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ਦਫਤਰ, ਡਾਇਰੈਕਟਰ ਜਨਰਲ ਸਕੂਲ ਸਿੱਖਿਆ-ਕਮ-ਸਟੇਟ-ਪ੍ਰੋਜੈਕਟ ਡਾਇਰੈਕਟਰ, ਪੰਜਾਬ
ਸਮੱਗਰਾ ਸਿੱਖਿਆ ਅਭਿਆਨ, ਪੰਜਾਬ।

ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਖੋਰਡ ਕੰਪਲੈਕਸ, ਈ-ਬਲਾਕ, ਪੰਜਵੀਂ ਮੰਜ਼ਿਲ, ਫੇਜ਼-8, ਮੋਹਾਲੀ ਪੰਜਾਬ,

ਕਾ. ਕੀ. ਜੀ.
13/11/24

ਵੱਲ

ਸਮੂਹ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫ਼ਸਰ (ਸੇ.ਸਿੱ/ਐ.ਸਿੱ)
ਪੰਜਾਬ।

ਪੱਤਰ ਨੰ. ਸਸਆ/ਐਚ.ਆਰ./2024/280823

ਮਿਤੀ:- 30 10 2024

ਵਿਸ਼ਾ -: ਸਕੂਲੋਂ ਵਿਰਵੇ ਬੱਚਿਆਂ ਸੰਬੰਧੀ।

ਹਵਾਲਾ:- D.O. No. 10-6/2024-IS-3

Date 24th September, 2024

1.0 ਉਪਰੋਕਤ ਵਿਸ਼ੇ ਵੱਲ ਧਿਆਨ ਦੇਣ ਦੀ ਖੇਚਲ ਕੀਤੀ ਜਾਵੇ।

2.0 Ministry of Education ਭਾਰਤ ਸਰਕਾਰ ਵੱਲੋਂ ਪ੍ਰਾਪਤ ਹਵਾਲਾ ਅੰਕਿਤ ਪੱਤਰ ਨਾਲ ਨੱਥੀ ਕਰਕੇ ਆਪ ਜੀ ਨੂੰ ਜਾਣਕਾਰੀ ਅਤੇ ਅਗਲੇਰੀ ਲੋੜੀਂਦੀ ਕਾਰਵਾਈ ਹਿੱਤ ਭੇਜਿਆ ਜਾਂਦਾ ਹੈ।

(Signature)

ਡਿਪਟੀ ਸਟੇਟ ਪ੍ਰੋਜੈਕਟ ਡਾਇਰੈਕਟਰ
ਸਮੱਗਰਾ ਸਿੱਖਿਆ ਅਭਿਆਨ, ਪੰਜਾਬ

ਦਫਤਰ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫ਼ਸਰ (ਸੇ.ਸਿ) ਬਠਿੰਡਾ

ਪਿਠ ਅੰਕਟ ਨੰ. ਜੀ-1/1 ()2024/ 1175

ਮਿਤੀ: 21.11.24

ਉਪਰੋਕਤ ਦਾ ਉਤਾਰਾ ਸਮੂਹ ਸਕੂਲ ਮੁਖੀਆਂ ਨੂੰ, ਤੇਜ਼ਕੇ ਲਿਖਿਆ ਜਾਂਦਾ ਹੈ ਕਿ ਉਕਤ ਪੱਤਰ ਅਨੁਸਾਰ ਦਰਜ ਹਦਾਇਤਾਂ ਦੀ ਇੰਨ-
ਬਿੰਨ ਧਾਲਣਾ ਕਰਨੀ ਯਕੀਨੀ ਬਣਾਈ ਜਾਵੇ।

(Signature)
ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫ਼ਸਰ (ਸੇ.ਸਿ)
ਬਠਿੰਡਾ।

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विपिन कुमार, अपर सचिव
Vipin Kumar, IAS
Additional Secretary



भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
Government of India
Ministry of Education
Department of School Education & Literacy

समग्र शिक्षा
Samaagra Shiksha

DO No. 10-6 2024-IS-3

Date 24th September, 2024

Dear Sir/Madam,

As you are aware, relentless efforts are being taken by the Department of School Education and Literacy (DoSE&L) and States/UTs to implement the NEP 2020 in letter and spirit. The policy proposes a reinvigorated approach to education to address the needs of the learners more holistically and ensure that education reaches the farthest corners of society. Access, equity, and quality form the basis of the policy, laying great emphasis on ensuring universal access to quality education.

2. However, I am to say that despite efforts, a large number of children still remain outside the formal education system. The policy recognizes issues and challenges in achieving universal access to education and identifies the issue of Out-of-School Children (OoSC) as a major hurdle in achieving universal education. ∴ proposes a two-pronged approach to address these issues: Bringing Back Out of School Children and Preventing Dropouts.

3. The Ministry of Education, Government of India's Guidelines for Special Training of Out of School Children identifies OoSC as - "A child of 6-14 years of age will be considered out of school if he/she has never been enrolled in an elementary school or if after enrolment has been absent from school without prior information for reasons of absence for a period of 45 days or more."

4. Socio-economic factors like child labor, migration, seasonal employment, and inadequate school infrastructure, are primary contributors to the high percentage of dropouts and out-of-school children (OoSC). The DoSE&L, suggesting the following actions to address the issue:

- **Enhanced Tracking and Monitoring:** States and Union Territories must implement robust systems to track the attendance of enrolled OoSC, ensuring regular record-keeping for children participating in special training programs.
- **Community Sensitization and Public Awareness:** Efforts to be undertaken to organizing awareness drives, including rallies and cultural events to help in raising public consciousness about the importance of education and the negative consequences of dropping out/ out of schools.

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- **Collaboration and Partnership:** State Education Departments in convergence with other relevant government bodies should conduct activities like door-to-door surveys to identify OoSC. This can be achieved through collaborative efforts involving panchayat education subcommittees, ASHA and Anganwadi workers, BRC's, and SMC members.
- **Knowledge Sharing and Best Practices:** States are encouraged to compile and share case studies and best practices related to their enrolment drives, awareness campaigns, and special training programs to this Department, to facilitate learning and improvement across different regions.
- **Targeted Interventions for Migrant Communities:** States may identify districts/blocks with high concentrations of migrant workers and implement tailored training programs for their children, who may be at a higher risk of not attending school.

5. Addressing the issues of OoSC calls for a collaborative approach with active involvement especially at the local level. Implementing localized activities can lead to significant improvements in access to education and the overall reduction of out-of-school children in the country.

Best wishes.

Yours sincerely,

u/g
24/9/24
(Vipin Kumar)

To

The Education Secretaries of All the States and UTs,

Copy to : SPDs of SIS under Samagra Shiksha of all States/UTs