2 months
		158.c	Career Guidance Programme for Girls	3550	0.028	99.4	3509	0.028	98.252	Career Guidance programm can be considered for 3513 (as per Udise) govt schools @0.028 per school per Year.
		Total of Project- Girls Empowerment (Secondary)					2283.24			308.79
		Total of Special Projects for Equity					4600.82			468.79
	Self defence training for	159	Self Defence Training (up to Highest Class VIII)							

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Particulars					Proposal			Recommendation			
Major Component	Sub Component			Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
	Girls		159.a	Self Defence Training (Upto Class VIII)	2657	0.06	159.42	2657	0.06	159.42	Self defence training can be considered for 2659 government elementary schools with girl enrollment @0.06 lakhs per school (as proposed by the state).
				Total of Self Defence Training (up to Highest Class VIII)			159.42			159.42	
				Total of Self defence training for Girls			159.42			159.42	
			Total of Gender & Equity			7796.41			3013.96		
Inclusive Education	Provision for Children with Special Needs (CWSN) - Recurring	160	Inclusive Education (up to Highest Class VIII)								
			160.	Cultural Activities	217	0.1	21.7	217	0.1	21.7	In order to promote the social inclusion of CWSN various activities promoted in the state during special Olympic etc.
			160.a	Sports Events	217	0.15	32.55	217	0.15	32.55	Recommended as proposed
			160.ab	Parental Education Programme	1499	0.02	29.98	1499	0.02	29.98	Recommended for 1499 clusters for parental education program, done through local teachers
			160.am	Audio visual and printing materials	4	1.1	4.4	4	1.1	4.4	To provide e content and other audio software for CWSN in four resource rooms in 4 districts (Mohali, Patiala, Muktsar & Ludhiana). The technological solution is already available with the state in these districts.
			160.ap	Physiotherapy/ Speech Therapy	217	0.1	21.7	217	0.1	21.7	Recommended as proposed

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Particulars		Proposal			Recommendation					
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
		160.b	Purchase/Development of instructional materials	2	1	2	2	1	2	Recommended for printed material on nature and needs of CWSN, given to teachers in schools for identifying the CWSN
		160.bb	Extra curricular skills training workshops	4	1.1	4.4	4	1.1	4.4	Recommended as proposed
		160.g	Braille Stationary Material (Inc. Embossed Charts, globes etc)	285	0.01	2.85	285	0.01	2.85	Recommended as proposed, further the state should take initiative for developing a repository
		160.h	Providing Aids & Appliances	7796	0.06	467.76	7796	0.06	467.76	Recommended as proposed
		160.i	Identification and Assessment (Medical Assessment Camps)	164	0.3	49.2	164	0.3	49.2	Recommended as proposed. The state should ensure maximum coverage
		160.m	Transportation allowance	4665	0.03	139.95	4665	0.03	139.95	Recommended as proposed
		160.n	Stipend for Girls	23792	0.02	475.84	23792	0.02	475.84	Recommended as proposed but the state needs to rationalize wrt. severity of disability
		160.o	In-service Training of Special Educators	484	0.014	6.776	484	0.014	6.776	Recommended as proposed
		160.p	Environment Building programme	22	0.2	4.4	22	0.2	4.4	Recommended as proposed
		160.q	Orientation of Principals, Educational administrators, parents / guardians etc.	217	0.2	43.4	217	0.2	43.4	Rs.20000/ is recommended for 217 blocks where the training will be provided through master trainers (general teachers trained through CRCs)
		160.s	Salary (Previous Spl.	178	3.999	711.822	164	2.4	393.6	Recommended as proposed

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		Educators)							
		160.t Salary (New Spl. Educators)	14	0.009	0.00001	14	2.4	33.6	All the 14 special educators are in position, therefore the financial assistance is recommended for 14 special educators @ Rs. 20,000/ per month, the total amounting to Rs.2.4 Lakh per annum per teacher. These special educators will not fall under the category of new special educators but previous special educators
		160.u Development of Training Material	2	1	2	2	1	2	Two districts namely Amritsar and Bhatinda requires exemplary training materials and the softcopy of module is shared on e portal of SS Punjab.
		160.v Escort Allowance	721	0.03	21.63	721	0.03	21.63	Recommended as proposed but the same needs to be monitored and if any gaps found, the same to be rectified
		160.y Surgical Correction	473	0.2	94.6	473	0.2	94.6	Recommended as proposed
		Total of Inclusive Education (up to Highest Class VIII)			2136.96			1852.34	
	161	Inclusive Education (Student Oriented Components) (up to Highest Class X or XII)							
		161.d Therapeutic Services	404	0.025	10.1	404	0.025	10.1	Recommended for 404 CWSN requiring therapeutic services
		161.f Braille Stationary	33	0.005	0.165	33	0.005	0.165	Recommended as proposed

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Particulars		Proposal			Recommendation				
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		Material (Inc. Embossed Charts, globes etc)							
		161.g Providing Aids & Appliances	620	0.1	62	620	0.1	62	Recommended as proposed
		161.i Reader Allowance	33	0.01	0.33	33	0.01	0.33	Recommended as proposed
		161.k Assistive Devices, Equipments and TLM	1113	0.0015	1.671	1113	0.0015	1.6695	Recommended as proposed
		161.l Escort Allowance	151	0.03	4.53	151	0.03	4.53	Recommended as proposed
		161.m Sports & Exposure Visit	217	0.1	21.7	217	0.1	21.7	Recommended as proposed
		161.n Stipend for Girls	4994	0.02	99.88	4994	0.02	99.88	Recommended as proposed
		161.o Transportation allowance	375	0.03	11.25	375	0.03	11.25	Recommended as proposed but the impact of transportation allowances on enrollment, retention should be monitored and quarterly progress should be documented.
		Total of Inclusive Education (Student Oriented Components) (up to Highest Class X or XII)			211.63			211.62	
	162	Inclusive Education (Recurring) (Upto Highest Class - XII)							
		162.a Development of Training Material	2	1.1	2.2	2	1.1	2.2	Recommended as proposed
		162.aa Books & Stationery (Inc. Braille Books for Blind and Large Print Books for Low Vision)	9157	0.005	45.785	9157	0.005	45.785	Recommended as proposed but the state is also advised to have a repository of such materials at cluster level

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Particulars		Proposal			Recommendation						
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks		
		162.b	In-service Training of Special Educators	22	0.08	1.76	22	0.08	1.76	Recommended as proposed	
		162.f	Salary (Previous Spl. Educators)	22	5.137	113.014	22	3	66	Recommended as per the norm of Rs.25000/ per month, the total amounting to Rs.3 Lakh per annum	
		162.j	Skill Development Programme	8	6.25	50	8	6.25	50	Recommended but the state needs to share the vocational traits for CWSN	
		162.r	Surgical Correction	46	0.2	9.2	46	0.2	9.2	Recommended as proposed	
		Total of Inclusive Education (Recurring) (Upto Highest Class - XII)					221.96			174.94	
		Total of Provision for Children with Special Needs (CWSN) - Recurring					2570.54			2238.91	
		Total of Inclusive Education					2570.54			2238.91	
Vocational Education	Introduction of Vocational Education at Secondary and higher Secondary	163	Introduction of VE in schools - NR								
		163.a	Tools, Equipment & Furniture (New)	200	5	1000	0	0	0	0	Proposal not approved by state EC. Has been wrongly entered on PMS . Not recommended
		Total of Introduction of VE in schools - NR					1000			0	
		164	Recurring Support VE - New								
		164.a	Financial Support for Vocational Teacher/ Trainer (New)	400	1.2	480	0	0	0	0	Not recommended
		164.b	Financial Support for Resource Persons (New)	200	0.625	125	0	0	0	0	Not recommended
		164.c	Raw material Grant for new school per course (New)	200	0.432	86.4	0	0	0	Not recommended	

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Particulars		Proposal			Recommendation					
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
		164.d	Cost of providing Hands on Skill Training to Students (New)	200	0.375	75	0	0	0	Not recommended
		164.f	Office Expenses / Contingencies for New School (New)	200	0.118	23.6	0	0	0	Not recommended
		164.g	Induction training of Teachers VE - Teachers (10 Days)	399	0.05	19.95	0	0	0	Not recommended
		Total of Recurring Support VE - New				809.95			0	
	166	Recurring Support VE - Existing								
		166.a	Financial Support for Vocational Teacher/ Trainer (Existing)	1910	2.06	3934.6	1910	2.06	3934.6	Recommended as proposed for trainers in 955 schools.
		166.b	Financial Support for Resource Persons (Existing)	955	1.084	1035.22	955	1.084	1035.22	Recommended as proposed.
		166.c	Raw material grant for new school per course (Existing)	955	0.425	405.875	955	0.425	405.875	Recommended as proposed.
		166.d	Cost of providing Hands Training Students (Existing)	955	0.572	546.26	955	0.572	546.26	Recommended as proposed.
		166.e	Assessment and Certification Cost (Existing)	780	0.454	354.12	51859	0.006	311.154	Recommended for students of class 10th and 12th
		166.f	Office Expenses / Contingencies for School (Existing)	955	0.118	112.69	955	0.118	112.69	Recommended as proposed.

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Particulars		Proposal			Recommendation						
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks		
		166.g	Induction training of VE - Teachers (10 Days) - (Existing)	350	0.05	17.5	350	0.05	17.5	Recommended for trainers to be appointed in 175 schools.	
		166.h	In-service Training of VE - Teachers (5 - Days) - (Existing)	780	0.0325	25.35	1560	0.01625	25.35	Recommended for in-position trainers in 780 schools.	
		166.j	Assessment and Certification Cost (Reimbursement)	919	0.106	97.414	0	0	0	Approved in 2018-19 . Payment to be made this year.	
		Total of Recurring Support VE - Existing					6529.03			6388.65	
		Total of Introduction of Vocational Education at Secondary and higher Secondary					8338.98			6388.65	
		Total of Vocational Education					8338.98			6388.65	
Monitoring of the Scheme	Monitoring Information System (MIS)	169	Monitoring of the Scheme								
		169.	Monitoring Information Systems (MIS)	22	2	44	0	0	0	Not recommended as the same can be covered under UDISE +	
		169.c	Management Information System (Udise +)	6027347	0.00002	120.54694	5351185	0.00002	107.0237	Recommended as per enrollment at Rs 2 per child	
		Total of Monitoring of the Scheme					164.55			107.02	
		Total of Monitoring Information System (MIS)					164.55			107.02	
Total of Monitoring of the Scheme					164.55			107.02			
Program Management	Program Management	170	Program Management (MMER) (I - XII)								
		170.a	Program Management (MMER) (I - XII)	23	133	3059	1	5018.434	5018.434	Recommended 5% MMER against state total outlay.	
		Total of Program Management (MMER) (I - XII)					3059			5018.43	

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Particulars					Proposal			Recommendation			
Major Component	Sub Component			Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks
		Total of Program Management					3059			5018.43	
		Total of Program Management					3059.00			5018.43	
Total							217173.39			105385.13	

	Recommendation		
Scheme Name	Non-recurring	Recurring	Total
Elementary Education	4081.46	77407.2	81488.66
Secondary Education	1336.89	20619.28	21956.17
Teacher Education	0	1940.3	1940.3
Total	5418.35	99966.8	105385.13

Recommendation	
Major Component	Total
Access & Retention	2211.53
RTE Entitlements	14278.56
Quality Interventions	41614.22
Teacher Education	1940.30
Salary of Teachers	26746.20
Gender & Equity	3013.96
Inclusive Education	2238.91
Vocational Education	6388.65
Sports & Physical Education	1827.35
Monitoring of the Scheme	107.02
Program Management	5018.43
Total	105385.13