

**HALF YEARLY
MONITORING REPORT OF
PUNJAB UNIVERSITY
ON SSA FOR
UNION TERRITORY OF CHANDIGARH
FOR THE PERIOD
1st October 2006 to 31st March 2007**

DISTRICTS COVERED

Chandigarh



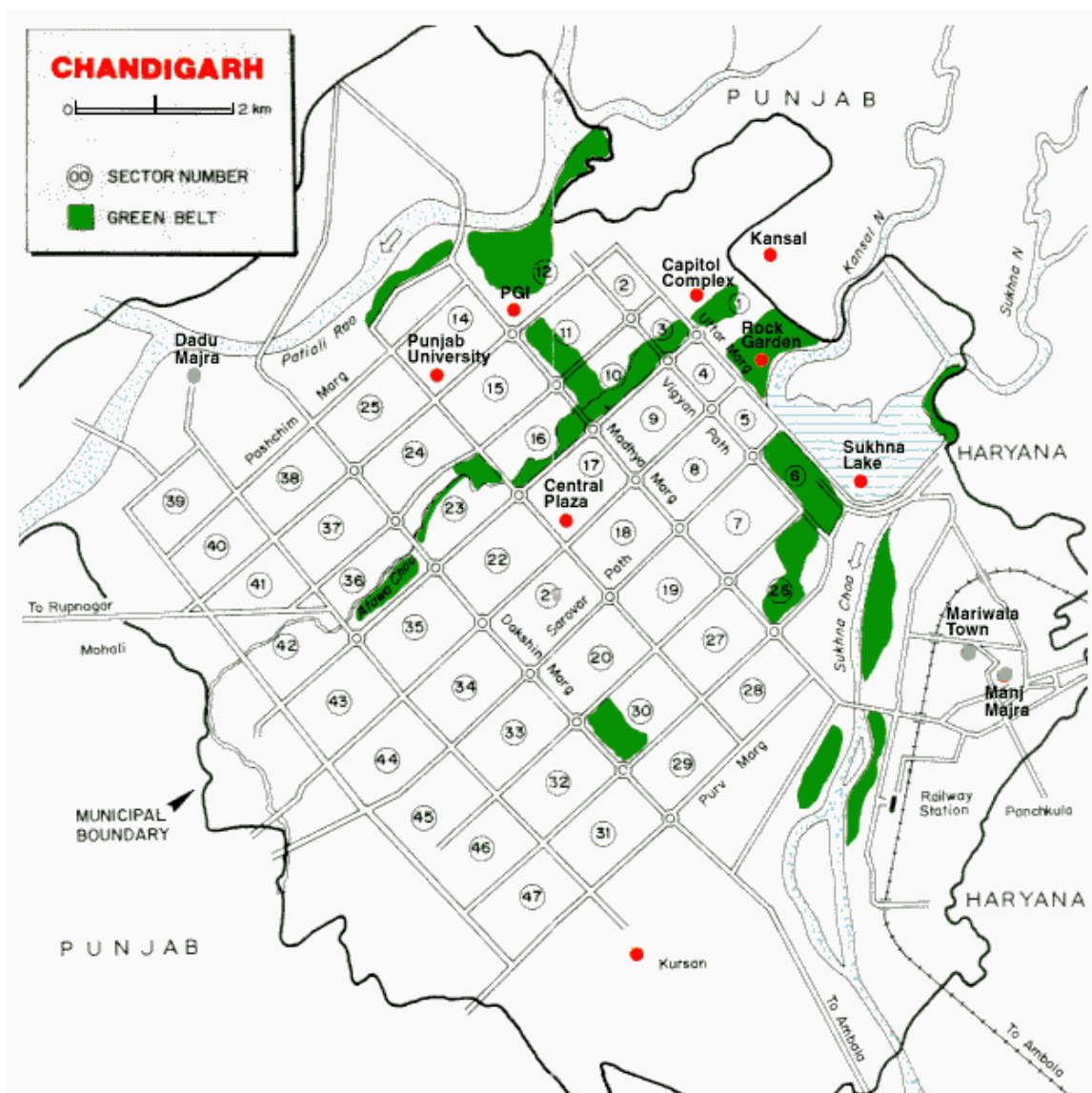
REPORT

MONITORING OF

SARV SHIKSHA ABHIYAN

CHANDIGARH

OCTOBER 2006 - MARCH 2007



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CHAPTER-1
DEMOGRAPHIC PROFILE OF
CHANDIGARH

. Chandigarh is the 1st planned modern city of India designed by the French architect Le Corbusier. Chandigarh and the area surrounding it were constituted as a union territory on 1st November, 1966. It serves as the joint capital of both, Punjab and Haryana states. It is bounded on the north and west by Punjab and east and south by Haryana. **Total area of the union territory is 114Sq.Km.**

The city was named after the mother goddess of power, **Chandi**, whose temple Chandimandir is a feature of the new city. Le-Corbusier was assisted by his cousin, Pierree Jeanneret and the English couple E.Mazwell Fry and Jane B. Druel. These 3 architects are responsible for most of the public and residential buildings raised in Chandigarh between 1950 and 1965. The beautiful city also known as '**city of roses**' was planned to house the capital to the erstwhile Punjab state. On partition of Punjab, on linguistic basis, the present union territory was formed.

Chandigarh is situated at the foot of the **Shivalik range**. There are hardly any forests in this union territory, except for small tracks of forest by acquiring some area on lease from Punjab and Haryana states. There is about 2542 hectares of forest area in Kansal (Leased from Punjab) and Nepali (Leased from Haryana) forest and some area in Raipur Khurd village of Chandigarh union territory. The forest department is also maintaining a Deer Park in Kansal forest and a nursery near Hallo Majra village. Forest Department is also taking adequate steps to promote wild life in Kansal forest and is likely to be converted into a tourist spot. The district at present comprises of one Tehsil and equal number of community development blocks. It has 5 towns and 25 villages including Mani Majra town and some villages of Kharar Tehsil of Ambala district. Much of the beauty owes to the planning of

the city in sectors with houses which conform to a modern design. Its grand Secretariat and Assembly buildings were built according to Le-Corbusier's plans and a picturesque lake was also created along with the Shivaliks. The genius of Nek Chand led to the creation of one of Chandigarh's landmarks the '**Rock garden**', and a rose garden also came up. It is one of the most attractive cities of India. It has a large lake i.e. **Sukhna lake**, with beautiful picnic spots. Hindus, Muslims, Sikhs, Buddhists, Jains and others from the religion wise break up of population, descendingly in that order.

There are about 15 large scale and medium industrial units of which two are in the Public sector. More than 2500 units are registered under small scale sector. The products of small scale units includes re-rolling mill, steel fabrication, sanitary fittings, door fittings, electronic components and equipments, machine screws, hard ware, electrical appliances including washing machines, plastic, shoes and other plastic products, cotton gunning, machine parts, insecticides, auto parts and sewing machine parts, soft drinks, utensils, paints and varnishes, radios and transistors, auto and domestic cables, thermometers, wire drawing and wire products, soap and chemicals, cement pipes and tiles, AAC and ACSR conductors, rice pouching, flour, dal and oil mills, cycle tubes and tyres, electrical control and switches, tractor parts, rope ways, zinc sulphate, sodium silicate etc. The large and medium scale units comprise of hosiery, knitting machine needles, wool tops; single and polyphase, electric metres, artillery fuses, cable used for defense purposes, antibiotics, cycle free wheels, cycle rims, brakes, railway track equipments and cardboard industry.

A **union territory of Chandigarh** is famous for its architecture and landscaping world over. It combines elegant architectural forms with wide tree-

lined avenues, green belts and gardens and is hence referred to as the 'City Beautiful'. Chandigarh was neither built nor realized in a day. Over a period of time, several technical exercises were conducted and surveys undertaken to give a practical shape to the dreams of political visionaries, who wanted to offer a unique city of its kind to the people who had undergone through traumas of partition.

The site for the City Beautiful was, after a careful thought and analysis of huge data, carved out mainly from the Kharar tehsil of erstwhile composite State of Punjab taking into consideration the topography, contours and continuous proximity with other areas which had an immediate bearing on the selected site in relation to its environment, natural setting and sloping landscape.

Chandigarh U.T. was officially approved as a capital project in 1950, blueprinted by Le Corbusier in 1951, legislated by the Punjab Assembly in 1952, and formally declared open by the President of India in 1953. Chandigarh, the fully planned new headquarters of post-Independence Punjab, was designed for a population of 500,000. It may surprise many to learn that initially fears were expressed in several quarters about potential of the city in acquiring a size of half-a-million in the foreseeable future. Such a concern was reinforced by a hesitant growth of the city in the early years of its evolution. A dramatic change came with the re-organization of Punjab in 1966. Haryana was carved out as a new state and Chandigarh constituted as a union territory out of the body of the parent state. **Chandigarh became the triple capital of Punjab, Haryana and its own territory.**

By reasons of its role as a multiple capital, in conjunction with a gradual accumulation of commercial, industrial, educational, health and other

functions, Chandigarh today has grown to a size, which its planners did not perceive. The limits of its planned population have already been crossed. The city has already reached a **population of 900,000** although the planners did envisage construction of huge buildings for official, commercial and residential purposes, requiring the services of different kind of labor force, yet they did not make provision for their shelter at all in the city plan itself. They might have thought that the labour force would go back, after the construction work was over, but this did not materialize and thus started the process of migrant labour settling on land wherever available and this is in brief the genesis of the slums in Chandigarh .

During the period of 1970-1998, there has been a multifold increase in the population of the slum dwellers as well as households living in unauthorized colonies. Despite the serious efforts of the administration to provide better shelter to such dwellers, there has been no dent in the increasing influx of such migrants and their present number in the unauthorized colonies calls for an immediate programme of action as the pockets of abject poverty and the denial of basic human needs in areas of affluence does not auger well for the State and the country as a whole.

Chandigarh has been divided into **20 Municipality wards** besides 23 villages and the total population in 20 wards is 808796 according to the 2001 census. Although Chandigarh is higher on literacy rate as compared to the total national literacy rate, yet literacy rate in different wards is different in Chandigarh. This is because of the territorial boundaries and geographical locations with respect to its adjoining states of Punjab and Haryana.

DEMOGRAPHIC PROFILE OF CHANDIGARH

Table-1.1

Demographic information about Chandigarh

	TOTAL	URBAN	RURAL
AREA OF THE CITY	114 sq kms	79.34 sq.km	34.6 sq.km
POPULATION			
TOTAL		89.8 %	10.2 %
SC	17.5	16.0	17.7
0-6 YEARS	12.83	12.36	13.45
SEX RATIO	777	621	796
LITERACY RATE	81.9	86.1	76.5
WORK DISTRIBUTIONS			
MAIN WORKERS	36.5	54.7	13.2
NON- WORKERS	62.2	43.9	85.8
MARGINAL WORKERS	1.3	1.5	1.0
OTHER WORKERS	98.1	98.4	96.6

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commercial and residential purposes, requiring the services of different kind of labor force, yet they did not make provision for their shelter at all in the city plan itself. They might have thought that the labour force would go back, after the construction work was over, but this did not materialize and thus started the process of migrant labour settling on land wherever available and this is in brief the genesis of the slums in Chandigarh .

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WARD WISE POPULATION

Chandigarh has 20 municipal wards besides 23 villages in 2001. Total population of Union Territory of Chandigarh as per Census 2001 is 900914. Out of the total population 508224 are males and 392690 are females. However in 20 municipal wards the total population is 8087796. The distribution is as under.

TABLE 1.2
WARD WISE POPULATION OF CHANDIGARH

Ward No	Total Population	Percentage total	Males	Females	Sex ratio female	Literacy
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		population of the city			per 1000 male	
1	30481	3.77	17276	13205	764	91.86
2	27739	3.43	15140	12599	832	93.37
3	23864	2.95	13210	10654	807	92.82
4	23625	2.92	12631	10994	870	90.74
5	57960	7.17	31581	26379	835	72.57
6	43303	5.35	22882	20421	892	91.18
7	70302	8.69	38751	31551	814	81.15
8	58436	7.23	32600	25836	793	81.6
9	34330	4.24	18083	16247	898	94.41
10	69932	8.65	42048	27884	663	73.62
11	29090	3.60	156.4	13486	864	92.99
12	29124	3.60	15356	13768	897	93.99
13	23443	2.90	12634	10809	856	92.98
14	33788	4.18	19531	14257	730	96.11
15	35957	4.45	21123	14834	702	72.94
16	49491	6.12	26827	22664	845	87.56
17	25207	2.99	12940	11267	871	91.02
18	31183	3.86	17946	13237	738	75.36
19	53025	6.56	30440	22585	742	66.14
20	51992	6.43	29331	22661	773	76.69
Other	7525	0.93	5453	2071	780	96.28
Total	808796	100.00	45138 7	357409	792	

Source: Census 2001.

TABLE . 1.3
POPULATION OF SCHEDULED CASTES IN CHANDIGARH U.T.

TOTAL	157.597	17.5%
RURAL	14.740	16.0%
URBAN	142.8547	17.7%

Source: Census 2001

TABLE- 1.4
PERCENTAGE DECADAL GROWTH IN RURAL POPULATION
1951-2001.

Year	Population	Growth
	Total	% age
1951	24261	7.47
1961	20619	-15.01
1971	24311	19.91
1981	28769	18.34
1991	66186	130.06
2001	92118	39.18

The Rural population in Chandigarh has increased at very high rate from 15.01% in 196, touched its peak in 1991 by recording an increase of 130.036 percentage due to inflow and settlement of laborers from other states. Although during 1991-2001 the growth rate of population has come down to 39.18 as the villages have reached such a point where settlement of more population is not possible in them. An unprecedented increase in population has adversely affected the availability of education in Villages. The schools have become overcrowded. ***All villages have least elementary schools within them;***

however the buildings of these schools in a villages which were constructed some twenty years back are not adequate to take additional enrolment locally by village panchayats. The class rooms and other rooms in these schools are very small. These are over small areas and have shallow foundations. Open spaces will need to be covered with temporary structures to create additional class rooms. Or fresh multi-story buildings need to be constructed after the existing one.

Table-1.5

POPULATION GROWTH IN CHANDIGARH SLUMS

Year	Population Growth in slums (% age)
1991	9.08%
2001	11.88%
2010	17.25% projected
2020	21.55% projected

It may be observed that an increase in population has badly affected the availability of facilities since Chandigarh was never planned for such a large number of people. Following table no. 4 shows the percentage population of people in two age groups, viz. 0-14 and 15-59. a very large percentage of 29% falls into the category of children in the age range of 0-14. Hence the responsibility of catering to educational requirements of this group is tremendous.

Table- 1.6

AGE WISE STRUCTURE OF POPULATION

Age Group	% Population
0- 14	29%
15- 59	65.9%

The table-1.6 shows the total no. of children population in Chandigarh in respect of their gender both in general category and SC category

Table-1.7

Total Children Population in the Age group of 0- 16 both limits inclusive.

AGE	BOYS			GIRLS			G.TOTAL
	GEN	SC	TOTAL	GEN	SC	TOTAL	
0-4	22427	6430	28857	18727	8866	24593	53450
5-9	29838	8901	38739	23630	7692	31322	70061
6-9	23405	6987	30392	18800	6062	24862	55254
10-12	19268	5509	24777	15065	4659	19724	44501
13-13	5937	1582	7519	5084	1545	6629	14148
14-16	15538	4283	19821	12850	3658	16508	36329

Source as per DISE 2005-06

Chandigarh has been divided into **20 Municipality wards** besides 23 villages and **the total population in 20 wards is 808796** according to the 2001 census. Although Chandigarh is higher on literacy rate as compared to the total national literacy rate, yet literacy rate in different wards is different in Chandigarh. This is because of the territorial boundaries and geographical locations with respect to its adjoining states of Punjab and Haryana

WARD-WISE POPULATION AND LITERACY RATE IN CHANDIGARH ;**Table-1.8****Ward-wise population and literacy rate in Chandigarh**

WARD NO	POPULATION TOTAL	MALES	FEMALES	LITERACY RATE
1	30481	17276	13205	91.86
2	27739	15141	12599	93.37
3	23864	13210	10654	92.82
4	23625	12631	10994	90.74
5	57960	31581	23679	72.57
6	43303	22882	20421	91.18
7	70302	38751	31551	81.15
8	58436	32600	25836	81.76
9	34330	18083	16247	94.41
10	69932	42048	27884	73.62
11	29090	15604	13486	92.99
12	29124	15356	13768	93.99
13	23443	12634	10809	92.98
14	33788	19531	14257	69.11
15	35957	21123	14834	72.94
16	49491	26827	22664	87.56
17	24207	12940	11267	91.02
18	31183	17946	13237	75.36
19	53025	30440	22585	66.14
20	51992	29331	22661	76.69
OTHERS	7524	5433	2071	96.28
TOTAL	808796	451387	357409	81.76

With literacy rate of 81.76% Chandigarh ranks at 6th place in the country. The position of U.T. Chandigarh has come down from 4th place in 1991 to 6th in 2001.

TABLE 1.9
PERCENTAGE OF LITERACY VILLAGE WISE

Villages	Total	Percentage of literacy		
		Male	Female	Gender gap in literacy
Kaimbwala	3,411	64.8	40.6	24.2
Khuda Alisher	4090	84.4	71.1	13.3
Khuda Jassu	1438	83.2	73.1	10.1
Lahora	3467	89	74.8	14.2
Sarangpur	1738	88.2	77	11.2
Shalhpur	153	85	68.9	16.1
Dadu Majra	3396	84.1	67.6	16.5
Maloya	5063	83.4	72.1	11.3
Palsura	5351	83.6	70.7	12.9
Kujheri	13291	74.1	62.7	11.4
Nizampur Kumbra	197	44.7	25	19.7
Nizampur Burial	458	63.3	51.8	11.5
Jhumaroo	807	79.2	59.3	19.9
Burial	691	67.8	48.8	19
Bair Majra	56	70.4	70.8	-0.4
Behlana	5299	92	80.5	11.5
Hello Majra	135522	84.5	64.1	20.4
Raipur Khurd	3946	90.4	75.3	15.1
Raipur Kalan	2661	73.4	50.2	23.2
Mauli Jagran	7174	69.9	53.4	16.5
Daria	7305	74.4	71.1	13.3
Main Majra	5521	87	68.2	18.8
Over all	92120	81	66.4	14.6

Source : Census 2001

From the above table 1.9, it may be observed that the female literacy rate in two villages **Kaimwala & Nijampur Kumbra** is much lower than that of other villages attached with Chandigarh. Lowest literacy among females has been found in Village **Nijampur Kumbra**. It is only 25%. This may be because of the fact that only illiterate construction workers from other state are living in this village. Males of even this village are higher on literacy rate. The minimum literacy rate among males has also been observed in this village only but it is higher than that of females.

The Rural population in Chandigarh has increased at very high rate from 15.01% in 196, touched its peak in 1991 by recording an increase of 130.036 percentage due to inflow and settlement of laborers from other states Although during 1991-2001 the growth rate of population has come down to 39.18 as the villages have reached such a point where settlement of more population is not possible in them. An unprecedented increase in population has adversely affected the availability of education in Villages. The schools have become overcrowded. ***All villages have least elementary schools within them; however the buildings of these schools in villages which were constructed some twenty years back are not adequate to take additional enrolment locally by village panchayats. The class rooms and other rooms in these schools are very small. These are over small areas and have shallow foundations. Open spaces will need to be covered with temporary***

structures to create additional class rooms. Or fresh multi-story buildings need to be constructed after the existing one.

**TABLE 1.10
POPULATION GROWTH IN SLUMS**

Year	Population Growth in slums (%age)
1991	9.08%
2001	11.88%
2010	17.25% projected
2020	21.55% projected

Source: Chandigarh 2020

Census 1951 to 1981 do not contain information on slums. From the above table it is noted that slums in Chandigarh will continue to increase in spite of the various rehabilitation schemes by Chandigarh Administration.

**TABLE 1.11
POPULATION OF SCHEDULED CASTES IN CHANDIGARH U.T.**

TOTAL	157.597	17.5%
RURAL	14.740	16.0%
URBAN	142.8547	17.7%

Source: Census 2001

CHAPTER-2

EDUCATIONAL PROFILE OF CHANDIGARH

EDUCATIONAL PROFILE OF CHANDIGARH

ADMINISTRATIVE SET UP

School Education in Chandigarh U.T. is being looked after by the **Department of school education** under the overall supervision of **Secretary Education**.

Primary Education covers classes upto 5th and children normally in the age group of 5+ to 10 years are the beneficiaries. **District Education Officer** is the controlling authority at the district level and **Director Public Instructions** at the state level.

Secondary Education covers classes 6th to 12th. District Education Officer is the supervisory officers at the District Level. Director Public Instruction is the controlling authority for primary, upper primary, secondary and senior secondary education at the state level.

In Chandigarh UT mainstream structures have primarily been used to implement the **SARV SHIKSHA ABHYAN** program. In order to facilitate convergence and a holistic perspective the project is put under the administrative control of **Director Public Instructions (S)** who performs as Project Direct. **Education Secretary is chairman of the executive committee**. Government council is headed by Hon'ble Government of Punjab Administrator UT, Chandigarh.

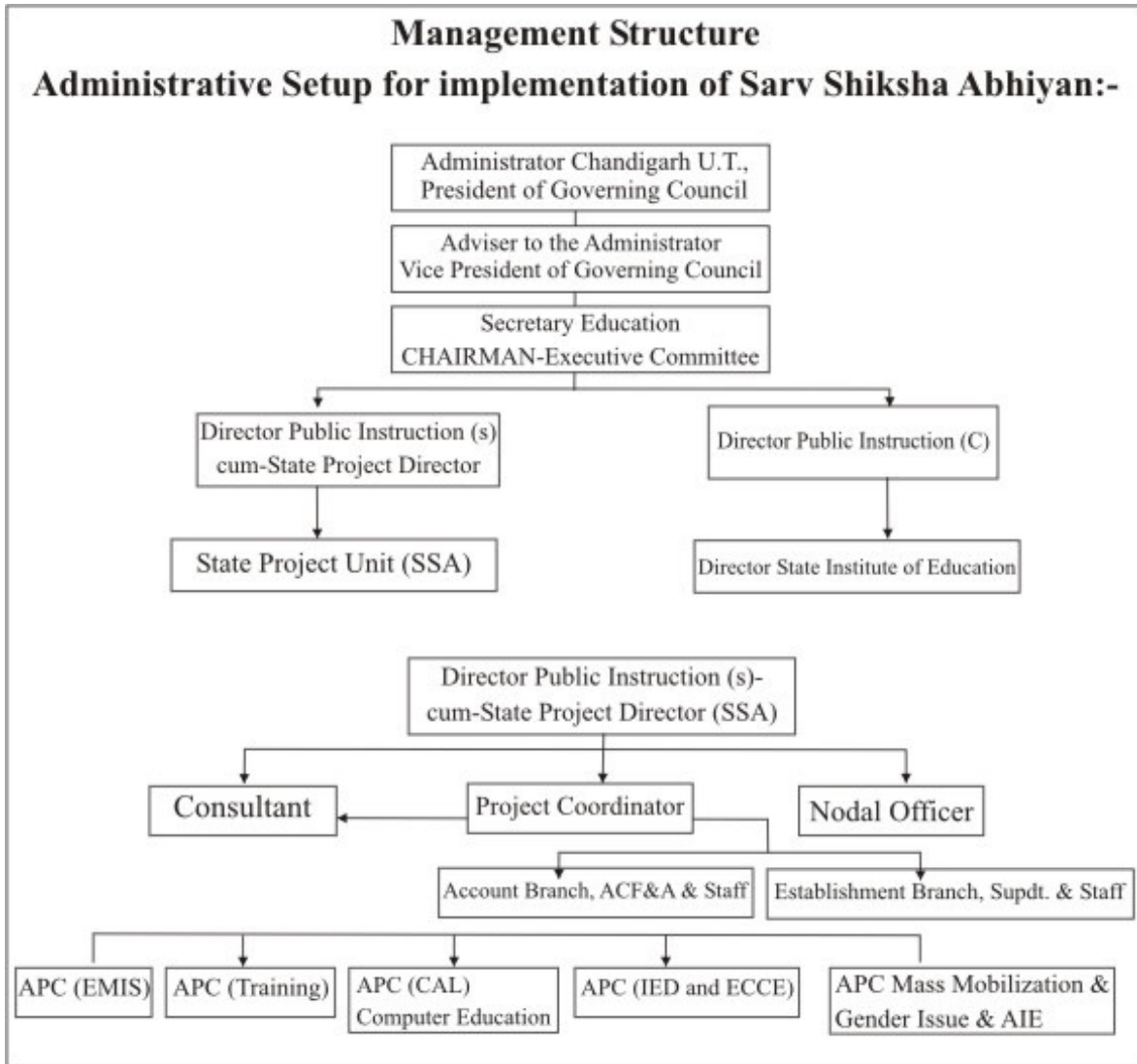
State Project Unit has been created by taking persons in deputation and on contract basis. The state Institute of Education performs as academic wing of the unit. In-service teacher training and research work is

undertaken by it. Since it is a small UT, no structures has been created at district sub district level. However the requisite activities for promoting the goals of SSA are under taken through District Education Officer. Entire area is divided into **20 Clusters matching with the municipal wards.** Now due to re-demarcation of municipal limits, the number of municipal wards has increased to 26 towards the end of 2006-2007. As such the number of clusters will be increased from 20 to 26 to match with the wards. **Each cluster has about 3 to 9 schools.** It is headed by the head of respective senior secondary school. Cluster head is assisted by a cluster resources person.

In pursuance of the revised norms an **urban resource centre** has also been proposed to be created. **URC** will undertake all requisite activities for achieving the goals of SSA.

Chandigarh UT being small in size does not have separate educational structures a like **SIEMAT, DIET, SCERT, School Education Board and Text Book Board. Academic support is given by State Institute of Education &Regional Institute of English and Cluster heads.** Like in other States the SIE was created to take care of elementary teacher training for elementary teacher (ETT) and also for holding in-service teacher training. With the result the facilities available in this institute are inadequate to take the load of in-service teacher training at a scale expected for achieving the goals of SSA. Therefore SIE is conducting ETT programme and in-service training of elementary teachers is being organized mostly in cluster head schools. The State Institute of Education

however Co-ordinates with these clusters to provide necessary support & guidance.



SCHOOL EDUCATION IN CHANDIGARH:

As there is **no separate directorate of elementary education**, therefore, there are no separate schools exclusively for elementary education. Most of the schools are **composite schools**. All high schools

have Pre-Primary, Primary and Upper Primary sections /classes attached to the school. The Govt. Schools of Chandigarh are of two types:

- **Model and**
- **Non Model Schools.**

The medium of instructions in the **Model schools** is English. The performance standards of government schools are comparable with that of privately managed public schools. The senior secondary stage of school education in Chandigarh is characterized by two distinct streams i.e. **Academic and Vocational**. In academic stream, 26 subjects related with science, commerce, Humanities are offered and under the vocational stream, 20 vocational courses related to various areas of economic activities are available.

Non- Model schools give the option of offering Hindi as well as English medium. **In Non Model Schools** there is one teacher to one section. In model Schools Subject –wise teacher approach is followed from the primary classes onwards. This has bearing on quality of education. Realizing this U.T. Chandigarh is heading towards quality, by converting Non Model Schools to Model in a phased manner.

These schools are located in rehabilitation colonies which are largely of migratory labourers migrated from U.P., M.P., Rajasthan and Bihar. Many villages also have Model Schools in them because parents want their children to study in English medium school. **Khuda Jassu Govt. Model Sr. Secondary School Karsan, Govt, Model School Dhanas, Govt. Model Primary School Palsora are located in villages**

& colonies Chandigarh U.T. has been converting non model schools to model schools on public demand.

Chandigarh U.T. does not have its own School Board of Education, therefore the schools under Chandigarh Administration are affiliated with Central Board of Secondary Education, New Delhi, which is a prestigious national board. Curriculum and text books prescribed by NCERT & CBSE are followed. Punjabi medium books are procured from Punjab School Education Board.

English is offered as a subject from class 1st onwards **in all categories of schools.** Up to elementary level three Language formulas is followed. Urdu Language is also being offered w.e.f. the current academic year to improve the participation of Muslim minority on the Govt. Schools.

In the absence of a School education boards and Text book board the curriculum and text books prescribed by NCERT and CBSE are followed. As both CBSE & NCERT do not publish books in Punjabi medium therefore Punjabi medium books are procured from Punjabi Schools Education Board.

GOVERNMENT SCHOOLS

In all 102 government schools are functioning in Chandigarh.

The list of Government schools functioning in Chandigarh has been given below in table no.2.1

Table no.2.1

List of Govt schools in Chandigarh-

1.	Government Primary Schools	20
2.	Government Model Primary School	01
3.	Government Middle Schools	01
4.	Government Model Middle Schools	03
5.	Government High Schools	30
6.	Government Model High Schools	22
7.	Government Senior Secondary Schools	09
8.	Government Model Senior Schools	19

AIDED SCHOOLS

The Chandigarh Administration has allowed the payment of Grant-in-Aid to the various Privately Managed Recognized Schools as per provisions of Punjab Education Code applicable in UT Chandigarh in order to encourage and extend the enterprise in Education. Such grants are given only for the purpose connected with secular instructions without reference to any religious instructions. Such financial aid is subject to condition that the said institution shall have the manage committee approved by the Education Department, UT Chandigarh. The said institution shall follow the pattern of syllabus and other criteria of admission as per the Govt. norms and any other condition as may be imposed by the competent authority as per the rules.

Accordingly 95 % of the salary expenses to teaching staff as well as ministerial for sanctioned strength of staff approved by the competent authority at the time of approval of such proposal (minus the receipt on account of Admission, Tuition, Fee etc.) is released from the Consolidated Fund of India without any increase in the number of staff at any stage. Further the grant of above Grant in Aid is subject to audit by office of A.G.(Audit) once in the current financial year or as the case may be. Rest of 5 % such expenses on salary, expenses on the acquisition and construction of building as well as expenses on running the office etc. are met out by the management concerned from their own funds. **Presently following Schools have been covered under the above said scheme of grant in aid.** Chandigarh has seven such schools which are covered under this scheme. The list has been given in the table 2.2

Table no.2.2

List of schools getting grant in aid in Chandigarh

Sr.No.	Name of the Aided Schools
1	D.A.V.Sr.Sec.School. Sec-8, Chandigarh
2	I.S.D.S.G.High School, Sector-21, Chandigarh
3	Sri Guru Gobind Singh High School-35, Chandigarh
4	S.D. High School, Sector-24, Chandigarh
5	Institute for the Blind, Sec-26, Chandigarh
6	Guru Nanak Khalsa High School, Sec-30, Chandigarh
7	Vedic Girls High School, Manimajra, Chandigarh

RECOGNIZED PRIVATE SCHOOLS

There is still another category of private schools in Chandigarh which are recognized but grant is not given to these schools. These are run by private managements as shown in table no.2.3

Table 2.3

Private recognized schools without grant in aid

List of Recognized Schools	
S.No	Recognized Sr.Sec.Schools
1	D.A.V.Public School, Sector-8, Chandigarh
2	Carmel Convent School, Sector-9, Chandigarh
3	D.A.V Model Sr. Sec.School, Sec-15, Chandigarh
4	New Public School, Sec-18, Chandigarh
5	Shishu Niketan Model Sr.Sec.School, Sec-22, Chandigarh
6	Sacred Heart Public School, Sec-26, Chandigarh
7	S.G.G.S. Collegiate Public School, Sec-26, Chandigarh
8	St.Xavier School, Sector-44, Chandigarh
9	Bharatiya Vidya Bhawan, Sec-27, Chandigarh
10	St. Soldier International Public School, Sec-28, Chandigarh
11	S.D.Public School, Sec-32, Chandigarh
12	Guru Nanak Public School, Sec-36, Chandigarh
13	Sri Guru Harkrishan Model Sr.Sec.School, Sec-38, Chandigarh

14	St. Joseph High School, Sec-44, Chandigarh
15	Shivalik Public School, Sec-41, Chandigarh
16	Ajit Karam Singh International Public School, Sec-41, Chandigarh
17	K.B.D.A.V. Centenary Public School, Sec-7, Chandigarh
S.No	Recognized High Schools
1	Gyandeep Model High School, Sec-20, Chandigarh
2	Manav Mangal School, Sec-21, Chandigarh
3	M.D.A.V. High School, Sec-22, Chandigarh
4	St. John High School, Sec-26, Chandigarh
5	St. Kabir Public School, Sec-26, Chandigarh
6	Sri Aurobindo Model School, Sec-27, Chandigarh
7	Tribune Model School, Sec-29, Chandigarh
8	St. Anne's Convent School, Sec-32, Chandigarh
9	Bal Niketan Model High School, Sec-37, Chandigarh
10	S.D. Saini Model School, Sec-38, Chandigarh
11	Vivek High School, Sec-38/D, Chandigarh
12	Sri Guru Harkrishan Public School, Sec-40, Chandigarh
13	Delhi Public School, Sec-40, Chandigarh
14	Chandigarh Baptist School, Sec-45, Chandigarh
15	St. Stephen's School, Sec-45, Chandigarh
16	Mount Carmel School, Sec-47, Chandigarh
17	Moti Ram Arya Sr. Sec. School, Sec-27/A, Chandigarh
18	Sanjay Public School, Sec-44/B, Chandigarh

19	Sharda Sarvhitkari Model Sr.Sec.School, Sec-40/D, Chandigarh
S.No	Recognized Middle Schools
1	C.L.Aggarwal Model School, Sec-7, Chandigarh
2	Dutt Veshesh School, Sec-26, Chandigarh
3	Little Flower School, Manimajra, Chandigarh
4	M.R.D.Middle School, Manimajra, Chandigarh
5	Soupin's School, Sec-32, Chandigarh
S.No	Recognized Primary Schools
1	Strawberry Field Kindergarten School, Sec-24, Chandigarh
2	Strawberry School, Sec-26, Chandigarh
3	Modern Ways Model School, Sec-29, Chandigarh
4	Shishu Niketan, Sec-43, Chandigarh
s.No	Recognized Middle Schools
1	C.L.Aggarwal Model School, Sec-7, Chandigarh
2	Dutt Veshesh School, Sec-26, Chandigarh
3	Little Flower School, Manimajra, Chandigarh
4	M.R.D.Middle School, Manimajra, Chandigarh
5	Soupin's School, Sec-32, Chandigarh
S.No	Recognized Primary Schools
1	Strawberry Field Kindergarten School, Sec-24, Chandigarh
2	Strawberry School, Sec-26, Chandigarh
3	Modern Ways Model School, Sec-29, Chandigarh
4	Shishu Niketan, Sec-43, Chandigarh

5	Divya Public School, Sec-44/D, Chandigarh
6	St. Mary's School, Sec-46, Chandigarh
7	Nav Bal Niketan School, Sec-29, Chandigarh
8	Ashiana Public School, Sec-46, Chandigarh
9	Kids-R-Kids School, Sec-42/C, Chandigarh
10	Kulwant Rai Sarvhitkari Vidya Mandir, Sec-43/B, Chandigarh

S.No.	Recognized Middle Schools
1	C.L.Aggarwal Model School, Sec-7, Chandigarh
2	Dutt Veshesh School, Sec-26, Chandigarh
3	Little Flower School, Manimajra, Chandigarh
4	M.R.D.Middle School, Manimajra, Chandigarh
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3	Modern Ways Model School, Sec-29, Chandigarh
4	Shishu Niketan, Sec-43, Chandigarh
5	Divya Public School, Sec-44/D, Chandigarh
6	St. Mary's School, Sec-46, Chandigarh
7	Nav Bal Niketan School, Sec-29, Chandigarh
8	Ashiana Public School, Sec-46, Chandigarh
9	Kids-R-Kids School, Sec-42/C, Chandigarh
10	Kulwant Rai Sarvhitkari Vidya Mandir, Sec-43/B, Chandigarh

Newly developing sectors like Sectors- 48, 49, 50, &51 are a few habitations which are not served by schools. Out of the developed sectors, sectors like sectors 2,3,4,5,6,9 and 14 do not have a school in the sector itself but these habitations have a Govt school with in one kilometer area. All unauthorized colonies are served under alternative schooling intervention.

STATUS OF ELEMENTARY EDUCATION

Enrolment of Boys and Girls at Primary and Upper Primary Level in govt. & Private Schools with % of SC students participating in them has been given in the following table no.2.4

Table no.2.4

Enrolment status at primary and upper primary stage

Primary	Govt. schools				Private Recognized schools				
		Total	Other than SC	SC	% of SC	Total	Other than SC	SC	% of SC
Total Primary	Boys	27959	23378	4581	16.38	10430	10075	355	3.52
	Girls	23229	193342	3887	16.73	8558	8060	498	6.18
	Total	51188	42720	8468	16.54	18988	18175	813	4.47
Total Upper Primary	Boys	14333	11864	2469	17.22	8049	7860	189	2.40
	Girls	12428	10153	2275	18.3	6105	5847	258	4.41
	Total	26761	22017	4744	17.72	1411547	13707	447	3.26
Total Elementary	Boys	42292	35242	7050	17.72	18479	17935	544	3.03
	Girls	35657	29495	6162	17.72	14663	13947	716	5.13
	Total	77949	64737	13212	16.95	33142	31882	1260	3.95

Source: DISE 2005-2006

The above Table shows that there are 35657 girls and 42292 boys studying up to elementary level that out of the total student population of

13212 (16.95%) students belong to SC category. Where in Private and recognized schools the% of SC students is only 3.8%. The participation of SC children in Govt. Schools is higher due to various incentives provided by Govt; it also shows that the city has social disparity in education. Cluster wise enrollment at Elementary level in Govt. schools, Private & recognized schools is placed below

TABLE 2.5

POPULATION OF SC CHILDREN & THEIR PARTICIPATION IN FORMAL ELEMENTARY EDUCATION GOVT. SCHOOLS

Age Group	Total population of SC Children	Total population of SC Children in Schools	%	Total population in Private Recognized Schools	%
5-13 years	26557	13212	49.74	1260	4.74

Source ;Dise 2006-2007

Further the table shows that out of the total SC children population of 26557 in 5-13 years age group 14472 (54.48%) are in the main stream formal schools and **3333** children are **out of school**_as revealed by **House hold survey of March 2006**. Remaining SC children are either on rolls of AIE centers or in Private unrecognized schools.

**INFRASTRUCTURAL FACILITIES AVAILABLE IN GOVT. SCHOOLS -
(CLUSTER WISE)**

TABLE 2.6

Infrastructural facilities in Govt. Schools in Year 2006-07

Cluster No.	Total schools	Schools with out Building	Total No. of Classroom	Total No of Repairable Classroom	Schools with water	Schools with Toilet	Schools with Girls Toilet	Schools with Ramp	Schools with Boundary	School with Play ground
1	4	0	81	22	4	4	4	2	4	4
2	5	0	121	8	5	5	5	1	5	5
3	4	0	73	40	4	4	4	0	4	4
4	4	0	149	48	4	4	3	4	4	4
5	9	0	156	32	9	9	8	1	9	6
6	5	0	104	24	5	5	4	3	5	5
7	3	0	46	30	3	3	3	0	3	2
8	3	0	100	0	3	3	3	2	3	3
9	4	0	85	15	4	4	4	2	4	4
10	3	0	85	33	3	3	3	1	3	3
11	3	0	78	8	3	3	3	0	3	2
12	4	0	85	0	4	4	4	3	4	4
13	6	0	189	26	6	6	6	5	6	6
14	9	0	187	11	9	9	8	3	9	7
15	9	0	181	14	9	9	8	3	9	7
16	3	0	72	2	3	3	3	0	3	3
17	6	0	180	46	6	6	6	2	6	6
18	8	0	118	15	8	8	8	0	8	7
19	8	0	147	49	8	8	7	3	8	7
20	3	0	19	15	3	3	3	3	3	1
Total	103	0	2256	438	103	103	97	35	103	90

Source: DISE 2006-07

The table 2.6 indicates that there are 103 schools buildings. Remaining schools are run in the same building in the evening shift as an independent school.

- None of the school is building-less.
- 100% buildings of school and the classrooms therein are pucca classrooms.
- 100% schools are with drinking water facilities.
- 100% schools are having toilets facilities.
- 100% schools have boundary walls.
- 94% schools are having separate toilet girls. 40% schools have Ramps.
- 87 % schools have play grounds with in the campus.

In spite of having such a good infrastructure, following schools are now overcrowded due to unprecedented increase in student population.

Following table indicates the number of schools having deficiency of class rooms.

TABLE 2.7
SCHOOLS HAVING INADEQUATE NO. OF CLASS ROOMS
(CLUSTER WISE):-

Cluster No	Name of the schools	Rooms required	Total
1	GHS-26 BDC	7	13
	GPS-11 Timber Market	6	
2	GHS-11	8	18
	GHS-kaimbwala	10	
3	GPS-12	2	2
5	Govt. Primary Schools Raipur Kalan	3	30
	GPS Railway Colony	3	
	GHS Mauli Colony	10	
	GPS Mauli Colony	2	
	GHS Manimarja Jagran	6	
	GMSSS Manijara Complex	6	
7	GHS Daria	5	10
	GHS Colony No:-	5	
11	GMSSS-4D	4	
12	GMSSS-35	2	2
15	GMPS	4	31
	GSSS-Maloya	3	
	GPS Maloya	7	
	GPS Palsora Colony	8	
	GMHS-39	9	
16	GSSS-45	10	10
17	GHS-32	8	26
	GMSSS-46-D	8	
	GMS 46-D	10	
18	GHS Raipur Khurd	7	23
	GHS Karsan	8	
	GHS Hallo Majra	8	
19	GHS-444	5	8
	GPS Kishangarh	3	
20	GPS Indira Colony	4	8
	GPS No. Manimajra	4	
	Total	185	185

As indicated above 31 schools shortage of 185 classrooms.

TABLE 2.8**CLUSTER WISE NO OF TEA TEACHERS & PTR IN THE YEAR 2006-07
(CLUSTER WISE)**

Cluster No.	Number of Teachers			Enrollment			Teacher Pupil Ratio		
	Primary	U,Pry	Element	I-V	VI-VIII	I-VIII	I-V	VI-VIII	I-VIII
1	61	70	131	2925	1203	4128	47.9	17.10	31.50
2	54	72	126	2489	1640	4129	46	22.70	32.70
3	26	25	51	1103	664	1767	42.4	26.50	34.60
4	22	81	103	1236	944	2180	56.1	11.60	21.10
5	111	124	235	5434	2410	7844	48.9	19.40	33.30
6	33	94	127	1483	1062	2545	44.9	11.30	20.00
7	22	56	78	1476	816	2292	67	14.50	298.30
8	24	62	86	1153	1005	2158	48	16.20	25.00
9	31	46	77	1264	713	1977	40.7	15.50	25.60
10	32	35	67	1129	780	1909	40.9	25.01	28.2
11	22	61	83	1034	708	1742	47	11.60	20.90
12	31	48	79	1621	1158	2779	52.2	24.10	35.10
13	41	65	136	2715	1882	4597	66.2	19.80	33.80
14	100	136	236	5204	2610	7814	52	19.10	33.10
15	100	101	201	5210	3268	7578	52.1	23.40	37.70
16	45	3	48	2720	815	3535	60.4	271.60	73.60
17	70	121	191	3611	2197	5808	51.5	18.10	30.40
18	82	93	175	4433	1811	6244	54	19.40	35.60
19	68	118	186	3578	1975	5553	52.6	16.70	29.80
20	25	02	2 5	1370	0	1370	54.8	0.00	54.80
Total	978	1473	2451	5118	26761	77949	51.93	19.56	31.80

Source: DISE 2006-07

The pupil teacher ratio has been reported to be higher than 50:1 in 12 cluster i.e. in 60% of the cluster. The total number of children at primary level is 51188 and the number of teachers teaching at primary level is 978. As such the pupil teacher ratio comes to 52:1. However the position has changed after filling up of 249 posts of teachers in the month of November 2006. Therefore there will be any additional requirement of new posts of teacher for the existing enrollment.

CHAPTER-3

METHODOLOGY

METHODOLOGY

OBJECTIVES OF MONITORING INSTITUTES;

The objective of the evaluation work for the monitoring institute is mentioned below:

- 1. Assess the progress of implementation of approved plans at district Level and cluster level.**
- 2. Sample check progress in achievement of some key outcome indicators.**
- 3. Verify process and procedures undertaken for implementation of SSA.**

METHOD

Exploratory survey method was used to prepare profile of Chandigarh against following *parameters/criteria*

CRITERIA OF MONITORING;

Same criteria were selected by MI for observations decided by MHRD and as was done for districts of Punjab

- **CIVIL WORKS; targets and grants;**

School grants, Maintenance grant, grant for additional rooms, boundary walls, and sanitation blocks

- **BALA**
- **TEXT BOOKS**
- **TLM**
- **EGS CENTRES**
- **CWSN**
- **VEC**
- **MIDDAY MEALS**
- **TEACHERS IN POSITION**
- **TEACHER TRAINING**
- **ROLE OF BRC'S AND CRC'S**
- **INNOVATIONS**
- **REMEDIAL TECHING**
- **NPEGEL**
- **KASTURBA GANDHI BALLIKA VIDYALYA**
- **RESEARCH AND EVALUATION**
- **DISE STATUS**

DATA COLLECTION

The data has been collected from both primary and secondary sources. The details of coverage, sample selection, number of schools visited in particular districts have been mentioned clearly in Methodology Chapter. The primary data has been analyzed and interpreted in Chapter 4. The second part of this chapter includes the analysis of secondary data obtained from State Project Office (SPO) and District Project Office (DPO). Apart from the data obtained through interview schedules, attempts have been made to use qualitative information through personal observation and in-depth interview with key resource persons. Qualitative information has been depicted

through observation and in-depth interviews. To facilitate the educational programmes in the state and in the specific districts, relevant suggestions are made for policy implications. On the whole the report is expected to contribute in strengthening the primary education of the state. Both primary and secondary data used in the report can be utilized as resource base for better access and enrollment of the children among the children especially in the backward districts.

TOOLS;

The data has been collected from both primary and secondary sources. The details of coverage, sample selection, number of schools visited in particular districts have been mentioned clearly for each district separately. The primary data has been analyzed and interpreted for selected districts according to the specified criteria mentioned in chapter1. The secondary data obtained from State Project Office (SPO) and District Project Office (DPO), BPEO's, apart from the data obtained through interview schedules, attempts have been made to use qualitative information through personal observation and in-depth interviews with key resource persons.

SAMPLE

As per the guideline, the monitoring institute was directed to cover the 5% of the schools of the allotted districts during a period of two years. In the first phase, the monitoring institute was asked to cover at least 25% of the districts allotted to them. Panjab University as one of the monitoring Institutes had been given the responsibility of monitoring and evaluation work of Chandigarh during October, 2006 to March-2007.

Chandigarh is a union territory considered equivalent to one district. It is also like one Block. Hence implementation of SSA in Chandigarh is through **Cluster Resource Centres**. There are 20

clusters each having 2-9 schools. Cluster-wise list of schools and no. of EGS centres in each school has been given in the following table no. 3.1

Table no. 3.1

Ward-wise distribution of schools and AIE/EGS centres in Chandigarh

Cluster No	Name of schools	EGS CENTRES
1.	GMSSS-8	
	1.GMSSS-8B	0
	2.GMHS-26(TM)	2
	3.GMHS-26(PL)	8
	4.GPS-26	12
Total	4	22
2.	GMSSS-10	
	1.GHS-7	1
	2.GMSSS-10	1
	3.GHS-Kaimbala	4
	4.GHS-11	2
Total	4	8
3.	GMSSS-16	
	1.GSSS-15	1
	2.GPS-12(PGI)	0
	3.GMHS-12	1
	4.GHS-K.Alisher	3
	5.GMSSS-16	1
Total	5	6
4.	GMSSS-18	
	1.GMSSS-18	1
	2.GMSSS-21	1
	3.GMSSS-19	1
	4.New Public School	1
Total	4	4
5.	GMSSS-MCM	
	1.GMSSS-MCM	1

	2.GPS-Mauli CLY	3
	3.GPS-Rly.Coly	3
	4.GHS-Mauli Cly	0
	5.GPS-R.P.Kalam	2
	6.GHS-Mauli Complex	4
	7.Little Flower School Manimajra	1
	8.GPS-2(Manimajra)	1
	9.GHS-MAULIJAGRAN	5
Total	9	20
6.	GMSSS-20	
	1.GHS-29	4
	2.GMSSS-20	2
	3.GMHS-20/D	2
	4.GMHS-29/A	2
Total	4	10
7.	GGSSS-20/B	
	1.GGSSS-20/B	0
	2.GHS-Coly.No .4(1A)	9
	3.GHS-Daria?	8
total	3	17
8.	GMSSS-22/A	
	1.GMSSS-22/A	0
	2.GMHS-22/C	1
Total	2	1
9.	GMSSS-23	
	1.GMSSS-23	0
	2.GGSSS-23	0
	3.GHS-24	2
	4.GMMS-23	0
Total	4	2
10.	GSSS-27	
	1GSSS-27	1
	2.GMHS-28D	1
	3.GMHS-28/C	1

Total	3	3
11.	GMSSS-33	
	1.GMSSS-33	1
	2.GHS-31	2
	3.GHS-47	1
	4.GMSSS-47/D	3
Total	4	7
12.	GMSSS-35	
	1.GMSSS-35	1
	2.GMHS-34	1
	3.GHS-35	3
Total	3	5
13	GMSSS-37/B	
	1.GMHS-37D	2
	2.GMHS-36	1
	3.GHS-38/B	1
	4.GMHS-38/D	1
	5.GSSS-37	1
	6.GMSSS-37	1
Total	6	7
14.	GSSS-38(w)	
	1.GSSS-38(W)	4
	2.GGHS-25	7
	3.GHS-Dadumajra	2
	4.GSSS-Dhanas	3
	5.GHS-K.Jassu	1
	6.GHS-Sarangpur	1
	7.GHS-K.Lohra	1
	8.GMHS-25	0
Total	8	19
15.	GMSSS-40	
	1.GHS-40	2
	2.GSSS-Maloya	3
	3.GPS-Maloya Coly	5
	4.GPS-Palsora Coly	8

	5.GPS-Palsora	2
	6.GMSSS-40/B	2
	7.GMHS-39	1
Total	7	23
16.	GSSS-45	
	1.GMPS-45	6
	2.GPS-Burail	5
	3.GPS-Coly No5	10
	4.GSSS-45	5
Total	4	26
17	GMSSS-46	
	1.GMSSS-46	4
	2.GMS-46	1
	3.GHS-46/C	1
	4.GHS-32	2
	5.GMSSS-32	1
	6.GHS-30	2
Total	6	11
18.	GMSSS-Karsan	
	1.GMSSS-Karsan	10
	2.GHS-R.P.Khurd	1
	3.GHS-Hallomajra	8
	4.GHS-Karsan	4
	5.GHS-Behalana	2
	6.GPS-Makanmajra	2
Total	6	27
19.	GMSSS-44	
	1.GHS-Kajheri	11
	2.GMHS-42	2
	3.GPS-52	6
	4.GMHS-41	4
	5.GPS-Buterla	2
	6.GMHS-43	2
	7.GMSSS-44B	3
Total	7	30

20	GSSS-MMT	
	1.GSSS-MMT	11
	2.GPS-Indira Coly, Manimajra	7
	3.GPS-Kishangarh	3
	4.GPS-1(MM)	1
Total	4	22

Source;DPO, 2006

But by the end of March, 2007 no. of EGS centres was 245.

Schools and EGS centres visited by MI during October-2006 to March 2007

Although visit in 5% schools and EGS centres was a requirement for MI laid by MHRD, almost each cluster was visited by MI for observing implementation of SSA in schools and in EGS centres. Following table presents the no of schools and EGS centres visited by MI in the specified period.

Table-3.2

**Cluster-wise no of schools and EGS centres visited by MI during October-2006
to March 2007**

Cluster No.	Number of schools	No. of schools visited by MI	No. of EGS centres	No. of EGS centres visited by MI
1	4	2	22	6
2	4	3	08	1
3	5	4	06	4
4	4	2	04	4
5	9	4	20	6
6	4	2	10	6
7	3	3	17	4
8	2	2	01	1
9	4	2	02	2
10	3	2	03	1

11	4	2	07	5
12	3	2	65	1
13	6	3	07	4
14	8	5	19	12
15	7	4	23	16
16	4	2	26	7
17	6	3	11	9
18	6	2	27	3
19	7	3	30	20
20	4	3	22	20
Total	97	51	250	132

CHAPTER-4

DATA COLLECTION AND INTERPRETATIONS

CRITERIA OF MONITORING;

Same criteria were selected by MI for observations as decided by MHRD and as was done for districts of Punjab

- **CIVIL WORKS; targets and grants;**
School grants, Maintenance grant, grant for additional rooms, boundary walls, and sanitation blocks
- **BALA**
- **TEXT BOOKS**
- **TLM**
- **EGS CENTRES**
- **CWSN**
- **VEC**
- **MIDDAY MEALS**
- **TEACHERS IN POSITION**
- **TEACHER TRAINING**
- **ROLE OF BRC'S AND CRC'S**
- **INNOVATIONS**
- **REMEDIAL TECHING**

- NPEGEL
- KASTURBA GANDHI BALLIKA VIDYALYA
- RESEARCH AND EVALUATION
- DISE STATUS

Observations and data based on interviews and formats have been reported against each criterion mentioned above.

CIVIL WORKS;

The civil works in this U.T. are undertaken by the Engineering Department after the approval of the **State Architect Department** in compliance with the building bye laws and other structural specifications laid by the Chandigarh Administration. The construction work of building is supervised by the highly professional engineers of the **Engineering Department of Chandigarh**. The building material specifications are strictly checked. All buildings in Chandigarh are **RCC structures**. The school heads & incharge of the building in the D.E.O. office supervised the progress of buildings. Sarv Shiksha Abhiyaan Society does not pay any fee for this.

Chandigarh has well planned sectors and each sector has a provision of a school, a dispensary, a market, a gurudwara, a temple, a small green belt for joggers, and a park for children. Each sector had all these provisions in its initial plan and hence administration had constructed at least one school in each sector.

All the schools in Chandigarh are housed in proper building, an RCC structure. There are a total of 103 government schools and none of these schools is building less as shown in table 4.1. Clusters 13 and 14, 15 and 17 have 6, 9, 9 and 6 schools and these schools have 189, 187, 181 and 180 rooms respectively. The schools in Chandigarh have impressive buildings with adequately good campuses. Even on other criteria of availability of infrastructure, Chandigarh schools are better than in many states.

Table no.4.1

Infrastructural facilities in Govt. Schools- cluster-wise

Cluster No.	Total schools	Schools with out Building	Total No. of Classroom	Total No of Repairable Classroom
1	4	0	81	22
2	5	0	121	8
3	4	0	73	40
4	4	0	149	48
5	9	0	156	32
6	5	0	104	24
7	3	0	46	30
8	3	0	100	0
9	4	0	85	15
10	3	0	85	33
11	3	0	78	8
12	4	0	85	0

13	6	0	189	26
14	9	0	187	11
15	9	0	181	14
16	3	0	72	2
17	6	0	180	46
18	8	0	118	15
19	8	0	147	49
20	3	0	19	15
Total	103	0	2256	438

Source;DISE 2006-2007

Other infrastructure facilities available in these schools have been depicted in table no. 4.2

**Table no. 4.2
Infrastructure facilities available in Chandigarh schools**

Cluster no.	Schools with water	Schools with Toilet	Schools with Girls Toilet	Schools with Ramp	Schools with Boundary	School with Play ground
1	4	4	4	2	4	4
2	5	5	5	1	5	5
3	4	4	4	0	4	4
4	4	4	3	4	4	4
5	9	9	8	1	9	6
6	5	5	4	3	5	5
7	3	3	3	0	3	2
8	3	3	3	2	3	3
9	4	4	4	2	4	4
10	3	3	3	1	3	3

11	3	3	3	0	3	2
12	4	4	4	3	4	4
13	6	6	6	5	6	6
14	9	9	8	3	9	7
15	9	9	8	3	9	7
16	3	3	3	0	3	3
17	6	6	6	2	6	6
18	8	8	8	0	8	7
19	8	8	7	3	8	7
20	3	3	3	3	3	1
total	103	103	97	35	103	90

Source;DISE 2006-2007

The **table 4-2** shows that 100% Govt schools of Chandigarh are properly equipped with facilities of drinking water, separate toilets for girls and boys and have proper boundary wall. 97 out of 103 schools have separate toilets for girls. Clusters 4, 5, 6, 14, 15, 19 have one school each where this facility is not available. All the schools of clusters 1, 2, 3, 4, 6, 8, 9, 10, 12, 13, 16, 17 have a playground in the campus i.e. 90 out of 103 schools have playgrounds. Only 35 out of 103 schools have the facility of ramp. None of the schools in clusters 3, 7, 11, 16, 18 (all 21 schools of these clusters) have constructed ramps in the schools.

Drinking water;

However in schools visited by MI, where **drinking water** facility was reported to be there, the teachers of **GHS, Sector-35 (Cluster-12)**, expressed that water cooler is only at the ground floor. It is required at floors 2 and 3 also especially because Mid Day Meals are served at the top floor where water is essentially needed. This school also reported to

have received a sanction of Rs. 12 Lacs for sanitation section, although the construction work was not yet started till April, 2007. **Govt high school, sector 46 C (Cluster-17)**, has solved problem of drinking water by constructing water tanks out of PTA funds so that they get continuous supply of water on all the floors. **Govt middle school, 46D (Cluster-17)**, has 24 hours direct regular water supply. New tanks have been constructed in **Govt high school, sector 36 D (Cluster- 13)**, two Aqua guards have been donated to this school by Reliance Club

TABLE 4.3
LIST OF SCHOOLS HAVING INADEQUATE NO. OF CLASS ROOMS
(CLUSTER WISE):-

CL. No	Name of the schools	Rooms required	Total
1	GHS-26 BDC GPS-26 Timber Market	7 6	13
2	GMS 46-D GHS-kaimbwala	8 10	18
3	GPS-12	2	2
5	Govt. Primary Schools Raipur Kalan GPS Railway Colony GHS Mauli Colony GPS Mauli Colony GHS Manimarja Jagran GMSSS Manijara Complex	3 3 10 2 6 6	30
7	GHS Daria GHS Colony No:-	5 5	10
11	GMSSS-4D	4	
12	GMSSS-35	2	2
15	GMPS GSSS-Maloya GPS Maloya GPS Palsora Colony	4 3 7 8	31

	GMHS-39	9	
16	GSSS-45	10	10
17	GHS-32 GMSSS-46-D GMS 46-D	8 8 10	26
18	GHS Raipur Khurd GHS Karsan GHS Hallo Majra	7 8 8	23
19	GHS-44 GPS Kishangarh	5 3	8
20	GPS Indira Colony GPS No. Manimajra	4 4	8
	Total	185	185

As indicated above 31 schools have shortage of 185 classrooms.

Classrooms;

A few schools have reported shortage of class rooms. **Table no. 4.3** indicates the number of schools having deficiency of class rooms. Four schools in different clusters have a need of as many as 10 more classrooms. These are **GHS-kaimbwala (Cluster-2)**, **GHS Mauli Colony, (Cluster- 5)**, **GSSS-45, (Cluster-16)**, **GMS 46-D (Cluster-17)**, The table also reveals that **8 and 9 rooms are required** in schools of **GMS 46-D, (Cluster-17)**, **GPS Palsora Colony, (Cluster- 15)**, **GMHS-39, (Cluster-15)**, **GHS-32, (Cluster- 17)**, **GMSSS-46-D (Cluster-17)**, All these schools which require a large number of additional rooms are situated in villages and different habitations in the outer periphery of Chandigarh catering to migratory population. Statistics show that there is a continuous increase in this population; hence children of these families are also on an increase resulting into swollen enrollment in schools as well. **GHS, Sector-35 (Cluster-12)**, **GMHS, sector-38D (Cluster-14)** and **GMHS, sector 36(Cluster-13)** reported to have less

number of classrooms since the enrolment is continuously increasing. **Govt high school, Sector 46-c (Cluster-17)**, reported to have a ramp under construction. They also reported to have inadequate rooms for grade II-A and II-B. **Govt Middle School, Sector 46-D (Cluster-17)**, reported shortage of rooms, benches windowpanes etc. the school has been sanctioned Rs. 56 lacs for construction of building but the work has not started yet.

Bathrooms;

Govt Senior Secondary School, Sector 15(Cluster-3), has been sanctioned Rs. 9 lacs for renovation/ construction of bathrooms, but the bathrooms have not yet been provided by Chandigarh administration. The school needs grills and a ramp too. **Govt. Model high school, Sector-12 (cluster- 3, PGI campus)** cannot take up construction work because PGI authorities have imposed a restriction to it. Sanction for construction of sanitation block has been received by **Govt High school, sector 35 (Cluster-12)**, work yet not started. **Govt middle school, sector 46D (cluster 17)** has been sanctioned Rs. 56 lacs of rupees but the construction work has not yet started.

PROGRESS IN CIVIL WORKS (2006-2007)

- No. of Building approved = 14
- School Buildings completed during 2006-2007 = 2
- Buildings under construction = 9
- Additional rooms = Out of 66 classrooms under construction, 8 have been completed and construction of rest of the classrooms is in advanced stage and likely to be completed by April 2007.

- Construction of Toilets completed in schools = 2
Cluster Resource Centres/Activity rooms under progress = 20. One activity room has been completed and 9 are under progress drawings/maps of remaining had been approved.

UTILIZATION OF GRANTS

SCHOOL/ MAINTENANCE GRANT: -

- Rs. 2.04 Lacs has been released to 102 schools @Rs. 2000/- per school.
- Rs. 9.20 Lacs has been released to 185 schools @Rs. 5000/- each. (Primary 102 + Upper Primary 82).

GHS, Sector-35 (Cluster-12) bought two paintings for the entrance of the school, **GMHS, sector 38D (Cluster-14)** purchased dustbins and Doormats. **Govt high school, Sector-46C (Cluster-17)** pooled maintenance grant of Rs. 5000/- for primary section, 5000/- for Upper Primary and 2000/- school grant and got glass of black boards repaired and repainted, some furniture was repaired, and repair in sanitation block was undertaken. **Govt Middle school, sector 46_D (Cluster-17)** of the same cluster also pooled the grants and purchased an Almirah, got water tank and furniture repaired. **Govt. Model high school, Sector-12 (Cluster- 3, PGI campus)** pooled Rs. 5000/- school grant for primary section, Rs. 5000/- for upper primary and school grant of Rs. 2000/- and installed blackboards in all the classrooms. **Govt. Model Senior Secondary School, Sector-21-A (cluster- 4),**

used these grants for getting grills and window glasses, and tiles on wall around water cooler. **GHS, Sector-35 (Cluster-12)** used this grant for slogan writing, furniture repair, chinks and tube lights. **GHS, Sector-36 (Cluster-13)** utilised this grant in repairing of furniture of library. **GHS, Sector-11 (Cluster- 2)** used it for grills on windows and repairing for blackboards.

TLM TEACHER GRANT:

Against Rs. 17 Lacs sanctioned under the head of teacher grant an amount of Rs. 11.01/Lacs-has been released to 2202 teachers teaching at elementary level. The total grant has not been utilized as there has been an error in the calculation of teachers for which the grant was sought in the budget. Remaining 6 Lacs rare unspent.

Most of the teachers use their TLM in preparing teaching aids during their training programme which they bring back to their school and display it in the class. Second popular way among teachers to spend their TLM is to pool the TLM of all the teachers and purchase some aid which is expensive and which can be commonly used by these teachers for example VCD's, Screen, or educational CD's etc.

Govt Middle school, 46-D (Cluster-17) of the same cluster has however bought charts, models and a projector out of TLM. Teachers of **Govt high school, sector 46-c (Cluster-17)** had not used their TLM till Jan, 2007. They have yet been able to display their aids prepared earlier.

A few schools had not utilised their TLM till January 2007 with a reason that there was no place left in the class to display more aids. they were

advised to pool and buy some TLM which otherwise may be a little expensive. They can make a common use of it. **Teachers of GMHS, sector 38D (Cluster-13) expressed** to have no proper guidelines for spending TLM. **GHS, Sector-35 (Cluster-12)** teachers purchased models of Eye, Brain and a few slides for use in their teaching.

FREE TEXT BOOKS

The practice of distribution of free text books in Chandigarh schools has been to distribute text book grant @ Rs. 150 per student. There have been problems in this system. Teachers in almost all the schools were not very happy with this because class VII and VIII books were expensive and the school was not in a position to distribute complete sets of books to upper primary students. Teachers from all the schools visited by MI gave voice to this and expressed their unhappiness on this issue. They sometimes even buy grammar book in place of social studies book to fit the set of books in Rs. 150/- **Govt. Model Senior Secondary School, Sector-11 (cluster-)**.

The books were however distributed in the month of **March-April, 2006. Some of the schools received text books grant on 23.4.2007 for the session 2007-2008.** Another problem related with textbook distribution highlighted by school teachers was that the total number of students in Chandigarh is very high and there are only two Authorized dealers i.e **Manchanda Book depot and Ramesh Book depot**. The books distributors are not able to cope up with the demand and hence students have to wait for the books till they are made available

by the distributors. It delays the distribution of books at the proper time; even full sets of books are not available to the children in April-may. **GMHS, sector 38D (Cluster-13)** reported to have received only the text books for grade I to VIII students. **GMHS, sector 36 (Cluster- 13)** had not received grant for books even till 17.4.2007 for the current session. **GHS, Sector-35 (Cluster-12)** could not purchase full sets of books for students although they had received grant on 23.4.07 for the current session. **GMSSS, sector 21 (Cluster- 4)** distributed books on 31-5-2006. **Govt. Model high school, Sector-12 (Cluster- 3, PGI campus)** had not distributed social studies textbooks to class VI students since the syllabus had changed and the books were not available in the market . For the session of 2007-2008 the grants were being received in schools during April, 2007.

BALA

Chandigarh SSA authority has not sanctioned or released any grants under

BALA scheme. Although many schools have slogans written on their boundary walls or on the entrance of school, yet it is not in any way out of grants under BALA scheme. **Govt high school, Kaimbala (Cluster-4)** have walls of the school front painted with slogans of Sarv Shiksha Abhyan. They sought help and guidance from SSA authority, Chandigarh. They were helped to design the walls but no extra grant was given for this purpose. They used maintenance grant for it.

EGS CENTRES

ALTERNATIVE INNOVATIVE EDUCATION CENTERS (AIE)

AIE centers in Chandigarh serve as preparatory schools for preparing the never enrolled and dropped-out children for the class and level matching to their age. After testing the levels achieved by them these students are admitted to regular formal schools. However, children who find difficulty in attending the regular schools are allowed to continue in these centres for longer durations.

There were 20 wards in Chandigarh and therefore 20 clusters have been formed for educational purposes. 276 EGS centres were operating in these 20 clusters in April, 2006. During 2006-2007 about **9725** children were studying in these centres, it has been found that on an average 60% of the total students enrolled in 245 AIE centres were regularly attending their classes. The students enrolled in these centres are of age group 5-13 years up to elementary level. Ward-wise distribution of AIE centres has been given in the following table4.4

Table 4.4;

Ward-wise distribution of AIE/EGS centres in Chandigarh

Cluster No	Name	CENTRES	Enroll
1.	GGMSSS-8		
	1.GGMSSS-8B	0	0
	2.GMHS-26(TM)	2	80
	3.GMHS-26(PL)	8	283
	4.GPS-26	12	457
	Total	22	820
2.	GMSSSS-10		
	1.GHS-7	1	25

	2.GMSSSS-10	1	40
	3.GHS-Kaimbala	4	162
	4.GHS-11	2	60
	Total	8	287
3.	GMSSS-16		
	1.GSSSS-15	1	64
	2.GPS-12(PGI)	0	0
	3.GMHS-12	1	77
	4.GHS-K.Alisher	3	150
	5.GMSSS-16	1	27
	Total	6	318
4.	GMSSS-18		
	1.GMSSS-18	1	43
	2.GMSSS-21	1	30
	3.GMSSS-19	1	38
	4.New Public School	1	49
	Total	4	160
5.	GMSSS-MCM		
	1.GMSSS-MCM	1	40
	2.GPS-Mauli CLY	3	103
	3.GPS-Rly.Coly	3	119
	4.GHS-Mauli Cly	0	0
	5.GPS-R.P.Kalan	2	103
	6.GHS-Mauli Complex	4	152
	7.Little Flower School Manimajra	1	47
	8.GPS-2(Manimajra)	1	39
	9.GHS-MAULIJAGRAN	5	226
	Total	20	829
6.	GMSSS-20		
	1.GHS-29	4	154
	2.GMSSS-20	2	74
	3.GMHS-20/D	2	53
	4.GMHS-29/A	2	51
	Total	10	332

7.	GGSSS-20/B		
	1.GGSSS-20/B	0	
	2.GHS-Coly.No .4(1A)	9	360
	3.GHS-Daria?	8	290
	Total	17	650
8.	GMSSS-22/A		
	1.GMSSS-22/A	0	0
	2.GMHS-22/C	1	20
	Total	1	20
9.	GMSSS-23		
	1.GMSSS-23	0	0
	2.GGSSS-23	0	0
	3.GHS-24	2	78
	4.GMMS-23	0	0
	Total	2	78
10.	GSSS-27		
	1GSSS-27	1	30
	2.GMHS-28D	1	32
	3.GMHS-28/C	1	40
	Total	3	102
11.	GMSSS-33		
	1.GMSSS-33	1	24
	2.GHS-31	2	80
	3.GHS-47	1	32
	4.GMSSS-47/D	3	133
	Total	7	269
12.	GMSSS-35		
	1.GMSSS-35	1	49
	2.GMHS-34	1	28
	3.GHS-35	3	114
	Total	5	191
13	GMSSS-37/B		
	1.GMHS-37D	2	85
	2.GMHS-36	1	32
	3.GHS-38/B	1	38

	4.GMHS-38/D	1	25
	5.GSSS-37	1	27
	6.GMSSS-37	1	38
	Total	7	245
14.	GSSS-38(w)		
	1.GSSS-38(W)	4	
	2.GGHS-25	7	
	3.GHS-Dadumajra	2	
	4.GSSS-Dhanas	3	
	5.GHS-K.Jassu	1	
	6.GHS-Sarangpur	1	
	7.GHS-K.Lohra	1	
	8.GMHS-25	0	
	Total	19	779
15.	GMSSS-40		
	1.GHS-40	2	95
	2.GSSS-Maloya	3	95
	3.GPS-Maloya Coly	5	173
	4.GPS-Palsora Coly	8	267
	5.GPS-Palsora	2	69
	6.GMSSS-40/B	2	86
	7.GMHS-39	1	34
	Total	23	819
16.	GSSS-45		
	1.GMPS-45	6	244
	2.GPS-Burail	5	211
	3.GPS-Coly No5	10	436
	4.GSSS-45	5	180
	Total	26	1071
17	GMSSS-46		
	1.GMSSS-46	4	138
	2.GMS-46	1	40
	3.GHS-46/C	1	36
	4.GHS-32	2	53
	5.GMSSS-32	1	42

	6.GHS-30	2	84
	Total	11	393
18.	GMSSS-Karsan		
	1.GMSSS-Karsan	10	380
	2.GHS-R.P.Khurd	1	38
	3.GHS-Hallomajra	8	358
	4.GHS-Karsan	4	155
	5.GHS-Behalana	2	74
	6.GPS-Makanmajra	2	54
	Total	27	1059
19.	GMSSS-44		
	1.GHS-Kajheri	11	448
	2.GMHS-42	2	67
	3.GPS-52	6	245
	4.GMHS-41	4	118
	5.GPS-Buterla	2	63
	6.GMHS-43	2	74
	7.GMSSS-44B	3	121
	Total	30	1136
20	GSSS-MMT		
	1.GSSS-MMT	11	404
	2.GPS-Indira Colony, Manimajra	7	282
	3.GPS-Kishangarh	3	120
	4.GPS-1(MM)	1	40
	Total	22	846

**TABLE 4.5 ENROLLMENTS IN ALTERNATIVE EDUCATION CENTERS AS
ON**

FEB -2007 (CLUSTER WISE)

CL no.	No of centre	No of volunteers	Enrolment Boys	Enrolment Girls	Total
1	23	23	299	367	666
2	7	7	141	145	200

3	5	5	97	103	148
4	4	4	89	59	907
5	22	22	442	465	324
6	10	10	185	139	601
7	16	16	283	318	24
8	1	1	10	14	61
9	2	2	38	36	74
10	4	4	56	58	114
11	5	5	84	115	199
12	3	3	54	33	87
13	7	7	125	126	251
14	21	21	406	435	841
15	24	24	317	409	780
16	25	25	451	500	951
17	9	9	153	153	306
18	29	29	315	485	800
19	35	35	632	665	1297
20	22	22	403	466	869
Total	245	245	4634	5091	9725

Source; Dise-2006-2007

Among all the twenty clusters maximum enrolment of students is in **cluster-19** which has a maximum number of EGS centres i.e.**30**. And the minimum number of enrolment is **20** in **cluster - 8** which also has only one EGS centre (minimum number).

These children are given free text books, stationery, sports materials & snacks (mathi). Midday meals are not served in these centres. Only left

out food is given to them. Otherwise **Mathi** is the popular food available to them. AIE children are taken for educational trips also once a year.

EGS centres in Chandigarh operate from schools only. EGS centre for a particular sector will be functioning during afternoons **2.00 p.m. to 6.00 p.m** in the specified school premises in that sector like Govt **Govt. High School- Khuda Ali Sher (cluster-3), Govt. Model High School- Sector- 26 TM, (cluster- 1)** and other schools.

There are a few changes in time schedule of EGS centres in some schools, like EGS centres in **Govt Primary School, Sector 26 (Cluster-1)** operate between 1.30 p.m. to 5.30 p.m whereas in **Govt. Model High School - Sector- 37, (cluster-13) EGS centres operate between 1p.m. to 5p.m.**

Although the minimum essential qualifications of volunteer teachers is +2, yet most of the volunteer teachers working in Chandigarh EGS centres are not less than graduates . Some of the volunteer teachers in the EGS centres in are Post graduate degree holders in Hindi, political science, history etc. One of them even knows Typing and shorthand, **cluster 1** has VT,s with B.Ed or NTT training. In one of the centres in **Kajheri, Cluster-19** , V.T's have B.P. Ed and NTT training. One of the VT in **GPS, Palsora village Cluster -15** is double M.A.

Volunteer teachers are paid an **honorarium** of Rs. 1000/- per month mostly through a Cheque. Some of the cluster heads distribute honorarium in cash. Sometimes there is delay in payment as reported by

many VT's. They even feel that this amount is not a respectable honorarium for the kind of challenging work they are taking up.

Cluster coordinators visit their centres mostly three to four times a month for only half an hour each visit, as reported by VTs of **Govt. Primary School- Khuda Ali Sher (cluster-3)**, **Govt. Primary School- sector- 26(cluster-1)**. However VTs of EGS centres in **Govt. Primary School- village Palsora (cluster- 15)** reported that coordinator visits them weekly and stays there for an hour each time. **Cluster coordinator** associated with EGS centres of **Govt. Primary School- village Kajheri (cluster- 19)** reportedly comes for 6 times a month whereas in **Govt. Model High School - Sector- 37, (cluster-13) centres**, coordinator comes only for 15 minutes.

Children of EGS centres also appear in the examinations and on the basis of their performance they are mainstreamed in the regular school. Following table shows the number of **children main streamed during the year 2006-2007;**

TABLE 4.6
NUMBER OF CHILDREN MAIN STREAMED DURING THE YEAR
2006-2007 (CLUSTER WISE):-

Cluster No.	Number of Children	Number of
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	qualified for Main streaming	Children Main stream
1	393	202
2	184	53
3	92	54
4	68	43
5	503	171
6	359	43
7	235	279
8	24	10
9	68	25
10	46	16
11	198	22
12	113	34
13	184	41
14	503	193
15	554	447
16	461	293
17	327	60
18	200	90
19	931	153
20	458	248
Total	5901	2477

Source;DPO,2007

However schools visited by MI reported no. of mainstreamed children from their EGS centres only. Following is the list of EGS centres which reported the number of children mainstreamed from their centres and whether they joined a Govt school or a private school

Table no.4.7

List of some of the EGS centres visited BY MI with no. of students mainstreamed from those centres

Cluster No.	Name of the school where EGS centre operates	Total number of children	Total No. of children mainstreamed	<i>Joined Govt school</i>	<i>Joined private school</i>
1	Govt. High School Sector- 26 BD, EGS-1	32	15	12	3
1	Govt. High School Sector- 26 BD, EGS-II	30	10	7	3
2	Govt. Model Senior Secondary School- sector-10,	42	11	9	2
3	Govt. Model High School - Sector- 12	37	5	5	-
3	Govt. Primary School- Khuda Ali Sher	42	10	5	5
4	Govt. Model Senior Sec.School-sector-21A,	38	6	6	-
5	Govt. primary School- Manimajra	40	20	13	7
6	Govt. High School- Sector-29 B	39	10	8	2
7	Govt. High School- Daria	32	10	-	-
9	Govt. High School- Sector-24A	42	12	12	-
10	Govt. Model High	24	4	4	-

	School-Sector-31-C				
11	Govt. Model Senior Secondary School-sector-47-d,	40	4	2	2
12	Govt. High School-Sector-36	40	4	2	2
13	Govt. Model Senior Secondary School-sector-37-D,	40	3	3	-
14	Govt. High School-Khuda Lahora	34	15	15	-
15	Govt. Senior Secondary School Village Maloya	30	17	10	7
16	Govt. Primary School, colony no. 5	36	15	15	-
17	Govt. Model Senior Sec. School-sector-32,	20	2	2	-
18	Govt. High School Hallo Majra	45	18	18	-
19	Govt. Model Senior Sec. School-sector-44	40	14	6	8
20	Govt. Primary School, kishangarh	42	6	2	4

Although EGS centres were visited by MI, and each school too, had more than one centres operating under that school yet only 1-2 EGS centres were randomly selected to view an average no. of students who were mainstreamed.

Another fact which became apparent during these visits was that there are still a large number of children in the age group of 6-14 years who are still not enrolled in any academic institutions. **Number of children who have never been enrolled in any educational institute has been presented below in table no.4.8**

Table no.4.8

No. of never enrolled children in the age range of 5 to 12 years.

AGE Group	BOYS			GIRLS			Grand TOTAL
	General	SC	TOTAL	General	SC	Total	
5- 5	593	394	987	503	371	874	1861
6- 9	610	506	1116	639	565	1204	2320
5-9	1203	900	2103	1142	936	2078	4181
10-12	254	251	505	328	253	581	1086
13-13	52	53	105	69	64	133	238
14-16	223	191	414	218	219	437	851
5-12	1457	1151	2608	1470	1189	2659	5267

Source: Comprehensive Household survey 2006

The table 4.8 shows that 2608 boys and 2659 girls are still out of school. **A door to door household survey,2006** depicted that the proportion of never enrolled boys and girls of general and SC category are almost the same, viz.1457 boys and 1470 girls of general category are out of school and 1151 boys and 1189 girls of SC category are not attending any school or EGS centre.

Progress in Coverage of out of school Children THROUGH AIE intervention

TABLE NO.4.9

TOTAL NUMBER OF EGS CENTRES IN CHANDIGARH.

Year	No. of AIE centres	Target of enrollment	Actual Enrollment
2003-04	234	12000	9681
2004-05	277	12500	10700
2005-06	277	12480	10404
2006-2007	276	11000	10400

Household survey 2006 (no. of EGS centres was 245 at the end of March-2007)

Three NGOs are running 11 centres for those children who find it difficult to reach the school in slums and rehabilitation colonies. These NGOs are running these centres out of their own sources. A public notice was given for inviting the participation of NGOs under AIE/EGS programme. Only one eligible NGO applied for availing MIDDAY MEALS.

Vocational training in AIE centres through skill courses

Grown up children in AIE centres are also provided **Vocational training** to “earn while learn” and also to give career pathways. In the budget 2006-07, an amount of Rs 6.50 Lacs have been proposed for imparting vocational skills to 600 children within the norm of 845 per child for EGS/AIE component.

Introduction of skill courses under Alternative Innovative Education is a distinct initiative taken for meeting the following objectives:

1. To hit directly at the core need of daily wagers earners by offering vocational education and to bring their children to school.
2. To explore and adopt the popular skill areas leading to economic empowerment of children.
3. To retain these children in schools by maintaining sustainability of the interest of the students through various skill courses.

Realizing the importance of work education 20 skill courses/ centers was opened in different schools. To begin with each center was given Rs 15000 for purchase of raw material, payment of the master trainer and for procuring basic essential equipment. This intervention was highly welcomed by the children, parents and community & about 1700 children have benefited. The enthusiasm shown by the stakeholders motivated us to further extend and strengthen such courses. The decision of introducing any skill course is taken in view of the community's need. The skill courses were introduced in 2004-2005 in two schools (**GMHS, sector25 cluster-14 and GSSS-sector45, cluster 16**) and in seven schools in 2005-2006. it received a very encouraging response form all corners; students, parents, teachers and community. It has now been extended to 12 schools. The following table-4.10 depicts the names of schools and skill courses operational in each one.

Table no 4.10
Skill courses initiated in 2005-2006

Name of the school	Skill course in operation
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<p>Govt Model High School-sector 25 (cluster-14)</p>	<ol style="list-style-type: none"> 1. Tailoring and Stitching 2. Hand Embroidery-Mukaish 3. Machine Knitting 4. Hair Cutting 5. Plumbing 6. Book binding 7. Flower Making 8. Making of paper bags 9. Pottery making 10. Food preparation and Cooking 11. House Keeping 12. Cycle Repair 13. Soft-Toy Making 14. Candle Making 15. Machine Embroidery 16. Chalk making 17. Tie and Dye 18. Oil Painting 19. Chair canning 20. Confectionary Items
<p>Govt High School-Karsan (cluster-18)</p>	<ol style="list-style-type: none"> 1. Hair cutting 2. Cycle repair 3. Beauty culture & Mehndi Application
<p>Govt High School-sector 24 (cluster-9)</p>	<ol style="list-style-type: none"> 1. Waste Paper Art 2. theatre 3. embroidery 4. computer Application
<p>Govt High School-Raipur Khurd (cluster-18)</p>	<ol style="list-style-type: none"> 1. Cycle repair 2. Book binding 3. Brick Lying

	4. Hand embroidery
Govt Sr. Sec School-sector 45 (cluster-16)	<ol style="list-style-type: none"> 1. Candle Making 2. Chalk making 3. Greeting cards 4. Book binding 5. Paper bag making Sabji Bag 6. Plumbing 7. welding 8. artificial flowers 9.raddi Envelopes
Govt Sr. Sec School-Karsan (cluster-18)	<ol style="list-style-type: none"> 1. Hair cutting 2. Cycle repair 3. Beauty culture
Govt High School-sector 7 (cluster-2)	<ol style="list-style-type: none"> 1. Pickle and jam making 2. Embroidery

Source; DPO, 2007

For each skill Course Curriculum has been outlined month-wise which was to be followed in 100 hours in an academic year. Children are free to choose any skill course of their own interest. Time to arrive in the school for these children is different in each school which is fixed as per the convenience of children.

Basic labs with the required equipment have been created in these schools for providing training skill areas.

The products made by these children are sold and some share of money thus earned is distributed to these students. Some of the modalities that have been worked out to sell goods made by these students are;

- **Exhibition cum sale;** Artificial flowers, candles paper bags, greeting cards , tie and die dupattas are exhibited during festival seasons. Like **Govt. Senior Secondary School- Sector-45,**

students made beautiful candles during Diwali season and sold at reasonable prices they were a popular item. **Govt. High School Sector- 26 BD, (cluster-1)** students have developed expertise in pickles and jams and Shampoos and become popular in it.

- **Mehandi Melas; Govt. Girls High School- sector 25 (cluster-14) children** set up a stall in sector-15 market for **Mehandi application** at the time of Karva choth, candles and other items during Diwali. Similar stall are put up by these schools in the markets of their respective sectors and earn adequately.
- **Residential sale outlets;** once these children develop perfection in the skill, they start operating from their residential outlets. Making paper bags at their homes and selling them in the market on their own in a popular independent work for many of the children of **schools of sector 25, (cluster-14) R.P. khurd, (cluster-18) Girls of GHS kaimbala (cluster-2)** make embroidery items and soft toys and sell them.

TABLE 4.11
PROGRESS IN SKILL COURSES

	No. of Schools covered	No. of Skill courses introduced	Target	No. of Beneficiaries
2005-06	8	15	200	600
2006-07	12	20	600	1786

By the year 2006-07, 20 skill courses have been introduced in 12 schools with target of 600 for which number of beneficiaries is 1786. These schools are;

1. Govt. High School- Sector-7, Chandigarh

2. Govt. Model High School - Sector- 20, Chandigarh
3. Govt. High School- Sector-24, Chandigarh
4. Govt. Girls High School-Sector-25, Chandigarh
5. Govt. Model High School- Sector- 26 TM, Chandigarh
6. Govt. High School Sector- 26 BD, Chandigarh
7. Govt. High School-Sector-32, Chandigarh
8. Govt. Senior Secondary School- Sector -38 West, Chandigarh
9. Govt. High School- Kaimbwala, Chandigarh
10. Govt. High School- Raipur Khurd, Chandigarh
11. Govt. Senior Secondary School- Sector-45, Chandigarh
12. Govt. Model Senior Secondary School- Karsan, Chandigarh

FUNDS FOR SKILL COURSES;

1. Salary for the instructors is by way of a package of Rs.4500/- for 100 hours.

2. Grants for Raw material and equipments are different for different skills. Rs. 30,000/- is given for skill courses needing heavy equipments such as sewing machines, plumbing appliances, welding sets etc.

However **GHS, Kaimbala, (cluster- 2)** reported to have received grants for raw material to be purchased in 2006-2007, but till late December, 2006 there was no utilization of these grants nor there do any progress under this scheme. Some dispute was reported to be there, which was learnt to be solved by transfer of the incharge teacher.

CHILDREN WITH SPECIAL NEEDS;

Children Identified With Special Needs:

In 2006-07 **nine resource teachers** have been appointed under SSA. Through these teachers survey of CWSN was under taken in

2006-2007. The survey of children on rolls of regular Govt. Schools and Alternative centres has been completed. According to the report of this survey, following types of disabilities have been identified among children of Govt schools.

TABLE 4.12

NUMBER OF CWSN IDENTIFIED IN FORMAL SCHOOLS:-

SR. NO		TOTAL NO.OF CWSN
1	MENTAL RETARDATION	84
2	VISUAL PROBLEMS	3160
3	HEARING LOSS	413
4	SPEECH PROBLEMS	165
5	ORTHOPAEDICALLY IMPAIRED	187
6	MULTIPLE DISABILITY	65
7	LEARNING DISABILITY	412
	TOTAL	4486

Source: Survey by the special teachers 2006-7

Govt Model high school sector 46, (cluster- 17)reported that doctors from Govt hospital sector 32 had identified 97 visually impaired, 9 arthopeadically challenged, 6 with multiple pattern, 39 with hearing problems and 2 with mental retardation. But no aids etc had been provided till MI visited the school. However in **Govt model high school, sector 37-D (cluster-13)**, spectacles have been provided by **Reliance Club** to 22 children identified with visual problems. **Govt model School sector 15, (cluster-3)**, reported to have no CWSN.In **Govt high school, sector 35 (cluster-12)** five students in primary section have been identified with multiple disabilities, one had physical handicap (

arm), one child is one eyed, one has week eye sight, but aids have been provided to none. In GMHS20% children have been identified to have some kind of vision problem. Only one child has leg problem, but appliances have not yet been given. one of the **NGO; Bharat Vikas organ parishad** has however constructed a ramp in the school.

In the **second phase the survey of AIE centers** was conducted through which **233 children with various disabilities** have been identified by the team.

TABLE 4.13
NUMBER OF CWSN IDENTIFIED IN AIE CENTERS:

SR. No	Category of Special need	TOTAL NO.OF CWSN
1	MENTAL RETARDATION	26
2	VISUAL PROBLEMS	56
3	HEARING LOSS	33
4	SPEECH PROBLEMS	19
5	ORTHOPAEDIC IMPAIRED	34
6	MULTIPLE DISABILITY	0
7	LEARNING DISABILITY	65
	TOTAL	233

Directorate of Health and Medical Education has constituted a team of medical experts for conducting medical examination of the above mentioned children to determine the level of disabilities. The team has covered approximately 500 children and remaining will be covered in April 2007.

Involvement of NGO in inclusive education

- **Institution for the Blind:** This NGO is helping the state in organizing teacher training for inclusive education.
- **Indian Association for Blind:** It helps in assessing CWSN with Visually impairment and in providing disability certificate to them.
- **Indian National Portage Association:** Assisting UT Chandigarh in providing in-service training to Cluster Resource Persons. In Dec 2006 all the cluster coordinators were provided training by it.
- **Govt. Institute for Mentally Children:** Teacher training and medically examination of MR children.
- **Vatika High School for Deaf and Dumb:** Teacher Training and exposure visits.
- **Helping hands:** financial assistance for providing assistive devices.

TEACHER TRAINING ON INCLUSIVE EDUCATION

In order to implement inclusive education in Govt. schools, In-service teachers were given 3 days training on Inclusive Education. Total number of teachers covered in 723 in the year 2006-2007. **Teachers of Govt Model High School, sector 12 cluster-3**, suggested that there should have been formal training to deal with CWSN rather than general instructions to deal with them.

Resource rooms

4 resource rooms have been set up in GMSSS-19, GMSSS-32, GSSS-MT, and GMSSS-37 by utilizing the funds available under IED Scheme

Convergence;

Social Welfare Department and Red Cross Society have been requested to provide aids and appliances under ADIP scheme.

Following **NGO's** have also been approached for this purpose:

- Rehabilitation centre for Handicapped Children, Prayas, sector 38
- Society for the Care of Blind, Sector 26, Chandigarh.
- Jyoti Charitable Trust, # 3133, Sector -28, Chandigarh.
- Kusum Arora Memorial Trust, #1142, Sector-44 B, Chandigarh.
- Citizen Awareness Group, #2912, Sector-38, Chandigarh.
- International Association of Lions Club, #2245, Sector-42, Chandigarh.
- Indian Council of Social Welfare, # 16 1st Floor, Karuna Sadan Building, Sector-11, Chandigarh.
- Servants of the People Society, L.B., Sector-15, Chandigarh.
- Society for Health (SOFOSH), #206/2, Sector 41-A, Chandigarh.

Barrier Free Access in Govt. Schools: In Chandigarh 35 school buildings have been made barrier free in terms of ramps.

VILLAGE EDUCATION COMMITTEES

Every village has a Village Education committee; VEC. There are 18 villages in/around Chandigarh. The role of VEC is

- to identify out of school children

- holding community meetings
- Appointment of volunteer teachers for AIE centres.
- Utilization of funds released under SSA
- Community mobilization
- Check drop out rate.

Each cluster has a cluster/ ward level committee (**CRC's**). **there are 20 CRC's, one in each cluster.** Clusters having villages have village Education committees also, e.g. cluster no.2, 3, 4, 7, 14, 15.18.19, 20 have 1 to 5 villages each. **Cluster 14** has maximum number of villages (5) in it therefore it has one CRC and 5 VECs, one in each village. **Cluster 18** has 4 villages and four VECs and **cluster 19** has 3 villages and 3 VECs.

Schools of various clusters, other than those in villages have school management committees for assisting in school management. It is normally a 10 membered committee in Chandigarh schools . it includes as members, parents and community members. Most of the schools visited by MI informed that there was no orientation of members of SMCs or VECs in 2006-2007. Some of the SMCs are active (Govt model High school, sector-12,cluster-3 has 10 members who attend all the meetings regularly and with interest. They have also managed to donate a wheelchair for a polio affected child.. Some schools however reported that SMCs are not enthusiastic and do not show any satisfactory contribution into the school functioning (Govt. Model High school, sector-15 under cluster-3). Similar observations were made with Village education committees .The following table 4.4 shows distribution of CRCs and VECs, cluster-wise.

Table no. 4.14

Cluster-wise VECs and CRCs in Chandigarh

Cluster No.	Number of CRCs	Number of VECs
1	1	0
2	1	1
3	1	1
4	1	1
5	1	0
6	1	0
7	1	1
8	1	0
9	1	0
10	1	0
11	1	0
12	1	0
13	1	0
14	1	5
15	1	2
16	1	0
17	1	0
18	1	4
19	1	3
20	1	2
total	20	20

Source; DISE

Chandigarh schools have **school management committees SMC**. Schools with Villages in that cluster have VEC to help school functioning. **Govt. High School- Sector-46-c, (cluster-11)** has SMC consisting of 10 members and a monthly meeting of the committee is in practice. **Govt. model High School- Sector-46-D (cluster-11)** has 14

members in its SMC. Mr. Satpal Gupta a political person is the member and is one of the most active members of the committee. **Govt. Model High School - Sector- 37, (cluster-13)** has 13 members in SMC but the principal expressed that there was no help from the committee therefore no expenditure had been done till MI visited the school. **Govt. Model High School- Sector- 15 (cluster- 3)** has 8 members in SMC but the meetings are held after long gaps. The last meeting was held 6 months back. The principle informed that there was no enthusiasm or satisfactory contribution of the members in this regard. In **Govt. Model High School - Sector- 12, (cluster-3)** 10 members constitute the SMC . The meetings are held twice a month and all the parents (PTA) who are members of the committee attend the meetings regularly and with interest, they have also given a wheel-chair to a Polio affected child. One of the teachers of **Govt. High School- Kaimbwala, (cluster-2)** reported to have some problems with the VEC. Since the principal was not available, the then DPI-S was informed of the problems which he sorted out later by transferring two teachers from the school. On an average VEC/SMC's are functioning in all the schools. Although no training of VEC members was reported to have been given to these members, performance of these committees is o.k.

MID DAY MEALS

The National Programme of Nutritional Support of Primary Education (NP-NSPE) popularly known as the Mid-day Meals (MDM) aims to cover all students in class (I-V) in Government, Government aided and schools under local Body. The objective of the programme is

- to give a boost to universalisation of Primary Education by increasing enrolment
- continued attendance and
- Simultaneous impact on nutritional status of children in primary classes.

Chandigarh Administration has introduced **ready-to eat food/cooked** meals under mid-day –meal scheme. Cooked meal in the form of **chapatti based menu** costing Rs.8/-per child /day and **rice based menu** costing Rs. 6.14 per child/day including **Dal and Sabazi**. It was initiated on trial basis in four schools. The programme has been extended to 74 Govt. schools, thereby covering approximately 40,000 students. The meals are served in stainless steel thalis, with spoon and glass for use.

The **cooked meals are being prepared by**

- **CITCO at Hotel Shivalik View, Sec17**
- **Food Craft Institute, Sec 42 and**
- **Hotel Management Institute, Sec-24, Chandigarh.**

These institutions have qualified cooking staff thereby ensure complete hygiene, and preserving nutritional/calorie values in every portion of food/Mathis. Chandigarh Administration has allocated Rs.5.50 crore for this purpose during 2006-2007.

MI teams visited a few schools during mid day meals time. The cooked food was brought from **CITCO at Hotel Shivalik View, Sec17** to the school on rickshaw or tempo and was being served by teachers, as in

Govt high school, Kaimbala (cluster-3).Two teachers of primary section were distributing rice and Dal on that day turn by turn to grade 1 to 5 students. The quality of food was good and children were eating happily. Back courtyard of the school was being used for this purpose. Children washed their Thalīs and placed them in order. The only problem highlighted by the teachers was that even distribution and winding up of food takes more than an hour.**Govt high school sector 25 (cluster-3)** also reported the same thing. **Govt. Model High School - Sector- 12, (cluster-3)** informed that children of the school; were getting rice-based meals daily. Only rice and Pulses are served. There is no change in the menu. Even no vegetables are being served. They get cooked food from Food Craft Institute, Sec 42 and Teachers serve it to the students. Children in **Govt. Model Senior Secondary School-sector-21A, (cluster- 4)** were also getting only Rice-based food from Food Craft Institute, Sec 42, without any green vegetables or fruits. Food Craft Institute, Sec 42 also supplies food in **Govt. High School - Sector- 11, (cluster-2).** The teachers of the school reported that daily it was rice-based food and the children demand chapattis.

Children of **Govt. High School- Sector-23, (cluster- 9)** are not getting cooked meals. They are still getting Mathis for MDM. **Govt. Model High School - Sector- 37, (cluster-13)** has 310 students enrolled in primary section but food is supplied for 225 students only. They were getting Mathis from Jan, 2006- August, 2006 but from September, 2006 children are getting cooked meals from Food Craft

Institute, Sec 42. The school does not have utensils yet, so the children bring their empty Tiffin-boxes in which food is served to them.

TEACHERS IN POSITION

Schools in Chandigarh are better equipped than many other districts. The vacancies that emerge every year may be ascribed to two factors;

- i) rising enrolments in schools
- ii) Superannuation of existing teachers.

APPOINTMENT OF TEACHERS:

TABLE 4.15

Present position of posts of elementary teachers in Chandigarh

Year	Posts Sanctioned	No. of teacher actually appointed
2003-04	240	---
2004-05	55	240
2005-06	275	
2006-07	-	249

Source; DPO, Chandigarh-2007

249 teachers have been given appointment against the sanctioned number of posts 330 during 2006-2007.

Table; 4.16

NO. OF VACANT POSTS OF TEACHERS IN CHANDIGARH SCHOOLS

	No. of vacant posts under SSA	No of vacant posts in Education Department
Primary Teacher	66	283
Upper Primary Teacher	100	165

Source; DPO, Chandigarh-2007

Govt. High School- Sector-23 (cluster-9) has 7-8 vacant posts of primary teachers, 7 posts are vacant in **Govt. High School- Sector-11, (cluster-2)**,, and 3 posts are vacant in **Govt. High School- Sector-46-c, (cluster-11)**.**Govt. High School- Sector-35 (cluster-12)** has no PTI, Sanskrit teacher and Music teacher since long.

The pupil teacher ratio has been reported to be higher than 50:1 in 12 clusters i.e. in 60% of the cluster. The total number of children at primary level is 51188 and the number of teachers teaching at primary level is 978. As such the pupil teacher ratio comes to be 52:1. However the position has changed after filling up of 249 posts of teachers in the month of November 2006. There is still requirement of new posts of teacher for the existing enrollment.

TABLE 4.17
CLUSTER WISE NO OF TEACHERS & PTR IN THE YEAR 2006-07

Cluster No.	Number of Teachers			Enrollment			Teacher Pupil Ratio		
	Primary	U,Pry	Element	I-V	VI-VIII	I-VIII	I-V	VI-VIII	I-VIII
1	61	70	131	2925	1203	4128	47.9	17.10	31.50
2	54	72	126	2489	1640	4129	46	22.70	32.70
3	26	25	51	1103	664	1767	42.4	26.50	34.60
4	22	81	103	1236	944	2180	56.1	11.60	21.10
5	111	124	235	5434	2410	7844	48.9	19.40	33.30
6	33	94	127	1483	1062	2545	44.9	11.30	20.00
7	22	56	78	1476	816	2292	67	14.50	298.30
8	24	62	86	1153	1005	2158	48	16.20	25.00
9	31	46	77	1264	713	1977	40.7	15.50	25.60
10	32	35	67	1129	780	1909	40.9	25.01	28.2
11	22	61	83	1034	708	1742	47	11.60	20.90
12	31	48	79	1621	1158	2779	52.2	24.10	35.10
13	41	65	136	2715	1882	4597	66.2	19.80	33.80
14	100	136	236	5204	2610	7814	52	19.10	33.10
15	100	101	201	5210	3268	7578	52.1	23.40	37.70
16	45	3	48	2720	815	3535	60.4	271.60	73.60
17	70	121	191	3611	2197	5808	51.5	18.10	30.40
18	82	93	175	4433	1811	6244	54	19.40	35.60
19	68	118	186	3578	1975	5553	52.6	16.70	29.80
20	25	02	2 5	1370	0	1370	54.8	0.00	54.80
Total	978	1473	2451	51188	26761	77949	51.93	19.56	31.80

Source: DISE 2006-07

About 20% posts in Primary teacher cadre remain vacant and the matter remained subjudiced till January 2007 hence there was no possibility of filling these posts till March, 2007.

TEACHER TRAINING

Teacher training programmes of 2006-2007 covered under SSA included;

IN-SERVICE TRAINING FOR HEADS OF SCHOOLS; 87 heads of govt schools of Chandigarh were given Orientation of Computer Assisted Learning which included;

- Introduction to Computer and parts of Computer,
- How to make files and folders, How to create,
- edit and modify files
- MS Word, Excel etc

Table 4.18

In-service teacher training of Heads of Govt. Schools

Year	No. of Teacher	Duration	Content
2006-07	87	10 days	Orientation of CAL, Introduction to Computer and parts of Computer. How to make files and folders, How to create, edit and modify files in MS-paints, Word, Excel, How to view, copy CD content, Uses of

			Internet & E-mail.
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TRAINING OF IN-SERVICE TEACHERS OF PRIMARY LEVEL; this is a 20 days in service training for primary school teachers which was organized in slots of 10 days.

TRAINING OF IN-SERVICE TEACHERS OF UPPER PRIMARY LEVEL; this is a training programme for In-service teachers of upper Primary Level (masters and Mistresses)

In 2006-2007, **1569** teachers reported to have received in service training. Out of 1569 teachers only 273 teachers completed condition of 20 days. 180 teachers received training for 15 days, and 843 teachers went for training only for 10 days.

**TABLE 4.19
PROGRESS IN IN-SERVICE TEACHER TRAINING**

Year	Total No. of Teacher Covered	Duration 5 days	10 days	15 Days	20 Days
2005-06	1035	432	538	65	-
2006-07	1569	-	843	180	273

The training of in service teachers is the responsibility of State Institute of Education. In 2006-2007, the training programmes were organized in different schools like **GMSSS, sector 16; GMSSS, sector 19; GMSSS, sector 37; GMSSS, sector 46; GMSSS, sector 21; GMSSS, sector 24; GMSSS, sector 19; GMSSS, sector 33; GMSSS, sector 40.**

For English subject, teachers training programmes were organized in the **Regional Institute of English.** Financial provisions were made by SIE out of the grants sanctioned to it for holding training programmes. **In 2006-2007** none of these programmes was organized at SIE. The Director of SIE (2006-March 2007) expressed their ignorance as to why this decision was made at SPO level.

Details of the dates, venues and categories of teacher covered and content areas are given in the following table no.4.20

Table no.4.20

In service teacher training programmes during 2006-2007.

Dates	Target Group	Subject	Venue	Components covered under Training programme	No. of participants
19 th – 30 th May 2006 10 Days	JBT Teacher		GMSSS-19	For improvement of contents & improvement of pedagogy.	70
20 th – 31 st August 06 10 days	JBT/TGT	Intel Learn Program me	GHS-24	Encourage and develop technology skills, critical thinking and collaboration among the participation among the participants	20
4 – 15 ^t	JBT-All Non	English	RIE-32	For improvement of contents	40

Sept, 2006 10 Days	Models			& improvement of pedagogy	
8 – 19 Sept, 2006 10 Days	JBT-Non Models	Hindi	GMSSS, Sec 21, Chd	”	38
8 – 19 Sept, 2006 10 Days	JBT Non Models	Science/ EVS	GMSSS- 21, Chd	”	38
8 – 19 Sept, 2006 10 Days	JBT Non Models	Maths	GMSSS- 21, Chd.	”	35
8 – 19 Sept, 2006 10 Days	JBT/TGT (Primary) All Model Schools	Science/ EVS	GMSSS Sec 16, Chd.	”	26
8 – 19 Sept, 2006 10 Days	JBT/TGT (Primary) All Model schools	Maths	GMSSS Sec 16, Chd.	”	26
8 – 19 Sept, 2006 10 Days	JBT/TGT (Primary) All Model Schools	Hindi	GMSSS Sec 16, Chd.	”	28
19 – 29 Sept, 2006 10 Days	JBT/TGT (Upper Primary)	English	RIE Sec 32 Chd	”	25
8– 19 ^t Sept,2006 10 Days	Master Mistress/ TGT	Maths 2 groups	GMSSS Sec 37	The training programme consists of 40% for enrichment of subject content and 60% for other component like learning problem, motivation, remedial teaching,	65

				evaluation communication	
8 – 19 Sept,2006 10 Days	Master Mistress/ TGT	Social Science 2 groups	GMSSS Sec 19	Teaching of Social Studies at elementary level Env. Studies and education learning problems motivation etc.	62
8 – 19 Sept,2006 10 Days	Master Mistress/ TGT	Hindi	GMSSS Sec 20 D		41
8 – 19 Sept,2006 10 Days	Master Mistress/ TGT	G Science 2 groups (Eng & Hindi)	GMSSS Sec 33		60
1– 13 Dec,2006 10 Days	Master/ Mistress/ JBT	IED & CAL	GMSSS-37 JBT GMSSS-40 JBT GMSSS-46 TGT	Topics related to CAL, Introduction to Computer and parts of Computer, How to make files and folders, How to create, edit and modify files in MS-paint, Word, Excel and PowerPoint, How to view, copy CD content, How to develop lesson plans with the help of PowerPoint presentations. Uses of Internet & E-mail.	43 44 42
8 – 20 Dec.,2006 10 Days	JBT-All Models schools teaching primary	English	RIE-32	The training programme consists of 40% for enrichment of subject content and 60% for other component like learning problem, motivation, remedial teaching, evolution communication & Quality Monitoring Tools etc.	29
8 – 20 Dec.,2006 10 Days	Master/ Mistress -	Hindi	GMSSS Sec 20 Chd		45
8 – 20 Dec.,2006	Master/ Mistress All	Science Medical	GMSSS Sec 33 Chd		42

10 Days	Schools				
8 – 20 ^t Dec.,2006 10 Days	Master/ Mistress All Schools	Science Non Medical	GMSSS Sec 16 Chd		44
8 – 20 Dec.,2006 10 Days	JBT(All non Model Schools) teaching to Class I	JBT	GMSSS Sec 21 Chd		26
8 – 20 Dec.,2006 10 Days	JBT All non Model Schools teaching to Class III	JBT	GMSSS Manimajra Chd		24
8 – 20 Dec.,2006 10 Days	Master/ Mistress all Schools	Social Studies	GMSSS Sec 19 Chd		62
13 – 23 Dec 06 10 Days	Master/ Mistress	IED & CAL	GMSSS-37 GMSSS-40 GMSSS-46	Topics related to CAL, Introduction to Computer and parts of Computer, How to make files and folders, How to create, edit and modify files in MS-paint, Word, Excel and PowerPoint, How to view, copy CD content, How to develop lesson plans with the help of PowerPoint presentations. Uses of Internet & E-mail	48 45 51
26Dec,200 6- 13 Jan20 07 15 days	Master/ Mistress/ JBT	General, IED & CAL	GMSSS-19 GMSSS-33	Learning problem,	180
15 Days Newly			GMSSS-37	motivation, remedial teaching, evaluation, effective	

Recruited teachers under SSA			GMSSSS-40 GMSSSS-46	communication, orientation to school procedures, Inclusive Education & CAL	
8-20 March 07 (10 Days)	Master/ Mistress	CAL & IED	GMSSSS-19 GMSSSS-40 GMSSSS-46	Topics related to CAL, Introduction to Computer and parts of Computer, How to make files and folders, How to create, edit and modify files in MS-paint, Word, Excel and PowerPoint, How to view, copy CD content, How to develop lesson plans with the help of PowerPoint presentations. Uses of Internet & E-mail.	135
12 to 22 March 07 (10 Days)	Master/ Mistress/ JBT Collaboration with Intel Pvt. Ltd.	CAL & IED	GMSSSS-33 GMSSSS-44 GSSSS-45 JBT	"	135
					Total = 1569

Out of these 1569 teachers:-

- **273 teachers have completed 20 days in-service teacher training.**
- **180 teachers have completed 15 days Induction training.**
- **843 teachers have completed 10 days in-service teacher training.**

Although this routine programme of training continued yet some of the observations of teachers attending these programmes were recorded by MI.

- Some of the teachers wanted that the time of seminar be changed from 10 a.m. - 5 p.m. to 8 a.m. to 2 p.m.

- Some of the teachers who attended training programme during February- March 2007, when the annual examinations were being held, the timing of training programme was 12 noon to 5 p.m. The teachers were supposed to Come to school till 12 noon and then go to attend the seminar. The time between these to engagements was too short to manage to commute from school to venue of training
- Although there was an appreciation for computer training component yet there was a general feeling that multimedia facilities should have been provided.
- Hindi speaking teachers were not very happy with the medium of instructions. All the resource persons spoke in English. These teachers felt left out because they did not understand Hindi well.

TRAINING OF AIE VOLUNTEERS (EGS) centres; this is a 30 days training programme generally after joining. It is a kind of induction training, with a focus on pedagogy of multitude and multi level teaching, remedial and motivational strategies, evaluation techniques.

Volunteer teachers who are working in EGS centres for more than a year expressed satisfaction with the kind of training programme and also emphasised that such training programme benefits them a lot because they are not otherwise trained teachers in spite of the fact that most of them are graduates and even Post graduates. The modules were okay for them but a few volunteer teachers felt that the training should include something related with moral education, Punjabi subject and some basic practical training to deal with grade 1-5 students. They also wanted that

this training should be given in winter days because it is very difficult to commute to the venue in heat. They are also not paid any conveyance charges.

A volunteer teacher of **GPS, Khuda Ali Sher (cluster- 3)** informed that she was given 6 days and 20 days training in two slots. Volunteer teachers of EGS centres under **Govt. High School Sector- 26 BD, (cluster- 1)** received 30 days training every year after they joined in 2004. Volunteer teacher of EGS centres under **Govt. Model High School Sector- 37D, (cluster- 13)** reported to have 10 days training in 2004, 10 days in 2005, and 10 days in 2006. Volunteer teacher of EGS centres under **Govt. Model Senior Secondary School Sector- 10 (cluster- 2)** received 30 days training in 2004, 15 days and for 10 days in the third year.

Volunteer teachers also expressed the main problems of mainstreaming children of EGS centres to formal schools;

- These students belong to labour/migratory population from U.P., Bihar and Rajasthan. They generally do not have birth certificates with them and hence these parents face problems of shifting their children to formal schools
- Even when these students get a pass in their grades yet they have to appear in the test of admission which is not done for students shifting from one school to another.
- Attitude of the school personnel towards these students and their parents is not encouraging.

ROLE OF BRC'S AND CRC'S

Chandigarh is a union territory, considered equivalent to one district of other states. Hence it has no Block resource centres. Chandigarh has been divided into 20 Municipal wards and correspondingly, there are twenty clusters for educational purposes. Each cluster has a cluster resource centre and the head of the school from which CRC operates, acts as the Cluster Head. These cluster heads are assisted by the cluster coordinators in the implementation of SSA. Since Chandigarh is a single district UT having no Block resource centre therefore CRC's perform the functions of BRC also. These functions include;

- Provide academic support to volunteers
- Plan and execute enrollment drives and house hold survey activities
- Hold meetings of EGS centres and teachers of elementary classes
- Identify training needs of volunteer teachers and elementary teachers
- Evaluate students of EGS centres periodically to check their readiness to join mainstream school
- Monitoring attendance in EGS centres
- Visit schools periodically
- Conduct base line studies
- Ensure proper utilization of grants
- To ensure smooth data flow for planning and management

There are twenty cluster resource centres and each cluster should have a cluster coordinator. But there are 8 cluster coordinators manning 20 CRC's

10 cluster centres were proposed and grants for their construction have been transferred to PWD.

INNOVATIONS

- **COMPUTER EDUCATION & COMPUTER AIDED LEARNING**

Chandigarh (U.T.) started providing computer aided learning in 1984-85 in five schools under the BBC programme. The programme aimed at improving the pedagogy of teaching of science & mathematics at primary level. This was followed by the class project and their after in 2002 a self financing scheme of providing computer education was started in 51 schools. However this programme could not benefit the

students who were not able to pay for this facility. In view of this Education Department has taken a decision to extend computer education to all the students of Govt. Schools, free of cost upto class 10th. The programme is going to be launched in current academic session if the funds under 11th five year plan are received as demanded and required to the tune of Rs. 15 crore for 5 years i.e. 3 crore for each year. With launching of this programme for every 500 students there will be one fully equipped computer lab. The computer education programme has been designed in a manner so that about 15-20% of the total time will be devoted to computer aided learning. During 2005-06 facilities for computer aided learning were created in 15 schools in which besides the computers, LCD projector and digital cameras were also provided. The following multimedia CDs have also been provided:

CDs have also been provided:

- a) 42 sets of multimedia based CDs developed by Azim Premji foundation meant for 1st to 8th classes in the subjects of English, Math, Environmental Science, Hindi, Science, and General Science in Hindi and English language.
- b) 40 sets of multimedia based CDs developed by Head Start, Madhya Pradesh meant for 1st to 8th classes in the subjects of Science, Math and EVS in Hindi language.
- c) 18 DVDs developed by BBC for English language tools have been procured for primary classes.

- d) English language topics developed by RIESI, for Elementary classes the topics are: Tense, Do-forms, and Direction. Preposition, Modals, Imperatives, Infinitive, complex sentences, Conjunction. Phrases, Articles, Prepositions Adverbs, Reported speech, Conjunction and Linkers, Degree of Comparison, Phrasal Verbs, Determiners and quantifiers have been provided.
- e) Multimedia CDs developed by Edurite Pvt. Ltd. For 4th to 8th classes for teaching for Maths & Science subject.

TABLE 4.21
PROGRESS IN COMPUTER AIDED LEARNING

Year	No. of Computer supplied	LCD projector supplied	No. of schools covered under CAL
2005-06	Approx. 250	10	15
2006-07	199	15	28

The above infrastructure was created out of the state budget and Rs.

15 Lacs sanctioned under innovative head of SSA.

Chandigarh (U.T.) has extended **INTEL LEARN PROGRAMME** devised by Intel Technology Pvt. Ltd. Programme in 10 more schools this year. The Programme was designed to encourage and develop technology skills and critical thinking collaboration among the participants. Through this Programme teachers have been educated to relate technology with everyday

• REMEDIAL TEACHING

To hold back the weak students in the school by creating and maintaining their interest in education, special coaching classes were held for such students who had joined the mainstream from AIE Centres and also for those students of class IV and V who were targeted for providing additional support for improving achievement in **language and mathematics**. Following criteria has been followed for identification of children for remedial teaching.

- Poor performance in 1st unit test/ 1st terminal examination's students falling in E grade i.e. below 35% in Mathematics, Hindi, English.
- Students of schools having high pupil teacher ratio.
- Students studying in labour colonies villages and slums.

Out of about 20154 students enrolled in classes IV and V only 3000 students who appeared vulnerable to drop, were selected for providing remedial teaching.

TABLE 4.22
PROGRESS IN REMEDIAL TEACHING

	Classes covered	Subject	Duration	Beneficiaries
2005-06	II,III and IV	Maths, English and Hindi	2 hours daily for 25 days in three months	2700
2006-07	IV and V	1 st Language Hindi/English and Maths	2 hours daily for 25 days in five months	3000

To capture the progress in performance of these students three types of formats have been developed for monitoring & follow up. The final performance report pertaining to annual exam will be collected after 31st March for necessary action.

The appointment of teachers for taking remedial classes was made by giving a public notice in local dailies and website of SSA. This could attract a good number of experienced and motivated persons for undertaking these short duration classes. These teachers were oriented about the problems being faced by the students before starting of remedial classes. Diagnostic tests to locate the areas for remedial teaching were prepared.

The arrangement of organizing Remedial teaching for week students was different. **Govt. High School- Sector-36 (cluster-)** had appointed 2 teachers for 5 months who were coming to school for two hours daily. **Govt. High School- Sector-46-c, (cluster-11)** and **Govt. Middle School- Sector-46-D, (cluster-11)** took the help of 3 and 5 tutors respectively for the month of March,2007.whereas **Govt. Model Senior Secondary School-sector-21A, (cluster- 4)** appointed two tutors from October2006 to April,2007. 4 teachers were taking remedial teaching in Maths and Hindi daily from 11 a.m. to 1 p.m. in . Some schools were engaging these teachers for whole group rather than a small group of week students. In fact this was not the purpose of Remedial teaching.

NPEGEL

Except for attendance scholarship to SC girls no other programme for promoting girl education has been launched in Chandigarh.

KASTURBA GANDHI BALLIKA VIDYALYA

No Kasturba Gandhi Ballika Vidyalaya has been sanctioned for Union territory of Chandigarh.

RESEARCH AND EVALUATION

Chandigarh SSA had initiated some research projects in 2005-2006. a research advisory committee was constituted in 2005. two research assistants were appointed in 2006 and SIE was assigned this responsibility to carry on with the research projects. One of the m joined SIE and the second one did not even join. The research assistant worked for one to two months and initiated some data collection. The director of SIE informed that she too had left SIE. Also, on January, 2007 new Director took over SIE.

He highlighted some of the problems related with this issue.

1. There is no research assistant now.
2. The senior faculty of SIE has expressed their inability to take up research work

Hence till the time of compiling this report the grant of research and evaluation has not been utilised.

DISE STATUS

The data for 2006-2007 was collected by December 2006 and has been entered.

CHAPTER V

SOME GENERAL OBSERVATIONS

SOME GENERAL OBSERVATIONS

ACHIEVEMENTS AGAINST SSA GOALS

- Drop out rate of girls, Completion rate , Repetition Rate at primary and at Upper Primary Level has improved
- TPR at Primary Level has increased from 1:42 to 1:47 as a result of increased enrolment.
- TPR at Upper Primary Level is nearly constant from 1:17 to 1:16.

- Enrolment in Govt. Schools has increased at Primary and Upper Primary Level in comparison to private aided schools.
- Literacy rate in all wards/clusters is above national literacy rate. In 10 wards literacy rate is above 90%.6 wards have lower literacy rate than the literacy rate of Chandigarh U.T. Two wards (i.e. no 14 & 19) are such where literacy is lowest. Labourers from other states inhabit these two wards.

PROBLEMS IN ATTAININ UNIVERSAL ELEMENTARY EDUCATION

- Attainment of UEE is a formidable task because of the peculiar location of the city and migratory character of population.
- Unprecedented increase in population on account of high immigration of poor and illiterate laborers.
- Constant migration among labourers and some special social groups due to insecure livelihood causing problems of tracing out of school children.
- Changing Socio Economic Structure towards lower class is resulting in more pressure on Government Schools.
- Closure of Schools running in residential Areas due to the order of High Court, 133 schools having about 20000 students have been affected.
- Construction of unauthorized colonies and slums and their frequent shifting.

- Poor Health, Sanitation and inadequate nutrition is resulting in absenteeism among poor children.
- Child Labour is difficult to be checked.
- Scarcity of Land and Sites for New Schools.
- Pupil Teacher ratio is rising due to shortage of class rooms.
- High ratio of out of school children among SC children, especially girls.
- Low academic achievement levels in schools serving slums and labour colonies

SOME INITIATIVES TAKEN BY CHANDIGARH FROM ITS BUDGET FOR ACHIEVING UNIVERSALISATION OF ELEMENTARY EDUCATION

1. Abolishing the fee & funds at elementary level w.e.f. December 2005.
2. Providing free text books to all children of primary classes enrolled in Non model school serving the villages, rehabilitation labour colonies, slums and economically weaker groups.
3. Providing free uniform to all boys and girls studying at Primary Level in non model schools.
4. providing freshly cooked midday meals comprising of dal, rice, chapattis and vegetables. Chapatti based meals costing Rs 8/- per day per child and rice based meals costing Rs. 6/- per child per day.
5. Providing additional contingency grant to schools for upkeep

and maintenance of educational facilities.

STRATEGIES FOR ACHIEVING SSA GOALS

To counter the problems access & quality the following strategies & interventions have been taken up by SSA- Chandigarh during 2006-07.

For achieving Universalization of Elementary Education the perspective plans of Chandigarh U.T. is proposed to cover all children by 2007 by:

- Opening **New Schools**
- Creating **Additional capacity in existing schools**
- Improving by providing school **infrastructure** and teaching learning environment for enrolment and retention.
- Opening **new Primary sections** for enrolling children being mainstreamed from AIE centers.
- **Double shifts in existing Govt. Schools** till the completion of new buildings, additional blocks class rooms.
- **Flexible timings** in schools for accommodating the child engaged in sibling care.
- **Construction of additional pre-fabricated classrooms** to provide speedy solution to shortage of rooms.
- Opening of **alternative education centers** for never enrolled and dropped out children. Continuation of 277 AIE centers for 11000 out of school children, including repeaters of AIE centers and never enrolled children.

- Imparting **vocational skills** to children to check dropout rate and provide earning learning opportunity.
- **Tracking of migrating children** and convergence with other States by issuing cards indicating the learning levels achieved by the child by AIE centres.
- **Appointment of 205 teachers** sanctioned under SSA to reduce pupil teacher ratio.
- Creation of **additional learning space** in schools such as learning aids around the corners, corridors and walls to maximize the utilization of space in schools facing shortage of class rooms.
- **Innovative and joyful teaching learning** through improved pedagogy by providing in-service training to teachers.
- Additional support to weaker students through **remedial teaching** of longer duration; specific bridges courses and residential bridge course 3000 economically weaker students will be benefited.
- creation of Quality Assessment Unit
- **Sensitization of special focus groups** by holding awareness camps, Maa-beti melas and celebration of important days with participation of community.
- **Mass awareness campaigns** in slums and unauthorized areas with the help of community leaders.
- **Involving mothers in educational programmes** of schools to create awareness.

