

SARVA SHIKSHA ABHIYAN

EDUCATION FOR ALL



**Annual Work Plan
2002-2003
&
Perspective Plan
2002-2007**

**Sarva Shiksha Abhiyan Authority
PUNJAB**

VISION STATEMENT-2020

Education is a fundamental human right. It is the key to sustainable development, peace and stability of the state and the country.

We hereby commit ourselves to the attainment of the following goals:

- i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged sections of the society.*
- ii) ensuring that by 2020 all children of 6-18 age, particularly girl children vulnerable, deprived and destitute children, children belonging to difficult and backward areas, have access to and do complete secondary education of good quality.*
- iii) ensuring that learning needs of either 'all people' or 'children' are met through equitable access to appropriate learning and life skills.*
- iv) eliminating gender disparities in all levels of education by 2010, with a focus on ensuring girl's full and equal access to and achievement in school education of good quality.*
- v) improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all.*
- vi) ensuring that education is fully related to real life and environment and in consonance with the world outside the school.*

Index

PART-I

1. Brief Profile of District.
2. Anexure -I to Anexure - 15

PART-II

1. School Evaluation Gradation Method.
2. Education Guarantee scheme (EGS)
3. Special Education needs and the disabled
4. Guidelines for the conduct of Village Educational Development Committee (VEDC)
5. Guidelines for civil works to be under taken by Village Educational Development Committee (VEDC)
6. Guidelines for maintaining the Accounts of Village Educational Development Committees (VEDC)
7. Computer and its allied services as new Technology in School Education.
8. Training Programme to develop/Enhance the personnel and professional Competencies of Teachers and School Head
9. Jan Sampark Abhiyan
10. Material prepared and to be prepared under SSA

PART-III

1. Family survey
2. Tables of Family Survey Reports

PART-IV

ANNUAL WORK PLAN 2002-03

1. Summary of Tables
 - i) District Data Summary Sheet
 - ii) Blockwise list of BRC/CRC
 - iii) Districtwise list of PE Blocks
 - iv) Blockwise Distribution of Villages
 - v) Blockwise count of Primary Schools
 - vi) Blockwise count of Middle Schools
 - vii) Blockwise Break up of Primary Teachers
 - viii) CD Blockwise enrollment (3-6 years)
 - ix) Blockwise enrollment in State Govt. Primary Schools
 - x) Blockwise enrollment in State Govt. Middle Schools
 - xi) Blockwise enrollment State Govt./Non State Govt./Unrecognised Primary Schools
 - xii) Blockwise enrollment State Govt./Non State Govt./Unrecognised Middle Schools

- xiii) Blockwise out of School children
 - xiv) Blockwise Handicapped children 6-14 years (Total)
 - xv) Blockwise Handicapped children 6-14 years (SC/BC)
2. Annual work plan 2002-03

PART-V

Perspective Plan 2002-07

1. Summary of Tables
- i) District Data Summary Sheet
 - ii) Blockwise list of BRC/CRC
 - iii) Districtwise list of PE Blocks
 - iv) Blockwise Distribution of Villages
 - v) Blockwise count of Primary Schools
 - vi) Blockwise count of Middle Schools
 - vii) Blockwise Break up of Primary Teachers
 - viii) CD Blockwise enrollment (3-6 years)
 - ix) Blockwise enrollment in State Govt. Primary Schools
 - x) Blockwise enrollment in State Govt. Middle Schools
 - xi) Blockwise enrollment State Govt./Non State Govt./Unrecognised Primary Schools
 - xii) Blockwise enrollment State Govt./Non State Govt./Unrecognised Middle Schools
 - xiii) Blockwise out of School children
 - xiv) Blockwise Handicapped children 6-14 years (Total)
 - xv) Blockwise Handicapped children 6-14 years (SC/BC)
2. Summary of Perspective Plan
3. Perspective Work Plan 2000-2007

PART - I

Brief Profile of District Amritsar

Location

Amritsar, the most populated district in the state, is one of the border districts, which share international boundaries with Pakistan. It is situated in the north-western part of the state in the Bari Doab, a territory situated between Beas and Ravi rivers. The district is the heart throb of Majha folk region now forming the districts of Amritsar and Gurdaspur, once ruled by Manjh Rajputs. It falls in Jalandhar Division and is surrounded by Gurdaspur district in the north-east; Kapurthala district in the east, separated by Beas river; Ferozepur district in the south, separated by Satluj river; and Pakistan in the west and north-west, partly separated by Ravi river.

Origin of Name

The districts takes its name from the city of the same name, which is the seat of district headquarters and best known as the home of 'Golden Temple, also called 'Hari Mandir' or 'Darbar Sahib'. The city however, derives its name from the tank surrounding the Golden Temple'. Literally speaking, Amritsar means, the tank of nectar or the tank of immortality. The shrine being considered sacred, a bath (Ashnan) therein is considered as purifying. The shrine and the tank was built by Guru Ram Dass, the fourth Sikh Guru, who was the founder of Amrtisar city, on a part of land received as grant from Mughal Emperor Akbar.

Area

According to 2001 census, Amritsar district has an area of 5096 sq kms., which ranks 2nd for any other district in the state (*Annexure-I*).

Climate

The climate of this district is characterised by general dryness, except during the brief southwest monsoon, a hot summer and a bracing winter. The year may be divided into four seasons. The cold season is from November to March. The period from April to June is the hot season. The south-west monsoon season is from about the beginning of July to first week of September. The succeeding period lasting till the beginning of November is the post monsoon or transition period.

From about the end of March, temperature increases steadily till June, which is the hottest month when the maximum temperature may reach 45⁰ C. With the on set of the monsoon in the district by about the end of June or in the beginning of July, there is appreciable drop in the day temperature. The nights are, however, as warm during the monsoon season as in the summer and owing

to the increased moisture in the air, the weather is often oppressive. After the withdrawal of the monsoon in early September, whereas the day temperature remains the same as in the monsoon season, the nights become progressively cooler. From October, there is rapid drop in temperature. January is generally the coldest month. During the cold season, the district is affected by cold waves due to the western disturbances and minimum temperatures occasionally drop by a degree or two below the freezing point of water. Frosts are common during the cold season.

The average rainfall in the district is 207.9mm and increases generally from the south-west towards the north-east. About 74 per cent of the annual normal rainfall in the district is received during the period from June to September and as much as 18 per cent of the annual rainfall occurs during the period from December to February. However, variation of rainfall from year to year is appreciable (*Annexure-I*).

Topography

Lying between the Beas river to the east and the Ravi river to the west, the Amritsar district, which forms the lower part of the Upper Bari Doab, is one of the interfluvial tracts of the Punjab plain. The Beas river, joins the Satluj river near the point where the three districts of Ferozepur, Amritsar and Kapurthala meet.

The physiography of Amritsar district is the product of alluviation by the Beas and the Ravi river. The existing soil is a light reddish-yellow loam, known to the people as maira, but it stiffens into rohi or clay, in which the surface drainage collects on its way down the Doab from the hills, and occasionally degenerates into strips of sandy, slightly uneven soil, locally known as tibba, bare of trees and apt to be blown into hummocks by the wind. There are no hills within the area of the district, and nothing of the nature of rock or stone is to be seen. The formation is strictly alluvial. Though apparently of a uniform level, the country falls away to the west from the high right bank of the Beas to the left bank of Ravi and there is also a gentle slope, of perhaps one foot and a quarter in a kilometer, down the Doab, which slightly broadens out as the two rivers diverge after issuing from the hills above Gurdaspur. The district is devoid of impressive natural features, except the dhaya, as the cliffs forming the high bank of the Beas are called, the sandy ridge running down the doab, the scarcely perceptible drainage lines which carry off the surface water and the perennial stream known as the Sakki.

The Amritsar district is a continuous level plain, unbroken by hills or valleys. It ranges in its elevation from about 200 meter in the north-east to about 175 meters in the south-west. Thus the slope of the land is from north-east to south-west, with a gentle gradient of one meter in four kilometer. It points out that the district has a flat topography in general.

i) The Upland Plain

Covering about 88 per cent of the total area, the upland plain spreads over a large part of the district, except the western half of Ajnala tehsil, the eastern margins of Baba Bakala and Tarn Taran tehsils and the southern part of Patti tehsil. This plain abruptly rises above the Beas river in the east and slopes very gently towards the Ravi. It possesses a firm base of alluvium and has an appearance of a vast stretch of level land. There are, of course, a few sporadically distributed sand mounds and clay mounds, with a local relief of only 2 to 6 meters. The city of Amritsar, which is situated in this district, has an elevation of 192 meters above the mean sea level.

ii) The flood plains of the Ravi

The flood plains of the Ravi occupy the western half of the Ajnala tehsil, about 7 per cent of the total area of the district. It is locally known as the Bet Ravi. It stretches between the Ravi to the west and its tributary Sakki Nala to the east. The Ravi flood plain is a low lying and waterlogged tract due to flooding by both the Ravi and the Sakki. Its surface configuration is uneven and at places it contains abandoned courses of the river patches of marshy land and thickly growing grass.

iii) The Bluff along the Beas

In contrast to the Ravi, which makes a wide flood plains, the Beas does not form any such feature along its course in the Baba Bakala and Tarn Taran tehsils of the district. Rather an abruptly rising bluff varying in the height from 6 to 30 meters from the riverbed. The origin of this bluff can be ascribed probably to a tectonic uplift, which affected the whole of the Indus-Yamuna divide during the Pleistocene Age.

iv) The flood plains of the Satluj

The Beas loses its identity after its confluence with the Satluj at Harike. Therefore the flood plains in Patti tehsil is known as floodplains of the Satluj. It covers about 4 per cent area of the district. It is similar in characteristics to the Ravi floodplains in Ajnala tehsil. Since after the construction of barrage at Harike it is almost free from the floods and has been reclaimed for agriculture.

Rivers and Drains

Beas River

The Beas rises from Beas Kund near Rohtang Pass in the Kullu district of Himachal Pradesh, After flowing through Himachal territory and between districts of Hoshiarpur and Gurdaspur it touches the Amritsar district in the vicinity of village Sheron. Here its bank on the Amritsar side is an abrupt cliff. However, at some places between the main current of the river in winter and the cliff there are some stretches of alluvial land, which may be 3 km. wide at places. This river forms the eastern boundary of the district with Kapurthala till its confluence with Satluj at Harike. It is believed that this river flowed 11 km. away at the present course of western Bein.

Ravi River

It rises in Chamba district of Himachal Pradesh, and after flowing through Gurdaspur district it forms boundary between this district and Pakistan. The river enters the district near village Ghoneywala and it moves into Pakistan beyond the village Ranian. This makes a wide floodplains, which is susceptible to flood, causing heavy damage to human settlements, crops and the livestock. The construction of Dhussi bund has, however reduced appreciably the incidence of floods in the surrounding areas in this district.

Satluj River

The Satluj rises from Mansrover lake in western Tibet (China). After flowing through Himachal territory it enters Punjab territory near Bhakra and takes a westward course near Rupnagar demarcating the boundaries of Rupnagar and Nawan Shehar districts and the Jalandhar and Ludhiana districts it forms a confluence with Beas river. From its confluence with Beas river at Harike it takes the south-west course forming the external boundary of Amritsar and Ferozepur districts. The Satluj was notorious for its floods during the monsoon but with dams at Bhakra and Pong (in Himachal Pradesh) and a barrage at Harike its capacity to cause extensive damage from floods has been reduced appreciably.

Sakki Nala

This Nala is the continuation of the Kiran Nala which originates from the chhams lying in the south-west of the Pathankot town in Gurdaspur district. It is a tributary of Ravi river, and flows parallel to it. In Amritsar district the nala has the appearance of a narrow river whose left bank is generally higher than the right bank. The stream ends its independent existence where it joins the Ravi at village Kakkar. It is also called 'Ajal Nala', meaning the stream of death on account of considerable damage to life and property during the rainy season. A small stream has been taken out from it for irrigation. A diversion for the Nala near village Shahpur has been constructed which will outfall this Nala 96 km. upstream of its present outfall. This would save about 740 sq km. of land around Ajnala from damage owing to floods from this Nala.

Upper Bari Doab Canal

This has been taken out from the left bank of the Ravi at Madhopur headworks in Gurdaspur district. It was completed in 1859 but started operating in 1860. Its four main branches passing through this district are: (1) Sobraon Branch, (2) Kasur Branch Lower (3) Main Branch and (4) Lahore Branch. Canal irrigation is particularly indispensable in the Tarn Taran and Patti tehsils, where the underground water is usually brackish and unfit for well or tubewell irrigation.

Present Jurisdiction

The existence of the district dates back from the annexation of the Punjab by the British in 1849. At the time of its formation it constituted four tehsils viz. Amritsar, Tarn Taran, Ajnala and Rayya or Narowal Presently it has following 7 tehsils (1) Amritsar-I (2) Amritsar-II (3) Baba Bakala (4) Ajnala (5) Tarn Taran (6) Patti (7) Khadoor Sahib (*Annexure-I*).

The district is constituted of 1237 villages and 13 towns. The district is sub divided into following 16 community development blocks: (1) Verka (2) Majitha (3) Jandiala Guru (4) Tarsikka (5) Rayya (6) Patti (7) Bhikhiwind (8) Valtoha (9) Tarn Taran (10) Khadur Sahib (11) Gandiwind (12) Naushehra Pannuan (13) Chola Sahib (14) Ajnala (15) Chogawan (16) Harsa Chhina (*Annexure-I*).

Major Characteristics of the District

Agriculture

The farmers generally cultivate their land themselves. This system is called khud kasht (self-cultivation). Some times the land is leased out to other farmers/persons for cultivation on batai (share cropping) or theka (contract) basis. The general rate of batai is one half of the share of the crop grown. However, the rate of theka may vary from time to time depending upon the quality of land and the period of contract. Since large number of people/farmers own tractors they prefer to offer services for various agricultural operations on cash payment basis. This system is becoming popular for the last many years. The land holdings being not very large and there being sizeable migration from this district to other places, many people prefer such services for various agricultural operations.

Amritsar is mainly an agricultural district as 60 per cent of its population resides in the rural areas according to 2001 Census (*Annexure-I*). The two main crops harvested in a year are, Kharif and Rabi locally called sawni and hari. The former is the summer season harvest whereas the latter is the winter season harvest. Besides there is another harvest which is assessed alongwith Kharif and sometimes with Rabi. The harvest assessed with rabi is called 'zaid rabi' and that with kharif, 'zaid kharif'. These mostly include vegetables and fodder. The principal kharif crops are paddy, cotton, maize and sugar cane, whereas main ones or subsidiary crops are kharif vegetables. The principal rabi crops are: wheat, gram, barley and barseem, whereas minor ones are: oil seed (sarson, taramira, alsii, toria) and winter vegetables. The area under sugarcane and paddy has shown an increase whereas maize and gram has shown a decline over the last few years. Among the two crop seasons rabi is more important. The total cropped area in the district during 2000-01 was 821 thousand hectares (*Annexure-I*).

There is a Land Reclamation, Irrigation and Power Research Institute, Punjab at Amritsar, which was originally established in 1924 and was reorganized in 1947. This institute deals with research and design problems relating to irrigation and power projects.

Irrigation

The major sources of irrigation in the district are government canals and tubewells. Dhinkli, Charas and Rehat (Persian wheel) have been used to lift sub-soil water. The tubewells and pumping sets have been introduced during the post-independence period. These are locally called as Bambi.

The canal irrigation was started in the district in the year 1860 after the completion of Upper Bari Doab Canal in 1859. The canal was taken out from the left bank to Ravi river at Madhopur headworks. The four branches of this canal running through the district are: (1) Sobraon Branch. (2) Kasur Branch (3) Main Branch and (4) Lahore Branch. The various branches of UBDC provided irrigation to the district, which mainly depended on canals for irrigation, especially areas in Tarn Taran and Patti tehsils where sub-soil water is brackish and is not fit for irrigation. The dependence on canals has declined over the last decade due to the popularity of tubewells which supply adequate water whenever required. The net irrigated area by Govt Canals is 198000 hect. and by wells and tubewells is 241500 hect. (*Annexure-I*).

Industry

Amritsar was not only a leading centre of trade in the north-western part of the sub-continent, including Punjab, Jammu & Kashmir, North-Western Frontier, Sind and Bulochistan but was also famous for its various industries. During Maharaja Ranjit Singh's Rule in 1833, large number of Kashmiri artisans settled at Amritsar in the wake of famine in the Kashmir Valley. The Kashmiris were adept artisans in weaving thick warm serge used by Sikh horsemen during winter and rains. Also pashmina weaving was introduced by the Kashmiris as there was a great demand for Kashmiri shawls. Amritsar was also an important centre of production for silk goods. The Kashmiri artisans introduced later carpet weaving. Besides, utensil making was also an industry of the district. In 1919 power looms were introduced at Amritsar for the first time. But these could not make any great impact due to great depression of thirties. In 1939 with the outbreak of the World War II, the industry got a great impetus. Also after independence great strides were made on the industrial front. By 1967-68 there were about 27 units in the large-scale sector, about 5,500 units in the small scale sector producing large number of engineering goods, wood and machine screw, panel, pins, textile machinery, printing and paper cutting machinery, electric fans, chemicals and above all, the textiles-woollen, silken, cotton etc. In the production of woollen fabrics, like worsted, tweeds, blankets, shawls, etc. the district holds a prominent place in the country.

There are 1629 registered working factories in the district (*Annexure-I*). Some of the present day industries, those have developed at Amritsar or in the suburbs, fall under the category of large/medium scale industries are (1) Textile, (2) Textile Finishing Industry, (3) Embroidery Industry, (4) Roller Flour Mills, (5) Oil Mills, (6) Wood Screw and Machine Screw Industry, (7) Chemical Industry, (8) Milk Plant, (9) Distilling Industry, (10) Sugar Industry, and some small scale industries which are located in the district are (1) Machine Tools Industry, (2) Agricultural Implements, (3) Cycle and Cycle Parts, (4) Sewing Machines and Parts, (5) Steel Re-rolling, (6) Non-ferrous Metal Industry (Utensils) (7) Nuts and bolts, (8) Electric Motors, (9) Electric Fans, (10) Glass beads, (11) Cotton Ginning, (12) Hosiery Industry, (13) Thermometer Industry, (14) Radios and Amplifiers, (15) Food Products, (16) Chemical Industry, (17) Lace (Gota weaving) manufacture, (18) Automobile parts, (19) Rubber Goods, (20) Plastic Industry, (21) Musical Instruments, (22) Oils and Perfumes (*Annexure-I*)

Animal Husbandry

Animals, especially the cattle, play an important role in the economy of a district. This district is natural home to 'Nili' also known as 'Nili Ravi', which is a high milk-yielding breed of buffaloes.

According to 1990 livestock census there were: 2,88,000 cows; 6,95,800 buffaloes; 6,200 horses and ponies; 14,500 donkeys; 1,500 mules; 42,400 sheep; 31,900 goats; 1,500 camels; and 11,800 pigs, in the district. Thus there were 10,93,600 animals of all kinds in the district. As against this according to 1977 cattle census there were: 3,09,500 cattle; 4,51,600 buffaloes; 13,700 horses and ponies; 1,560 donkeys; 1,300 mules; 36,200 sheep; 35,500 goats; 3,300 camels and 11,100 pigs. Thus there were 8,77,800 total number of animal in 1977 in the district. A comparison of figures of the two cattle censuses reveals that over the last 13 years, whereas there is a decline in the number of cattle from 3,09,500 in 1977 to 2,88,000 in 1990 there is a an increase in the number of buffaloes from 4,51,600 in 1977 to 695800 in 1990. However, there is a decline in the number of poultry birds from 11,73,900 in 1977 to 9,37,100 in 1990. There is a sizeable decrease in the number of horses and ponies as well as camels over the years as modes of transport are increasingly being mechanized. There are 134 veterinary hospitals in the district and 178 permanent outlaying dispensaries and insemination units (*Annexure-I*).

The commercially important fish are: Dhambra or Rohu, Thail, Morakh or Mrigal, Kalehan, Shingara, Saul, Mullec, Paddi, Mahanseer, Khaga, etc. In the year 2000-01 an area of 341 hectare was stocked with fish, in which 6168 thousand fingerlings were raised. A sum of Rs. 10,47,000 was collected by way of total receipts.

Electricity

Amritsar was electrified for the first time in 1916 when the Municipal Committee, Amritsar started generating electricity through diesel/steam processes. However in 1932-33 hydro-power was introduced. The Punjab State Electricity Board feeds whole of Amritsar district.

The district is a net consumer of electricity as there is no power generating station in the district. However, to meet contingencies some big industrial houses had installed their own diesel generating sets. District is the second Highest consumer of electricity in the state. As per 2001, census there are total 490066 number of households and 410876 are electrified which means 78.87% households are electrified and total consumption of Electricity in the district is 1891.47 million units (*Annexure-I*).

Minerals and Mining

The whole of Amritsar district is composed of the recent deposits known collectively as the Indo-Gangetic alluvium, which consists of the alluvial sands, clay and loam. Apart from the clay used for brick making Kankar (calcium carbonate) is found which is used for road making. The best kankar beds are found in Ajnala on the left bank of Sakki from Karyal downwards and between Kler and Vadala Bhikhiwind. Good kankar is also found to the right and left on the Grand Trunk Road near Jandiala Guru at Varpal. In Tarn Taran it occurs at Bala Chak and Gohlwar. Amritsar was an important saltpetre-producing district but its production has declined over the years. On the whole, the district is poor in minerals and mining wealth.

Communications

Roads and railways are very important for the development of agriculture, industries and other economic developments of an area. Amritsar district is lucky in this regard as it enjoyed an efficient system of communication for quite sometime. At the time of partition of the sub-continent of India in 1947 there were about 333 km. of roads in the district, which were maintained by the Public Works Department. By 1980-81, the road length increased to 3,124 km and to 4139 km. by 2001-01.

As regards facility of roads, there were 78 km. of roads per 100 sq. km. of area and 152 km. of roads per lakh of population in the district. Further roads statistics reveal that in 2000-01, roads linked 98.67 per cent of villages

The important roads in the district are as (1) Amritsar- Pathankot Road, (2) Amritsar-Mehta-Sri Hargobindpur Road, (3) Amritsar- Ramdas-Dera Baba Nanak-Gurdaspur Road, (4) Amritsar-Dera Baba Nanak Road (5) Amritsar Tarn Taran-Hariker Road, (6) Amritsar-Jhabal-Khem Karan Road, (7) Amritsar-Tarn Taran-Goindwal Road, (8) Amritsar-Jandiala-Goindwal Road, (9) Hariker-Khalra Road, (10) Goindwal-Tarn-Taran-Jhabal-Goindwal Road and (11) Amritsar-Jalandhar Road (Grand Trunk Road) etc.

There are five railway lines situated in the district which are (1) Amritsar-Attari Branch Railway Line, (2) Amritsar-Verka-Dera Baba Nanak Branch Railway Line (3) Amritsar-Patti-Khem Karan Branch Railway Line, (4) Amrtisar-Batala-Pathankot Branch Railway Line and (5) Amritsar-Jalandhar-Delhi Main Railway Line

There is one airport in the district located at Rajasansi, which is used for civil flights from Delhi, Jammu, Chandigarh etc. The district has a Doordarshan relay Station at Amritsar, which relays Regional (Jalandhar Doordarshan Station's Programme) as well as National Programmes (Delhi Doordarshan Station's Programmes).

Trade and Commerce

Since the founding of the Amritsar city it has grown in trade and business activities gradually and emerged as the biggest centre of trade and commerce in the north-western India till the partition of the sub-continent in 1947. Amritsar is an important centre of trade and commerce for textile of all types, woollens (blankets, carpets, etc.) dry fruits, green tea, etc. The locally made papad and warian are known throughout the country for their spicy flavour. The district being a surplus in agricultural commodities exports wheat, paddy, maize, oil seeds, etc. in large quantities.

Though trade is mostly in the private hands, there is a District Wholesale Cooperative Marketing and Supply Society at Amritsar, which was registered on 30 September, 1953. It undertakes wholesale business of government supplies of agricultural seeds, implements, insecticides, fertilizers and other important goods, like sugar, oil etc.

The Amritsar Central Cooperative Consumer's Store Ltd. Amrtisar was registered on January 25, 1963 to ensure equitable distribution of various kinds of articles of consumers at competitive rates.

The State Trading was introduced in the district in 1958-59. Under this scheme fair price shops were opened in both urban and rural areas.

Since Amritsar had been an important centre of trade and commerce. Large number of banks are having their branches at Amritsar. As on 31st December, 2000 there are 341 scheduled bank branches (the highest for any district in the state) functioning in the district.

Forestry

Amrtisar district falls under this jurisdiction of Divisional Forest Officer, Amritsar. There are no regular forests in the district except the old reserved forests.

The area under forests in the district is 148 Sq. Km. and classified according to (1) Reserved Forests -10.0sq km. (2) Protected Forests - 96.0 sq km. (3) Unclassed Forests- 41.0 sq. km., (4) Private - 1.0 sq. km.

Medical and Public Health

Ayurvedic and Unani systems of medicine were popular in the district before the advent of the British. There were Vaidis and Hakims, who practiced at Amritsar city, which was the centre of trade and commerce and received special attention of Maharaja Ranjit Singh. The British introduced the allopathic system of medicine after annexation of Punjab. A hospital was opened near Ram Bagh. Thereafter chain of hospitals and dispensaries were opened throughout the district. During the British rule the allopathic system of medicine received the full patronage of the state Government. However, after independence the government started paying more attention to the indigenous systems of medicine. The progress was spectacular in the field of opening of medical and public health institutions since partition in 1947.

Punjab Govt. is running following institutes in the district (1) Punjab Mental Hospital, Amritsar, (2) Government medical College and Hospital, Amritsar, (3) Punjab Government Dental College and Hospital, Amritsar, (4) Hygiene and Vaccine Institute, Amritsar, (5) Punjab Health School, Amritsar

The Institutions like Pingalwara, Amritsar (mainly due to the efforts of Bhagat Puran Singh) and Martha David Home at Tarn Taran for the children of lepers are some institutions, which provide succour to the suffering humanity.

As on 20001, there were 33 hospitals, 175 dispensaries, 48 P.H.Cs., 48 Ayurvedic and Unani Institutions and 7 Homoeopathic Institutions in the district (*Annexure-I*).

Through there is no scarcity of drinking water in the district, 955 villages have been identified as water (protected water) scarcity villages. Out of these villages, 794 villages were provided protected drinking water under various schemes commissioned up to 2001. Still there remain 161 villages, which are to be provided the requisite facilities. The work is going on to cover the remaining villages, which may also get supply of protected drinking water shortly.

Education

Before the advent of British, the traditional system of education was practiced in the district like in other parts of the state/country. The Maktabas were the seat of learning for Koran in Arabic; Gurmukhi schools taught Gurmukhi and Adi Granth; Pathshalas taught Hindi and little arithmetic and in Majahjani school teaching of lande and Sarafi was conducted. There were also Persian and Sanskrit schools. It is an admitted fact that Amritsar was an

important and main centre of Sikh Learning, where 300 Gurmukhi schools existed. Also there was not a single mosque, gurdwara or a temple where school did not exist. The largest Pathshala was run by Pandit Achint Ram who taught Sanakrit grammar to about 75 pupils and prepared them for Pragya and visharad examination of Punjab University, Lahore. Likewise there was the largest maktaba located in the Khair-Ud-Din mosque in Hall Bazaar, where about 200 pupils were imparted instructions in Koranic studies in Arabic. Besides Persian was also taught. The largest Gurmukhi school was located in Akal Bunga where Bhai Atma Singh taught Adi-Granth in Gurmukhi to about 100 to 150 students.

The Christian Missionaries did pioneering work in female education. The oldest school in Amritsar is the Alexandra High School, founded by Church Mission Society in 1878. Its admission was restricted to Christians but since 1907 it is open to students of all castes and creeds.

The Muslims had 4 School, 3 of which were managed by Anjuman-E-Islamia founded in 1874. In May 1933 a Muslim Intermediate College was started near the Hall Gate in MAO High School. The college was upgraded to degree college in 1945. After partition it was taken over by the DAV Management Committee, New Delhi, who started herein a DAV College. The Singh Sabha started some schools at Amritsar in 1890, which are followed by Hindu Sabha High School and DAV high school. Some of the oldest and renowned educational institutions are: 1) Pandit Baijnath High School, Amritsar; 2) Balmukand Jharti High School, Amritsar 3) Ram Ashram High School, Amritsar (founded in 1923 by Acharya Sunder Singh; 4) Alexandra High School, Amritsar; (5) Shrimati Dayawanti Kanya Vidyalaya, Amritsar, (6) Khalsa College, Amritsar; (7) Hindu College, Amritsar, (8) Government College for Women, Amritsar (9) Modern College for women, Amritsar, etc.

Even though the district was bestowed with plenty of educational facilities yet the pace of progress picked up during post-independence period when large number of educational institutions were opened in the district.

The position of educational; institutions, as in 2001 in the district is as follows: 1 University; 20 Arts, Science Commerce and Home Science Colleges (13 Boys, 7 Girls); 2 Medical College; 2 teacher Training Colleges (B.Ed) 2, (1 Boy, 1 Girl); 131 Senior Secondary School 131 (104 Boys, 27 Girls); 240 High Schools (206 Boys, 34 Girls); 270 Middle Schools (262 Boys, 8 Girls); 1,461 Primary Schools (1,414 Boys, 47 Girls); 1 Elementary Teacher Training School (1 Boys); 3 Polytechnic (2 Boys, 1 Girl); and 13 Technical Industrial Art Craft Schools (9 Boys, 4 Girls) (*Annexure-III to XIV*).

Though the district was lucky in the location of some of the oldest educational institutions yet its performances in the field of literacy is not matching with its educational background. According to 2001 Census, the

district reported a literacy rate of 67.85 percent (68.85 percent urban and 78.37 percent rural) i.e. 73.58 percent for male (67.63 percent rural and 81.84 percent urban) and 61.41 percent for female (52.69 percent urban and 74.39 percent urban) (*Annexure-XI*).

Occupation

Amritsar district has reported the third highest percentage of urban population (40.00 percent) in the state, next to Ludhiana (55.80 per cent) and Jalandhar (47.45 percent) district in the State during 2001 Census. Therefore, occupational variation is bound to be more pronounced in this district.

There are 27.7 percent cultivators-category I (23.9 per cent male, 13.4 per cent female); 17.2 percent agricultural laboures-category II (15.07 per cent male, 22.4 per cent female); 0.52 per cent livestock, forestry, fishing, hunting and plantation orchards and allied activities-category III (0.51 per cent male, 0.53 per cent female); 4.0 percent in Household Industry. (2.6 male and 901 female) The percentage of other workers is 57.2 percent (57.8 percent male and 55.1 percent female).

In brief, population residing in rural areas has decreased by 5.91 percent in district. The total cropped area has gone up by 43000 hectares. There is an increase in milk production also i.e. 7706 thousand tons in 1999-2000 to 7,774 thousand tons in 2000-2001.

District:Amritsar		
Primary Statistics		
S.NO	ITEM	
1	Area	5096 sq. km
	Tehsils	7
	Blocks	16
	Towns	13
	Inhabited villages	1237
2	Population 2001	
	Total population	3074207
	Rural population	1844646
	Percentage to total Population	60%
	Urban population	1229561
	Percentage to total Population	40%
	Density	603
	Literate and educated persons	180881
	Literacy	67.85%
	Female per 1000 male	874
	Total Workers	1106714
	Main Workers	931485
	Marginal Workers	172155
	Non- Workers	1967492
	Break up of Main Workers	
	I) Cultivators	240157
	II) Agriculture Labourer	190355
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	44268
	IV) Other Services	633040
3	Local Bodies(2000-2001)	
	I) Zila Parishads	1
	II) Municipal Committees	10
4	Climate	
	Average Rainfall	207.9 mm
5	Agriculture(2000-2001)	
	Net Area Sown	446000 hect.
	Area Sown more than once	375000 hect.
6	Irrigation (2000-2001)	
	Net Area Irrigated by:	
	Govt. Canals	198000 hect.
	Wells/Tubewells	241500 hect.
	Total	439500 hect.
	Gross Area Irrigated	814800 hect.
7	Animal Husbandry (2000-2001)	
	Veterinary Hospitals	134
	Permanent Outlying Dispensaries & Insemination Units	178
	Area Stocked with fish	341 hect.
	Total Live Stock (Live Stock Census 1997)	1130200
	Total Poultry (Live Stock Census 1997)	1126300
8	Energy (1999-2000)	
	Consumption of Electricity	1891.47 million units
9	Forest (2000-2001)	
	Area under Forests	148 sq.km
10	Industries (2000)	
	Regd. Working Factories	1629

District:Amritsar		
Primary Statistics		
S.NO	ITEM	
11	Medical and Health (1.4.2001)	
	Hospitals	33
	Dispensaries	175
	P.H.Cs.	48
	Ayurvedic and Unani Institution	48
	Homoeopathic Institutions	7
	Beds installed in Medical Institutions (Allopathy)	4623
12	Co-operation (2000-2001)	
	Co-operative Societies	2816
	Primary Agricultural Credit Societies	416
13	Banking (2000)	
	Scheduled Banks	341
14	Miscellaneous(2000-2001)	
	Post Offices	485
	Police-Stations/ Police Posts	22 (13+9)

Source:Statistical Abstract of Punjab

District:Amritsar Demographic Profile		
	1991	2001
Population-Total	2505034	3074207
Male	1337755	1640024
Female	1167279	1434183
Rural	1651203	1844646
Male	882580	978761
Female	768623	865885
Urban	853831	1229561
Male	455175	661263
Female	398656	568298
Sex Ratio-Total	873	874
Rural	871	885
Urban	876	859
No. of Literates-Total	1209915	1808811
Male	722955	1038139
Female	486960	770672
Rural	678381	959890
Male	421088	564528
Female	257293	395362
Urban	531534	848921
Male	301867	473611
Female	229667	375310
0-6 Population-Total	4210904	408346
Male	226673	229034
Female	195231	179312
Rural	287036	261984
Male	154024	146445
Female	133012	115539
Urban	134868	146362
Male	72649	82589
Female	62219	63773
SC Total-1991	701582	N/A
Male	376069	N/A
Female	325513	N/A
Rural	539609	N/A
Male	289325	N/A
Female	250284	N/A
Urban	161973	N/A
Male	86744	N/A
Female	75229	N/A

Source: Statistical Abstract of Punjab

district reported a literacy rate of 67.85 percent (68.85 percent urban and 78.37 percent rural) i.e. 73.58 percent for male (67.63 percent rural and 81.84 percent urban) and 61.41 percent for female (52.69 percent urban and 74.39 percent urban) (*Annexure-XI*).

Occupation

Amritsar district has reported the third highest percentage of urban population (40.00 percent) in the state, next to Ludhiana (55.80 per cent) and Jalandhar (47.45 percent) district in the State during 2001 Census. Therefore, occupational variation is bound to be more pronounced in this district.

There are 27.7 percent cultivators-category I (23.9 per cent male, 13.4 per cent female); 17.2 percent agricultural labourers-category II (15.07 per cent male, 22.4 per cent female); 0.52 per cent livestock, forestry, fishing, hunting and plantation orchards and allied activities-category III (0.51 per cent male, 0.53 per cent female); 4.0 percent in Household Industry. (2.6 male and 901 female) The percentage of other workers is 57.2 percent (57.8 percent male and 55.1 percent female).

In brief, population residing in rural areas has decreased by 5.91 percent in district. The total cropped area has gone up by 43000 hectares. There is an increase in milk production also i.e. 7706 thousand tons in 1999-2000 to 7,774 thousand tons in 2000-2001.

District Amritsar																
No. Of working Teachers in Recognised Schools																
Type	1997				1998				1999				2000			
	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers
Universities	270	81	351	23.08	282	84	366	22.95	306	92	398	23.12	294	112	406	27.59
Art, Science, Commerce and Home Science Colleges.	391	325	716	45.39	370	394	764	51.57	390	383	773	49.55	338	413	801	51.56
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)	162	51	213	23.94	245	123	368	33.42	196	113	309	36.57	196	114	310	36.77
Teacher's Training College (B.ed.)	10	24	34	70.59	9	29	38	76.32	11	32	43	74.42	11	39	50	78.00
Senior Secondary Schools	1589	2190	3779	57.95	1415	2473	3888	63.61	1381	2363	3744	63.11	1326	2463	3789	65.00
High Schools	1637	1906	3543	53.80	1718	1821	3539	51.46	1727	1788	3515	50.87	1736	1603	3339	48.01
Middle Schools	671	754	1425	52.91	675	1081	1756	61.56	683	1106	1789	61.82	682	1023	1705	60.00
Primary Schools	1994	4425	6419	68.94	2104	4541	6645	68.34	2042	4100	6142	66.75	1768	4038	5806	69.55
Pre-Primary Schools																
Elementary Teacher's Training Schools	12	8	20	40.00	12	8	20	40.00	13	7	20	35.00	12	6	18	33.33
Polytechnic Institutions	83	17	100	17.00	90	18	108	16.67	95	18	113	15.93	105	20	125	16.00
Technical Industrial Art Craft Schools	182	59	241	24.48	185	56	241	23.24	190	53	243	21.81	195	49	244	20.08

Source: Statistical Abstract of Punjab

1. These figures relate to the state statistical Abstract and are not in conformity with the household survey conducted by the Department
2. For the purpose of District plan Number of School and Enrolment has been take as per survey figures

District Amritsar																
No. Of Students (Total)																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.	100	79	179	44.13	32	26	58	44.83	99	77	176	43.75	61	68	129	52.71
M. Phil.						5	5	100.00	9	48	57	84.21	5	19	24	79.17
M.A.	341	896	1237	72.43	387	954	1341	71.14	445	1015	1460	69.52	366	1012	1378	73.44
M.Sc.	212	342	554	61.73	316	483	799	60.45	280	491	771	63.68	278	555	833	66.63
M.Com.	30	58	88	65.91	55	82	137	59.85	26	97	123	78.86	29	89	118	75.42
B.A / B.A. (HONS)	4480	5787	10267	56.37	4643	6268	10911	57.45	4475	5994	10469	57.25	4274	6002	10276	58.41
B.Sc./ B.Sc. (HONS)	853	1031	1884	54.72	1076	1237	2313	53.48	1012	1116	2128	52.44	1416	1566	2982	52.52
B.Com./ B.Com. (HONS.)	1339	1087	2426	44.81	1453	1028	2481	41.43	1602	1350	2952	45.73	1526	1220	2746	44.43
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.																
M. B. B. S	447	303	750	40.40	477	392	869	45.11	456	410	866	47.34	456	454	910	49.89
B. ed.	98	292	390	74.87	74	276	350	78.86	89	281	370	75.95	85	284	369	76.96
Senior Secondary School	63972	45367	109339	41.49	64751	45802	110553	41.43	73329	53688	127017	42.27	76169	55698	131867	42.24
High School	58116	52159	110275	47.30	58424	52555	110979	47.36	53716	57273	110989	51.60	54886	56592	111478	50.77
Middle School	18904	15617	34521	45.24	20149	16310	36459	44.74	20522	17994	38516	46.72	21581	18357	39938	45.96
Primary School	123093	116227	293320	39.62	133387	124774	258161	48.33	130840	122167	253007	48.29	126603	115690	242293	47.75
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	75	75	150	50.00	96	101	197	51.27	103	100	203	49.26	94	100	194	51.55
Polytechnic Institutions	557	356	913	38.99	624	390	1014	38.46	533	44	577	7.63	644	444	1088	40.81
Technical Industrial Art and Craft School	1719	697	2416	28.85	1783	739	2522	29.30	1708	620	2328	26.63	1823	766	2589	29.59

Source: Statistical Abstract of Punjab

1. These figures relate to the state statistical Abstract and are not in conformity with the household survey conducted by the Department
2. For the purpose of District plan Number of School and Enrolment has been take as per survey figures

District Amritsar
No. Of Scheduled Caste Students.

Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment
Ph.D.		1	1	0.56	1		1	1.72				0.00				0.00
M. Phil.																
M.A.	25	21	46	3.72	25	36	61	4.55	29	31	60	4.11	30	24	54	3.92
M.Sc.	15	17	32	5.78	24	21	45	5.63	31	32	63	8.17	32	29	61	7.32
M.Com.	4	3	7	7.95	4	5	9	6.57	2	5	7	5.69	8	7	15	12.71
B.A / B.A. (HONS)	195	222	417	4.06	291	367	658	6.03	301	265	566	5.41	90	95	185	1.80
B.Sc./ B.Sc. (HONS)	18	22	40	2.12	42	47	89	3.85	17	14	31	1.46	28	31	59	1.98
B.Com./ B.Com. (HONS.)	9	15	24	0.99	30	25	55	2.22	24	15	39	1.32	5	2	7	0.25
B.F / B.Sc (Eng) / B.Arch. / B. Tech.																
M. B. B S	106	56	162	21.60	108	69	177	20.37	96	74	170	19.63	102	77	179	19.67
B. ed.	25	47	72	18.46	19	42	61	17.43	26	43	69	18.65	21	55	76	20.60
Senior Secondary School	8866	6238	15104	13.81	9003	6415	15418	13.95	11448	10576	22024	17.34	12481	10216	22697	17.21
High School	12727	7939	20666	18.74	12834	8052	20886	18.82	12510	8831	21341	19.23	13944	8895	22839	20.49
Middle School	3595	2915	6510	18.86	3736	2784	6520	17.88	5293	4152	9445	24.52	5652	4324	9976	24.98
Primary School	60059	56267	116326	39.66	62990	58932	121922	47.23	65448	60616	126064	49.83	65658	59237	124895	51.55
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	24	26	50	33.33	24	25	49	24.87	25	26	51	25.12	25	26	51	26.29
Polytechnic Institutions	117	77	194	21.25	185	81	266	26.23	173	81	254	44.02	177	85	260	23.90
Technical Industrial Art and Craft School	315	123	438	18.13	366	172	538	21.33	355	150	505	21.69	369	172	541	20.90

1. These figures relate to the state statistical Abstract and are not in conformity with the household survey conducted by the Department
2. For the purpose of District plan Number of School and Enrolment has been take as per survey figures

Source: Statistical Abstract of Punjab

Annexure -VII

District Amritsar						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	109554	102129	211683	137098	123410	260508
Middle	40683	39622	80305	48245	45779	94024
Elementary	150237	141751	291988	185343	169189	354532
High School	25661	20925	46586	45140	45529	90669
Sr. Secondary	14908	11523	26431	47586	30417	78003
Secondary	40569	32448	73017	92726	75946	168672
Total (I-XII)	190806	174199	365005	278069	245135	523204

Source: Statistical Abstract of Punjab

District Amritsar						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	112911	106687	219598	140627	129754	270381
Middle	38938	41762	80700	45979	47831	93810
Elementary	151849	148449	300298	186606	177585	364191
High School	26287	19115	45402	45039	43017	88056
Sr. Secondary	12849	9823	22672	45606	29332	74938
Secondary	39136	28938	68074	90645	72349	162994
Total (I-XII)	190985	177387	368372	277251	249934	527185

Source: Statistical Abstract of Punjab

Annexure - IX

District Amritsar						
Enrolment in rural schools (Recognised- total)						
	Enrolment in Rural School			% of Enrolment in Rural to total enrolment		
	Male	Female	Total	Male	Female	Total
Primary	131288	101681	232969	82.43	83.48	82.55
Middle	54048	40666	94714	78.79	78.02	78.46

Source: Statistical Abstract

District Amritsar			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	2505034	1209915	48.3
Male	1337755	722955	54.04
Female	1167279	486960	41.72
Scheduled Caste Population			
Total	701582	189303	26.98
Male	376069	127305	33.85
Female	325513	61998	19.05
Non-Scheduled Caste Population			
Total	1803452	1020612	56.59
Male	961686	595650	61.94
Female	841766	424962	50.48

Source : Census of Punjab, 1991

District : Amritsar

Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
011	Ajnala	57.13	63.44	50.01	55.55	61.98	48.32	71.74	76.66	65.98
006	Amritsar-I	66.76	72.90	59.85	64.46	70.61	57.69	77.40	82.90	70.56
007	Amritsar-II	76.36	79.85	72.35	61.68	67.55	54.81	79.15	82.21	75.65
010	Tarn Taran	64.90	73.90	55.11	63.11	72.78	52.59	76.06	80.89	70.82
009	Patti	55.27	62.98	46.58	52.32	60.30	43.35	70.95	77.16	63.89
012	Khadoor Sahib	64.22	70.81	57.02	64.22	70.81	57.02	-	-	-
008	Baba Bakala	68.66	74.94	61.86	67.65	73.99	60.85	80.12	85.44	73.94
District		67.85	73.58	61.41	60.65	67.83	52.69	78.37	81.84	74.39
State		69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Census data

Annexure - XII

District Amritsar						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	178253	156857	335110	103432	91405	194837
2000	180152	158123	338149	102926	91279	194205
2001	181224	141983	323207	101682	87485	189167
2006	154832	140779	295611	111028	96722	207750
2011	151667	139260	290927	86974	80264	167238
2016	156224	143438	299662	92671	84949	177620

Source: RGI Estimates

Annexure -XIII

District Amritsar							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	32.40	22.1	29.17	36.97	37.58	37.29
	2000	26.68	20.01	23.57	36.85	37.46	37.12
Middle	1999	31.9	39.81	40.90	46.05	44.27	48.92
	2000	40.53	38.37	37.19	55.95	62.17	58.75

Family Survey 2002

Annexure - XIV

District Amritsar						
Gross Enrolment Ratio 2001- 02						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	106.21	103.96	105.22	102.72	100.62	101.76
Middle	89.62	83.85	87.04	80.55	71.54	76.43
High	84	72.16	78.7	68.75	52.02	61.22
SR.Sec	54.81	52.39	53.73	33.13	29.33	31.49

Source: Family Survey 2002

Sr. No.	District	Integrated child development scheme	Classification of Nutritional Status (%)				Total children covered
			Normal	Grade-I	Grade-II	Grade-III+	
1	AMRITSAR	Ajnala	68.44	23.79	4.86	2.92	100.00
		Amritsar (U)	51.61	33.21	13.77	1.41	100.00
		Bhikhiwind	62.60	33.80	2.59	1.01	100.00
		Chohla Sahib	51.96	40.03	6.14	1.87	100.00
		Chowgawan	51.82	42.88	3.15	2.14	100.00
		Gandiwind	60.98	33.19	4.06	1.77	100.00
		Harsha Chhina	68.79	23.31	6.08	1.82	100.00
		Jandiala Guru	69.49	22.03	7.31	1.18	100.00
		Khadoor Shahib	81.14	12.39	4.45	2.03	100.00
		Majitha	58.38	32.39	7.55	1.68	100.00
		Naushehra Pannua	69.98	25.00	2.37	2.65	100.00
		Patti	48.02	44.96	5.10	1.91	100.00
		Rayya	55.64	39.68	3.91	0.77	100.00
		Tarn Taran	64.62	30.88	3.18	1.32	100.00
		Tarsika	78.13	16.32	4.41	1.14	100.00
		Valtoha	72.70	24.21	2.67	0.43	100.00
		Verka	49.39	47.93	1.37	1.31	100.00
District Total			62.70	30.73	5.00	1.56	100.00

Source : SW Department

PART-II

School Evaluation and Gradation Method

Evaluation:

The evaluation activity will be conducted thrice in a year with two different stages i.e. self-evaluation (first evaluation) and evaluation through an authorized team (second and third evaluation).

Self-evaluation :

It is the basis of School Evaluation and Gradation Process because it aims at a continuing process of development and improvement in the school rather than finding faults and weaknesses in the school system. It would be initiated by the school, teachers and community and after preparing two copies of the evaluation report one copy will be forwarded to the Primary Block Education Officer through the Cluster Resource Person and one copy will be retained at school.

After 15 days of the starting of a new session the school-Head will call a meeting of his colleagues and discuss the items of evaluation to start the self-evaluation process. Every teacher will share the responsibility according to his capacity and resources. School-Head will form a core team to carry out the job. A proper record of the efforts, division of work, participation of community and its cooperation will be maintained which will also include the cooperation of teacher. The School-Head will complete all these formalities upto 7th of May so that self-evaluation process could be completed by 5th of May.

Team-evaluation :

After scrutiny of the self-evaluation report at block level an action plan will be chalked out for the development of every school and it will ensure the speedy disposal of the assistance to the school, A three months time would be allowed to the school to remove the weaknesses recorded in the self-evaluation report. A three-member team authorized by D.E.O. (P) will conduct the evaluation in October and January ends.

The **gradation** of the school will be done on the basis of the points achieved after the third evaluation.

Gradation Method

Sr.no	Grade	Points	Description
1.	A	91% and above	Ideal
2.	B	81% – 90%	Premier
3.	C	71% – 80%	Excellent
4.	D	61% – 70%	Efficient
5.	E	51% – 60%	Better
6.	F	41% – 50%	Average
7.	G	31% – 40%	Low
8.	H	21% – 30%	Erratic
9.	I	11% – 20%	Dilapidated

School Building and its Surroundings :

These are the significant factors for better maintenance of school. The points will be awarded for complete and appropriate provisions for the school. Every item of school evaluation should be considered according to the needs and availability and the proper utilization of facilities. The facility not being appropriate should be considered as weakness and no point should be awarded by considering it a deficiency. The development and improvement of school is possible only if the weakness is accepted. After identification of the needs the required resources could be managed. The needs of the school are not short-termed and go on changing with the passage of time .

So during the process of development / improvement the resources for the future needs should also be identified well in time.

Teaching material and teaching aids :

Teaching material and teaching aids are the equipments of a teacher with which he moulds a child into a good student. The need and importance of these equipments can never be underestimated.

Teaching material makes the school a better place than the self-education of home. In teaching material library, play equipment, musical instruments are also included. These all things collectively not only fulfill the educational needs of the pupils but also assist in the over-all development of the character and personality of the pupils. As the points for the availability of teaching material are awarded similarly the points should be awarded for their use also. It should be kept in mind that this material should not be procured just for a formality but its proper use should also be ensured.

School Management :

The management is not the duty of School-Head only. In this duty every official and employee also participates. The function of the School-Head no doubt is to lead them but whole of the school management does not remain workable with leadership only. Without proper management no achievement is possible. The work done casually always remains useless. The sources are never limited and a good administrator can use them limitlessly. Rules and regulations give direction and guidance to every process. The observance of the rules enhances the position of achievement. The official or non-official funds received by schools should be used according to rules. Create a cooperative mission spirit in your colleagues and community.

School-Head :

School is the reflection of a school-Head. School-Head has to lead not only the colleagues, students and community but he has to create an example with his work and conduct. The source of knowledge is never small or big. It is the capability of the person who uses the source. Your proficiency in the area of curriculum enhances your position in your colleagues. One of the most significant aspects of the job of School-Head is that he has to coordinate with different types and levels of people at a time. School-Head has a direct link with the students of his school as also with the teacher. He is linked directly with the non-teaching staff and PTA and PASWAK members also. School-Head has to manage the school and become the source of motivation also. So he should have the understanding of the rigidity of rules and also the feeling of creative flexibility.

Student:

Children are sent to school not only for passing the classes but the society has an expectation from you that you will not only teach them reading–writing and speaking–understanding only but will prepare them for the larger field of life. You have to mould and shape them according to the needs and expectations of the society. The books and syllabus in themselves are not ends but these are the means. When the student of your school rises in life the satisfaction you get would be the most invaluable.

Class room transactions :

The school can not be worthwhile without the good behaviour of the teachers. The concrete only is not the foundation of school. The base of school and education is an efficient teacher and his proper guidance. The teaching methodologies are there to assist the teacher in teaching work. For good objectives and feelings better methodologies are needed. The work carried out methodologically becomes not only easy but the achievement also surpasses the expectations. The teacher should have the knowledge of the impacts of the activity being done, on the pupils. All pupils do not have the same level of knowledge and concentration but the teacher should always try to bring equalness in them. The teacher should always keep in mind that child is not an empty vessel which is being filled with knowledge by him. But he should have in mind that child is a complete personality and teacher is assisting in its development.

Togetherness of children :

The school is a mini society for the child where he has to learn the way of leading life. The child has to learn it in school that how the cooperation of others is obtained and how one can be helpful to others. Similarly he learns to work with team spirit in the school itself. It is the school which teaches them that the people have different levels of knowledge. They also learn that every person has qualities. Some have more intellectual qualities whereas some others have creative and physical qualities. So it is necessary that a child should mix-up maximum with his peers in the school. Child is like a flower and the teacher has to make every effort to help him blossom in a better way. If the children mix-up with each other in a positive way it is very useful for their mental development. It should be kept in mind that any child may not terrorise others with his physical, economic or social might.

Community Participation :

By sending the child to school, parents give their own and their child's future in your hands. That is why the school should be an effective organization in their interest also. Taking the maximum help and advice from community in school management and developmental works will make your task easy and increase the achievement also. Generally there are two types of people in the community. One are those who do not take much interest in the school, and others are those who take keen interest even in the minutest details of the school. We need to be ready to face any question on the activities of school and also create interest of others towards the organization. The transparency and success of the PTA, MTA, PASWAK will increase the participation of the community in the same useful degree. The school which is having complete and unrestricted cooperation of the community could flourish four times more than the school not having such cooperation. The community keeps such means and experiences which could be used for organising more resources and utilize them effectively. You should always keep in mind that the community folks will not come to you themselves for participation because they may feel that they are interfering in your function. So it is imperative that you should go to them. This way they would feel honoured and it would be more useful for you also.

The experience of last fifty years shows that keeping the community away from school-management has resulted in deadly effects on education system. Now we need to improve the situation. Who could be more interested than parents in the development of their children. The participation of community does not imply that the rules should be violated for favouring anybody.

Conclusion

Evaluation does not mean the evaluation of children. The evaluation of teachers, school and the institutions related to them is also included. This means the evaluation of complete school process. Evaluation has more than one uses. It not only shows the achievement level of the children but also draws our attention towards our weaknesses and needs. Evaluation is the means to show the achievements of school to the community. The evaluation should be such that it should give happiness to the child for his hardwork and motivate others for more hardwork. The process of evaluation can only become useful if you consider it an effective tool for the development of school. The success of evaluation lies in carrying out the complete procedure/method of this process. More you try to learn the procedure/method, more improved result would emerge. The record of evaluation process kept by you will guide you in the years to come.

EDUCATION GUARANTEE SCHEME (EGS)

EGS as an Alternative System:

The focus of this scheme is on ensuring participation of all 'out of school' children including children living in small, unserved habitations and other categories of children like working children, migrating children, street children, adolescent girls etc. who are out of school. Thus the 'raison-d' etre' of the scheme is to provide access to schooling for such children. However, the succeeding paras would clearly indicate, there is considerable stress on quality issues and introduction of appropriate child-centred, multi-level teaching strategies through intensive teacher training, development of appropriate TLM and pupil evaluation practices, regular academic support to Education Volunteers etc.

To maintain the quality of EGS certain basic essentials are ensured e.g. minimum infrastructure, equipment, reasonable honorarium of the Education Volunteers, proper investment in their professional preparation and regular academic support etc. These essential elements or non-negotiables would necessitate appropriate financial investments. Mere insistence on 'low-cost' results in dilution in quality. Therefore, the investments under the revised EGS would be much higher than the current NFE scheme. However, it would be still less than the per-pupil investment in the formal system, largely on account of the considerable lower honorarium to the Education Volunteers compared to salaries of regular government teachers.

The issue of child-work is a vexed one. Opinions on this issue range from considering every child who is not in school as a child labourer or a potential child labourer to a resigned acceptance of child-work as a corollary of the poverty in the country. Generally, recent educational programmes and projects have taken the stand that any work that comes in the way of a child regularly participating in school education upto the age of 14 years should be considered as 'child labour' and therefore opposed.

It is difficult to make a clear, ideological statement on the issue of child labour in the context of EGS. However, by stressing time bound achievement of UEE, i.e. enrolment and completion of elementary education by all children, the SSA does imply that all children should be in school and not at work.

The duration of part-time alternative schools under EGS will now be a minimum of four hours a day in the day time (except rare cases where evening/night centres may be allowed). The education volunteer would put in at least an extra hour of preparation time (beyond the time for which the centre

functions) to plan for the day including documenting child wise progress, maintaining teacher's diary, finalising the TLM etc. for the various subjects, contacting the community/ parents of children etc. This would also address the quality issue of inadequate instruction time and also help in ensuring that children are away from work for a significant part of the day.

A significant proportion of the children currently 'out of school' (at the primary level) do not have physical access to a schooling facility within 1 km of the habitation. EGS centres set up in these habitations would be full-time day schools and would continue to exist in these habitations as Education Guarantee Centres or become the regular schools once certain conditions are fulfilled.

There is no specific period of duration of the school in a particular village/slum. While EGS centres would continue to function for several years till upgraded, even centres for other categories of children could continue till 'out of school' children in the area are covered. It is not expected that all children would complete education up to class IV/V in 2 years only. Bridge courses/ residential camps would continue for varying duration depending on the requirement of children of different age groups. It is possible that a particular bridge course continues throughout the year and different children take 3 months to 1 year to reach the educational level of the grade to which they are to be admitted.

For the rest of the children (not living in small, unserved habitations), the focus will be on their enrolment into formal schools. Wherever, 'mainstreaming' can be planned for such children, there would be a need for specific interventions prior to and even after their enrolment into regular schools. These would include residential camps, drop-in centres, bridge & transitional courses, vacation or condensed courses and remedial teaching through community volunteers engaged in EGS centres.

But the experience has been that certain children who are in extremely difficult circumstances e.g. street children, children who migrate with their families, wage earning child labourers, adolescent girls (11-14 years of age) cannot be easily enrolled into formal schools directly. Some of these groups of children require specific, flexible strategies based on their situation to ensure that they complete primary/ elementary education, and this could be ensured through EGS centres only.

Thus EGS would not be the substitute for a dysfunctional school but actually provide flexible strategies for specific groups of children. For children in the age group of 6-8 years, the thrust would be on ensuring their enrolment in regular schools. If necessary, a motivational school readiness/bridging summer camp could be provided under EGS to ensure all eligible children in a habitation actually enrol in the regular schools.

With this basic thrust, the EGS would not detract from strengthening and improvement of regular schools. Mainstreaming, which is stressed under EGS would not be possible unless regular schools are strengthened, have adequate teachers and infrastructure and are made accountable to the community to ensure that the most disadvantaged children are able to continue and 'learn'.

Strategies and interventions of EGS

Children in remote, school-less habitations :

Opening of EGS centres in school-less habitations not having a school within 1 km with at least 15 children of 6-14 years of age not enrolled at school. These would be single teacher schools with an Education Volunteer from the same habitation. Some of the important strategies are being implemented in various states to provide universal physical access for primary schooling. In some states, such schools have grade I and II only and are envisaged as feeder schools for formal primary schools.

Bridge courses/Back to School camps :

These strategies support mainstreaming of children into formal schools through bridge courses of varying duration which bring 'out of school' children to age-appropriate competency levels through condensed courses followed by their admission into appropriate grades in the formal school. The duration of the bridge course would depend on the age of the children and their prior education. The bridge courses could be residential or non-residential, could be organized in the community.

Very specific, flexible strategies for certain groups of children :

Street children, children of sex workers, children on railway platforms, children living in slums, children living on construction sites, children working in shops, dhabas, mechanic shops, as coolies, as domestic workers, in juvenile homes, children whose parents are in jails etc, could be the vital targetted groups under the EGS. The strategies would be bridge courses, remedial teaching centres, residential camps, drop-in centres, half-way homes etc. Strategies for such groups would also include contact based activities e.g. outreach workers to establish rapport with the children, a counsellor to provide emotional support and a doctor to cater to their health needs.

Long duration residential camps for elder out of school children :

These would be of 12-24 months duration that help children of ages 12-14 years to complete primary/upper primary education at the camp itself. Since such camps would have high per child cost, they will be adopted sparingly in deserving cases.

Short duration summer camps or schools :

These would be organized to motivate children in the age group of 6-8 years to enroll in schools or even for remedial teaching prior to start of a new school session.

Strategies for adolescent girls :

For adolescent girls the interventions would be adopted similar to that of the Mahila Samakhya programme and several other NGO run programmes in other states. These include Jagjagi centres, short duration motivational and literacy centres which are residential in nature, from where the girls could go on to attend longer duration residential camps. The focus of these motivational/preparatory centres apart from inducting the girls into the formal system would be to also impart life oriented and gender sensitive education. The learners apart from reading and writing would get information regarding legal aid, health care, environment and women issues.

Several other strategies may be required depending on the specific target group. EGS encourages diversified strategies. It should be recognized that some of these strategies require extensive community mobilization and prior work at the grass root level with parents, children, community, Education Volunteers, employers etc.

Community involvement :

Community involvement will be central to the implementation of any of the strategies under EGS. The involvement of the community would be operationalized through parent's groups, Village Education Development Committees and Panchayats.

Education Volunteers (EV) :

The EV would be selected by the local community where the centre is proposed to be established. The state has already defined the role of the local VEDC, Panchayat and the committees of the parents where children are to be enrolled in EGS centre. EV for a primary level centre would be atleast 18 years of age and a matriculation pass, preference would be given to women

candidates, who preferably, belong to the same habitation and also belong preferably to the same community as the children who would be enrolled in the centre.

These schools will have:

- Children in the age group of 6-14 years all together in a class.
- The teacher of the school will be from the same village/community.
- The space for the school will be provided by the community.
- In most cases the school will be located in the habitation or adjoining the habitation.
- The timings of the school will be decided by the community to suit the learners.

Ensuring quality education and sustaining it in schools as envisaged in this scheme is a challenge which is to be addressed. What is understood as quality education already stands stated and clarified.

When we discuss quality of a school we need to talk about the **learners** at the school, the **teacher**, the **space** of the school, the school **environment**, the **material** and equipment of the school and the teaching-learning material.

When we discuss the school from the point of view of the **learners**, it has to be a place

- Where children are free to explore and experiment.
- There are opportunities for children to do things themselves and learn, to play, work and talk with children of their own age as well as those older to them.
- There is a variety in the learning situations for the children.
- There is an adult who is concerned about the physical, cognitive and social development needs of all the children.
- This adult is interested in the children and is available whenever the children need.

If a school is able to provide children with an environment which is facilitative and allows them to explore and learn independently, there is no reason that children will not be at school each day.

The **teacher** is the cornerstone to ensure quality in a school. While selecting a teacher it will be crucial to select someone who will

- be sensitive to the needs of the children
- be capable of planning activities according to the needs of the children

- have a clear understanding about the learning areas of the different subjects.
- be able to prepare plans for each child to do individually as well as in a group
- enable the children to develop as self motivated learners.
- Work along with the children instead of getting things done from them.

The **space** for the school should allow for children to be able to work either in one large group or in small groups and also individually. There should be space for both indoor and outdoor play. The materials and equipment of the school and the teaching learning material can be organised adequately and also stored properly. The room should get sufficient natural light and air. The school should have basic amenities of drinking water and toilets.

Children should be allowed to handle and use most of the **material** available in the school. Children should have access to and are encouraged to use books and other learning material other than the prescribed text books. There is a sufficient amount of play material and equipment available for the children to use. The material available for the learners should be such that the children can independently use it with minimal help of the teacher.

The **community** should have a sense of belonging towards the school. The community members could be involved in ensuring that the teacher is regular to the school and all learners are also regularly attending school.

It has been attempted to broadly discuss the parameters, which impact the quality of a school and its practices. This is not an exhaustive list, and therefore it can be further broadened. The challenge lies in not only developing a good quality school but also maintaining it. Some of the areas in which it would be critical to focus are as follows:—

- appropriate and adequate space for a school
- a creative, sensitive and skilled teacher
- an initial training and regular academic support for the teacher
- appropriate and sufficient teaching learning material for the centre to be made available prior to the opening of the centre and a system by which it is replenished regularly.
- a variety of learning material and resource material both for the learners and the teacher
- proper utilization of all available resources
- capable and efficient system which is sensitive towards children and the society.

SPECIAL EDUCATION NEEDS AND THE DISABLED

Every significant disability bring in its way certain educational needs. If we wish to Universalize Elementary Education(UEE), inclusion of children with special needs is a pressing imperative. Access to education is a right of every child. The goal of UEE cannot be achieved by denying education to these children. Hence, children with special needs should also be brought into the fold of meaningful learning. Many surveys have projected that the magnitude of the problem of disability is immense and its impact is severe especially in small towns and rural areas.

In India 65 percent of the people live in rural areas, small towns and cities where conventional and segregated rehabilitation services have failed to meet the needs of majority of persons with disabilities. With the scattered population of disabled children it is a greater challenge and a daunting task to reach the services to the unreached in the remote and rural places. Illiteracy, lack of basic facilities such as health education, employment adds to the magnitude of the problem of people with disabilities. The paradoxical situation is that only three percent of people with disabilities have access to any type of rehabilitation support.

Though concerted efforts are afoot to Universalize Primary Education, a large number of specially challenged children have yet to get any type of educational or any other rehabilitation support. Therefore there exists a gap between needs and provisions. This has stimulated a recent appraisal of the strategy for educating children with disabilities. It has been realised that segregated and special schools approach cannot meet the needs of majority of the disabled children. Therefore regular schools have to play a bigger role through redesigning, restructuring and modifying the objectives, strategies and curricular approaches of the general school system with an inclusive approach to meet the needs of children with disabilities through preschool education.

The inclusion of pupils with learning difficulties in ordinary schools and classrooms is presently a part of a large world wide human rights movement which calls for full inclusion of all children including those with special needs in all aspects of life. This concept of inclusive education enjoys a high profile around the world by virtue of its incorporation into the policy documents of numerous international organizations, most notably the United Nations. Standards of UN policies such as those embodied in the UN convention on the Rights of the child (1989), the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and the 1994 UNESCO

Report on the Education of children with disabilities, all affirm the rights of children to equal education without discrimination within the mainstream education system. The Education Policy of 1986 and 1992 states that children with disabilities are to be integrated in mainstream education system.

Inclusive Education (IE) is a feasible alternative to reach children with disabilities and provide them with their basic right to education. IE involves two linked processes: the process of reducing the exclusion of learners of local mainstream education centres and bringing about an attitudinal change in the society to remove the barriers for inclusion. It has become more and more clear to us that a number of groups remain particularly vulnerable, children with disabilities and other, who for a variety of reasons experience barriers to learning within existing arrangements. These include:

- Children with impairments/disabilities
- Those who are already in education but for a variety of reasons do not achieve adequately
- Those who are not enrolled in school, but could participate if alternative forms of schooling responsive to the diversity of learners in their community are made available
- Those with more severe special needs, requiring additional support.

Formal and informal education though overtly designed to facilitate learning, comprises a range of barriers to learning and participation. These could be structural, pedagogical, temporal, conceptual, epistemological, professional, financial or attitudinal obstacles. The barriers can be located within the learners, within the centre of learning, within the education system, within the families and within the broader social, economic and political context.

Inclusive Education is more than including the disabled, often taking away people from examining the many other exclusionary pressures within society and its schools. Children with different disabilities are scattered in small numbers in the community. The issue of inclusion is not concerned with how a relatively small group of pupils with varied impairments and marginalized might learn along with others, but it lays the foundation for an approach that could lead to the transformation of the system and society.

The Punjab Education Policy 2002 and its Programme of Action lays greater emphasis on Inclusive Education for the disabled. But for the more practical aspects of transition the needs is to determine a set of inclusive principles and guidelines. Often in the past schools have ignored the origins of culture of the diverse learners, their role in the community and their financial needs. The practice of inclusive education hinges on an understanding of this

diversity among learners and planning sustainable educational provisions responding to specific situations.

A limited understanding of the needs of children with disabilities often based on deep rooted cultural beliefs, resistance to change and ignorance are perhaps the greatest barriers to inclusive education which exist at all levels from policy makers to the local functionaries. Strategies for attitudinal shifts are generally designed on the experience alien to them. So the need is to increase understanding of how people get influenced in a given context and develop mechanism and processes to make this a continuous process.

It has been noted that inequalities in the society such as urban/rural disparities, discrimination etc. are linked with inadequacies in educational provisions as seen in the insufficient number of centres of learning and other facilities. The inability of learners to access the educational provisions and other services impact adversely on the learning process.

Keeping in view the special education needs of the disabled and for ensuring an appropriate provision of support service, the required data has been collected and various linkage programmes have been launched so as to identify the special education needs of the disabled and removing impediments hampering the appropriate provision of support services.

A family survey has been conducted to gather data of total out of school children and children with challenges. Nearly all education management information systems are school based. So the linkages between home-based preschool teaching and regular school system to facilitate inclusion of children have been developed.

One of the most serious barriers to learning and development is found within the curriculum itself that relates primarily to the inflexible nature of the curriculum, which prevents it from meeting diverse needs among learners. One of the most serious ways in which learners are prevented from accessing the curriculum is through inadequate provision of materials or equipment they need for learning to take place. Such barriers often affect learners, especially with disabilities, who do not receive the necessary assistance devices which equip them to participate in the learning process. The efforts have been made to make the curriculum child oriented and some modules for the guidance of the teachers in this regard have been developed. Special care has been taken to ensure that curriculum meets the diverse needs of the first learners and facilitate joyful learning. To facilitate inclusive learning significant importance has been given to appropriateness and flexibility in curriculum.

Lack of shared conceptual understanding, timely resources, inter ministerial linkages, inter sectoral connections, bureaucratic hurdles and inappropriate planning are the key contributing factors to inappropriate and

inadequate support provision. To ensure appropriate provision of support service an appropriate support system from the block to higher level has been developed. The support system is developed in terms of trained personnel, infrastructure and teaching and learning materials for effective inclusion practices.

Education begins at birth and continues for the whole of our lives. Schooling is a phase in the process of education. This phase is to be seen as the time when parents and society share the task of education with teachers in special places of learning we call schools. So, to build up parental involvement in education of the child, special provisions have been made to take parents into confidence regarding the education of their children. Thus there would be a partnership of the teachers and parents in providing effective inclusive education and over coming barriers of exclusion. This built up partnership, therefore, depends on an acceptance that parents and the community are heterogeneous and have a real contribution to make through VEDCs, MTAs, PTAs etc. where parents of disabled children now have a role to play.

A lack of a clear understanding of inclusion poses challenges in all education systems. Through education management information systems it has been ensured to create awareness and work with the existing system to bring attitudinal change among local government and decision makers. It has been ensured to involve the stake holders of inclusive education at policy level. The long pending requirement to restructure the existing school system and instructional methodology for providing more options for learning to children with special needs has been fulfilled. The general school system has undergone a major change. For responding to a range of diverse needs, to develop a high skill in the regular teachers, the provisions of in-service training and pre-service training have been put in place.

Keeping in view the need to develop appropriate support system for the disabled children in preschool education the following needs in terms of trained materials viz-a-viz children with seeing problems, hearing problems, moving problems and those mentally retarded have been indentified.

Support Services Needed by Children with Seeing Problems

The children with seeing problems need the support services at preschool inclusive education like pre-cane skills, pre-integration training, educational games and toys, sensory training, peer sensitization and sensitized teacher.

Education of Children with Hearing Problems

The needs for education of children with hearing problems are sensitized teacher, training in ADL, speech and language development, development of communication skills, hearing aids, audio-metric assessment, pre-integration training and peer sensitization.

Education of Children with Moving Problems

The needs for education of children with moving problems are trained staff, pre-integration training, physiotherapy, speech therapy (cerebral palsy), need based equipment, gait correction, access facilities, adapted physical environment and peer sensitization.

Education of Children with Mental Retardation

The needs for education of children with mental retardation are training in ADL, sensitized general teachers, resource and itinerant teachers, adapted curriculum, different kind of TLM, various instructional techniques and peer sensitization.

Guidelines for the conduct of

Village Educational Development Committee

1. Village Educational Development Committee (VEDC)

The Village Educational Development Committee (VEDC) constituted by Education Deptt. will strive to help raising the educational level of school and making it effective. VEDC will call at least one meeting between 2nd to 7th of every month. Complete record of the resolutions passed in these meetings shall be kept safely.

2. Following are the functions of VEDC:

- To consider new plans for raising the educational level and betterment and construction of school.
- To communicate with the village residents regarding sanctioning of projects for the school and expenditure of funds thereon.
- To intimate the village-residents regarding construction plan of the school and management procedure to be adopted.
- To obtain, as far as possible, the participation of village people in the functions of construction of school and to organize willing labour to complete it.
- To undertake review of the progress of functions of construction.
- To prepare progress reports.
- To solve every sort of local problem of the school.
- To give complete information to all the parties regarding the development works.
- To motivate and attract all the out-of-school children and their parents to the school.
- To motivate the children engaged in labour, their parents and their employees to send them to school.

3. In addition to above the VEDC will also undertake the following functions:

- To look after the school buildings.
- Purchase of furniture and its repair, to be used by the students.
- Provision of black boards and their up keeping.
- Providing water, electricity, fresh air, light, fans etc. and their up keeping.
- Cleaning of school and its surroundings.

diversity among learners and planning sustainable educational provisions responding to specific situations.

A limited understanding of the needs of children with disabilities often based on deep rooted cultural beliefs, resistance to change and ignorance are perhaps the greatest barriers to inclusive education which exist at all levels from policy makers to the local functionaries. Strategies for attitudinal shifts are generally designed on the experience alien to them. So the need is to increase understanding of how people get influenced in a given context and develop mechanism and processes to make this a continuous process.

It has been noted that inequalities in the society such as urban/rural disparities, discrimination etc. are linked with inadequacies in educational provisions as seen in the insufficient number of centres of learning and other facilities. The inability of learners to access the educational provisions and other services impact adversely on the learning process.

Keeping in view the special education needs of the disabled and for ensuring an appropriate provision of support service, the required data has been collected and various linkage programmes have been launched so as to identify the special education needs of the disabled and removing impediments hampering the appropriate provision of support services.

A family survey has been conducted to gather data of total out of school children and children with challenges. Nearly all education management information systems are school based. So the linkages between home-based preschool teaching and regular school system to facilitate inclusion of children have been developed.

One of the most serious barriers to learning and development is found within the curriculum itself that relates primarily to the inflexible nature of the curriculum, which prevents it from meeting diverse needs among learners. One of the most serious ways in which learners are prevented from accessing the curriculum is through inadequate provision of materials or equipment they need for learning to take place. Such barriers often affect learners, especially with disabilities, who do not receive the necessary assistance devices which equip them to participate in the learning process. The efforts have been made to make the curriculum child oriented and some modules for the guidance of the teachers in this regard have been developed. Special care has been taken to ensure that curriculum meets the diverse needs of the first learners and facilitate joyful learning. To facilitate inclusive learning significant importance has been given to appropriateness and flexibility in curriculum.

Lack of shared conceptual understanding, timely resources, inter ministerial linkages, inter sectoral connections, bureaucratic hurdles and inappropriate planning are the key contributing factors to inappropriate and

inadequate support provision. To ensure appropriate provision of support service an appropriate support system from the block to higher level has been developed. The support system is developed in terms of trained personnel, infrastructure and teaching and learning materials for effective inclusion practices.

Education begins at birth and continues for the whole of our lives. Schooling is a phase in the process of education. This phase is to be seen as the time when parents and society share the task of education with teachers in special places of learning we call schools. So, to build up parental involvement in education of the child, special provisions have been made to take parents into confidence regarding the education of their children. Thus there would be a partnership of the teachers and parents in providing effective inclusive education and over coming barriers of exclusion. This built up partnership, therefore, depends on an acceptance that parents and the community are heterogeneous and have a real contribution to make through VEDCs, MTAs, PTAs etc. where parents of disabled children now have a role to play.

A lack of a clear understanding of inclusion poses challenges in all education systems. Through education management information systems it has been ensured to create awareness and work with the existing system to bring attitudinal change among local government and decision makers. It has been ensured to involve the stake holders of inclusive education at policy level. The long pending requirement to restructure the existing school system, and instructional methodology for providing more options for learning to children with special needs has been fulfilled. The general school system has undergone a major change. For responding to a range of diverse needs, to develop a high skill in the regular teachers, the provisions of in-service training and pre-service training have been put in place.

Keeping in view the need to develop appropriate support system for the disabled children in preschool education the following needs in terms of trained materials viz-a-viz children with seeing problems, hearing problems, moving problems and those mentally retarded have been indentified.

Support Services Needed by Children with Seeing Problems

The children with seeing problems need the support services at preschool inclusive education like pre-cane skills, pre-integration training, educational games and toys, sensory training, peer sensitization and sensitized teacher.

Education of Children with Hearing Problems

The needs for education of children with hearing problems are sensitized teacher, training in ADL, speech and language development, development of communication skills, hearing aids, audio-metric assessment, pre-integration training and peer sensitization.

Education of Children with Moving Problems

The needs for education of children with moving problems are trained staff, pre-integration training, physiotherapy, speech therapy (cerebral palsy), need based equipment, gait correction, access facilities, adapted physical environment and peer sensitization.

Education of Children with Mental Retardation

The needs for education of children with mental retardation are training in ADL, sensitized general teachers, resource and itinerant teachers, adapted curriculum, different kind of TLM, various instructional techniques and peer sensitization.

Guidelines for the conduct of Village Educational Development Committee

1. Village Educational Development Committee (VEDC)

The Village Educational Development Committee (VEDC) constituted by Education Deptt. will strive to help raising the educational level of school and making it effective. VEDC will call at least one meeting between 2nd to 7th of every month. Complete record of the resolutions passed in these meetings shall be kept safely.

2. Following are the functions of VEDC:

- To consider new plans for raising the educational level and betterment and construction of school.
- To communicate with the village residents regarding sanctioning of projects for the school and expenditure of funds thereon.
- To intimate the village-residents regarding construction plan of the school and management procedure to be adopted.
- To obtain, as far as possible, the participation of village people in the functions of construction of school and to organize willing labour to complete it.
- To undertake review of the progress of functions of construction.
- To prepare progress reports.
- To solve every sort of local problem of the school.
- To give complete information to all the parties regarding the development works.
- To motivate and attract all the out-of-school children and their parents to the school.
- To motivate the children engaged in labour, their parents and their employees to send them to school.

3. In addition to above the VEDC will also undertake the following functions:

- To look after the school buildings.
- Purchase of furniture and its repair, to be used by the students.
- Provision of black boards and their up keeping.
- Providing water, electricity, fresh air, light, fans etc. and their up keeping.
- Cleaning of school and its surroundings.

- Development of the surroundings and their decoration.
- Development of play grounds for the school and their care.
- To plant trees and flowers around the building of the school and their care.
- To help in educational functions of the school (As Teaching-Learning Materials etc.)
- Provision of school library and news papers, magazines etc. for the mental development of child.
- To help the needy children.
- Provision of sports material for students and organising sports and games.
- To arrange educational tours for students.
- To organize cultural programmes in school.
- Provision of medicines and first aid kit for emergencies.
- Provision of equipment for the recreation of students.
- Appointment of educational volunteers and payment of their remuneration.
- To bring the out-of-school children in school.
- To distribute the grant and books in time under its own supervision to the S.C. children, handicapped children and the girls.
- To prepare a list of school age children who are in school and out-of-school.
- To supervise the annual grant sanctioned to school and teachers and keep the accounts of expenditure.
- To undertake other educational & physical activities required for the multi-faceted development of children.
- To look after the personal needs of poor and S.C. children and ways for their eradication so that children are attracted to schools.
- To maintain the discipline of school in such a way that it helps in working of schools as well as does not hamper the happiness of children.
- In addition to the above any other positive function to be done/to be got done for school education and students and fulfill the needs related to education.

4. **Process for undertaking works**

- The works up to Rs. 15 lakh. It has been decided to authorize the village Educational Development Committee (VEDC) to undertake works of estimated Rs. 15 lakh from the govt. funds/grants. VEDC shall be provided with designs and estimates for construction and building work and necessary

advice shall be provided during construction work. It shall also be helped to keep the proper records of the works done. VEDC will not have to call tenders for the works falling under their authority. VEDC shall be fully entitled to spend from the grants/funds received.

- The Education Deptt. will issue directions from time to time regarding the designs drawings, estimates and construction of different types of buildings and works.
- Assurance of quality :VEDC will manage to undertake construction work according to the estimates of scope, design and specifications intimated to it. If VEDC feels that any change is desirable in estimates or other allied works, it can call a meeting of VEDC and pass a resolution therein regarding change.

5. Use of grants by VEDC

The funds released by the government for undertaking the works shall be deposited in the joint account to be operated by VEDC chairman and school head jointly. There will be no need to seek sanction of the District Education Officer for operating the account. All payments above Rs 500 hundred shall be made through crossed cheque only, which shall be signed by the concerned chairman and school head. No work shall be undertaken without any resolution passed by VEDC.

- VEDC shall ensure that village people should contribute in cash and kind (land) so that more and more people may participate in school development works.
- grant shall be used under specified terms and conditions.
- After using the grant for the purpose it was received the remaining grant/money can be spent on any other work only after the resolution to be passed by VEDC.

6. Local construction Committee

For the supervision of the works undertaken by VEDC, a local construction committee shall be constituted for each work through resolution of VEDC passed separately for each such committee. The decisions taken by the local construction committee shall have to be put up and passed in the monthly meetings of VEDC.

The constitution of this committee shall be as below:

- VEDC chairman
- School head (Member Secretary)
- An ex-serviceman from defence/retired teacher (from Punjab Govt.)
- P.T.A. female member

- one more PTA member (male or female)
- Two more members can be taken from the village having technical know-how.

(There shall be at least two female members in the committee)

Bar on Contractors-There shall be a complete bar on contractors for carrying out the works undertaken by VEDC.

1. The method of expenditure on construction works undertaken by VEDC.

- VEDC shall pass a resolution before taking any work in hand and a resolution shall also be passed for undertaking the work and estimate of expenditure to be incurred on that. The school head will keep proper descriptive record of the expenditure on works, under specified rules. The school head will be responsible for the safety of the record of expenditure which will be open at any time for the inspection of the Block Education officer/District Education officer (primary).
- chairman and school head shall prepare a detail of the expenditure to be done, before withdrawing money from the joint account.
- no money shall be withdrawn from bank in advance, without necessity.
- All the payments regarding works shall be made by the of chairman (VEDC) and the school head. They shall be personally and severally responsible for any discrepancy or loss, while spending money on works.
- While booking the expenditure the number and date of passing of the resolution shall be written on every voucher.
- Chairman VEDC and school head shall be responsible for keeping actual payees receipt (A.P.R) voucher regarding expenditure in their records safely. They shall also be responsible for the safe custody and maintenance of cash book, stock register etc.
- Before starting any construction a photograph of the place and its surrounding shall be taken. The photographs will also be taken before or after laying slabs and completion of construction work which shall always be kept in record for inspection.

5. A committee for the fixation of rates of materials and labour and inspection there of.

The committee constituted by education Department shall meet at times to fix the rates of materials and labour needed for the construction work and for the inspection there of.

6. Accounts of expenditures

The directions shall be issued from time to time regarding expenditure incurred by VEDC and keeping the accounts of the materials purchased by it.

7. Audit system

a) The social Audit of the works undertaken by the VEDC.

- The VEDC shall fix a display board in the school or at a common place in which a description of the grants received by the chairman, name of works, estimated cost of the works, the date of beginning of work, the material purchased and the date of completion of work shall be mentioned. It shall be kept up to date by adding daily progress in it.
- VEDC will prepare an inspection book, which will be made available to the departmental officers at the time of their visit. The chairman and school head shall be bound to obey the orders/suggestions marked in the inspection book by the department officers.
- VEDC will call a meeting between 2nd and 7th of every month to give the information regarding expenditure on works under construction and the progress of VEDC to the members.
- VEDC will call a meeting of Gram-Sabha at least twice in a year, in which the complete information regarding the grants received and spent by the VEDC shall be disclosed to it. Advice and suggestions of the village residents shall be obtained regarding school and educational progress and VEDC will consider it and take decision in the next meeting of VEDC.

II. Legal Audit

The accounts of the VEDC organizations shall be got audit by the C.A. appointed by the department. In addition to it the C.A.G. will continue to undertake its audit as per the rules of Punjab & Central governments.

8. Monitoring of the progress of works.

The monitoring of the progress of the construction and other works undertaken by VEDC shall be done on the basis of the monthly progress reports. The officers of the district and the state level shall review the progress of the works from time to time.

9. Progress Reports

a) School Level

The school head will prepare the progress report in the prescribed Proforma prepared by the department. This report shall be presented in the meeting of the VEDC to be held between 2nd and 7th of every month. After the approval of the VEDC the progress report shall be sent to the C.R.C. under the signatures of chairman VEDC and school head.

b) C.H.T.

The C.R.C. coordinator will send his report to the block officer within two days after receiving the same from the schools and compiling it in the prescribed format and signing it for dispatch. He himself would inspect the ongoing works at least once in a month and will pen down his comments in the inspection book.

c) B.P.E.O.

After receiving the reports from C.R.C. coordinator, block primary officers will complete the information in the prescribed format and after signing the same he will send it to his district officer within two days. He will himself inspect the ongoing works at least once in three months and will pen down his comments in the inspection book.

d) District Level

The District officer will send these reports to his head office within two days, duly compiled in the specified format and signed by him. He himself or through his nominee will visit for inspection of the ongoing works at least once in six months and will pen down his comments in the inspection book.

e) State level

The State Project Director, Punjab, Sarva Sikhiya Abhiyan will compile these reports and scrutinize the same and will himself or through his nominee visit at least ten percent schools each year to inspect the ongoing works.

10. Annual Report

- VEDC will prepare an annual report in the end of the financial year in which the details of the grants received during the year from different sources, their utilization and the detail of balance shall be incorporated. The estimates of the work to be undertaken during the next year and the detail of the estimated expenditures shall also be incorporated in it.
- The chairman VEDC and school head will sign this reports. VEDC will send copy of this annual reports to the C.R.C
- C.R.C, after compiling the annual reports received from the VEDC will send the consolidated report of his respective cluster to the Block Education officer (primary).
- Block Education officer (primary) will receive the reports from the C.R.C. and after consolidating them will send to the District Education Officer (primary) under his own signatures.
- The District Education Officer (primary) will receive the annual reports from the blocks and will consolidate them and analyse them. He will send the same to the State Project Director with his comments. He will send a quarterly and annual progress report of the ongoing works to the state and central governments.

11. Department directions

The Education Department will issue directions from time to time regarding the functioning of the VEDC. VEDC will be bound to obey these directions.

The Constitution of Village Educational Development committee (VEDC)

The Village Educational Development Committee is a means to speed up the development of elementary education. It is like constituting a local management committee for every school which takes active part in the developmental works of the school and implements the same. It represents both, the local bodies and general public.

The following shall be the members of VEDC

Headmaster (Due to designation)	Secretary
Two Members Panchayat (one female member is necessary)	Member
Two P.T.A. members (one female member is necessary)	Member
Ex- serviceman	Member
A Retired teacher (from Punjab Education deptt.)	Member
Donator or N.R.I.	Member
Total members including Secretary	Eight

The selection of chairman shall be done by the members. Head master as member will not take part in it.

D.E.O (P) will establish the VEDC and recognize it. The village panchayat will nominate two members of it after a resolution for their inclusion in it. The P.T.A. of the school will be asked to nominate two members from among them. P.T.A. will nominate one ex-serviceman out of two ex-servicemen. Remaining nominations will be done by D.E.O. (P) with the recommendations of the head master. After receiving all recommendations D.E.O. (P) will constitute the VEDC. The term of VEDC will be three years. Only D.E.O. (P) will be competent to initiate any change in the membership because only he is responsible to keep the VEDC functioning and this also comes under his authority.

All the funds of school development will be deposited in the VEDC account. Which will be operated by chairman VEDC and member secretary jointly. VEDC will take part in planning the development works of school, will keep an eye on the implementation process, and with the upkeep of the projects ensure its best utilization. Before initiating any project VEDC will enter into a memorandum of understanding (MOU) with the government. D.E.O.(P) on behalf of the government and chairman VEDC and secretary will sign this memorandum.

The term of the membership of the members nominated by P.T.A. will expire with the expiry of their membership with P.T.A. The P.T.A. will nominate a new member to fill the vacancy, who will be accorded ~~recognition by the D.E.O.(P)~~

On the expiry of the term of the Panchayat, the new panchayat will nominate its members as described above; who will be accorded recognition by the D.E.O.(P).

Similarly if the retired teacher of the education deptt. is not available for the VEDC, the VEDC will nominate some other retired employee as new

member with a resolution and will recommend his name to D.E.O.(P) for recognition.

To undertake the works in a better and continuing way the VEDC can constitute a sub-committee after passing a resolution in its meeting. It can nominate technical and other people from village who can guide or help in the works. At least fifty percent of such members should be female. The decisions of such sub-committee are necessary to be endorsed by VEDC.

Signatures of at least five members are necessary on the resolution passed by VEDC. Out of which the signatures of two female members are necessary.

If a member of VEDC is not available for any reason even then the functioning of VEDC will continue and with a resolution regarding the absence of member it can nominate a new member on its place. No vacancy of a member should remain vacant for more there three months. D.E.O.(P) will ensure that the number of VEDC members always remain full. D.E.O.(P) will be responsible for any such discrepancy.

Although initially the constitution of VEDC will be done by the D.E.O.(P) but after the experiences of different projects slowly it shall be given the form of an elected committee of the village-residents.

Guidelines for Civil Works To be undertaken by Village Educational Development Committee(VEDC)

1. Regarding Construction

The school –construction by Village Educational Development Committee means a participation in planning the future of our own village and creating a better future for the children of the village. Village Educational Development Committee has to undertake different type of construction. For the creation of a better future of the children, in addition to a good book they need good teachers, clean environment and sufficient buildings. Except other works VEDC has to undertake various types of construction for which it will take the following different works in hand:

- VEDC is fully competent to purchase construction material of every kind.
- VEDC can engage masons and labourers for construction work.
- VEDC will purchase a material of better kind for the construction, at a low cost.
- VEDC will ensure that the construction work is done with correct measure of mixture. It does not have to seek approval from any other department to engage labour and purchase construction material.
- VEDC members can give and take advice while making purchases, engaging labour for works and keeping the records properly. If need be they can take the assistance of better-experienced people of their village.
- For this purpose it will constitute a local construction committee, the detail of which has already been given at pp 13-14 of the book, the “Rules for functioning of VEDC”.
- VEDC will purchase quality material from good shops and will procure at least three quotations before doing so. It will purchase the best material on lowest prices.
- VEDC will engage efficient masons and labourers on low wages which could have the capacity to understand and observe the building map and could complete the building in accordance with it.
- VEDC cannot give any construction work on contract.

2. Technical issues

- No building or foundation should be laid on the freshly filled soil, where the base level is filled with fresh soil to level it, it will be filled with water so that the soil put there should get set.

- Only best quality of bricks should be used in construction works the crushing power of which should not be less than 105 k.g/ s.c.m.
 - Before using the bricks these should be soaked with water properly because dry bricks do not catch the cement mixture properly.
 - For examining the grade of bricks on the spot inspection should be done as below:
 - a) Take the weight of two to five bricks.
 - b) Keep them drowned in water in a pot for more than twenty-four hours. (Note that these bricks are fully wet with water)
 - c) Bring out these bricks and clean the wetness with some cloth. Weigh them again. Their weight should not increase twenty percent more than their previous weight.
 - The sand should be neat and clean, there should be no soil in it. For raising the walls and plaster the specification of sand should be 1.5 F.M and for concrete mixing it should be of 2.5 to 3.5 F.M.
 - The concrete mixture should be used within thirty minutes after adding water to it. A mixture of more than one bag of cement should not be prepared at one go. A mixture of more bags should be prepared only when it is being prepared for lintel or slabs.
 - Never use brickbats while raising the walls.
 - While raising the walls the thickness of joints of bricks should be in between 6.25 to 9.4 m.m.
 - At least fifteen days of wetting of plaster is required for maturing it. The date of construction should be noted down on the black board with chalk.
 - Only pressed steel chowkhats should be used which fulfill the prescribed specifications of P.W.D. Before fixing it at site, these should be quoted well with the primer.
 - The joints should be cut marked at least up to 13 m.m so that it may catch plaster in a better way.
 - If the walls are not being plastered even then they look better surfaced.
 - While doing face work the extra cement mixture should be wiped out from the bricks.
 - Plywood panels should not be used for outer doors and windows; only solid wood panel manufactures in the factory should be used which fulfill the prescribed specification of P.W.D
-
- Don't use unmaturred shuttering for beams and roofs. Only use steel or maturred wooden shuttering which may remain intact while the vibrator is on job.
 - Use shuttering oil only, don't use used mobil oil.
 - Wherever necessary a drip course should be carved on the rain shade so that rain water may not come in.

The following shall be the members of VEDC

Headmaster (Due to designation)	Secretary
Two Members Panchayat (one female member is necessary)	Member
Two P.T.A. members (one female member is necessary)	Member
Ex- serviceman	Member
A Retired teacher (from Punjab Education deptt.)	Member
Donator or N.R.I.	Member
Total members including Secretary	Eight

The selection of chairman shall be done by the members. Head master as member will not take part in it.

D.E.O (P) will establish the VEDC and recognize it. The village panchayat will nominate two members of it after a resolution for their inclusion in it. The P.T.A. of the school will be asked to nominate two members from among them. P.T.A. will nominate one ex-serviceman out of two ex-servicemen. Remaining nominations will be done by D.E.O. (P) with the recommendations of the head master. After receiving all recommendations D.E.O. (P) will constitute the VEDC. The term of VEDC will be three years. Only D.E.O. (P) will be competent to initiate any change in the membership because only he is responsible to keep the VEDC functioning and this also comes under his authority.

All the funds of school development will be deposited in the VEDC account. Which will be operated by chairman VEDC and member secretary jointly. VEDC will take part in planning the development works of school, will keep an eye on the implementation process, and with the upkeep of the projects ensure its best utilization. Before initiating any project VEDC will enter into a memorandum of understanding (MOU) with the government. D.E.O.(P) on behalf of the government and chairman VEDC and secretary will sign this memorandum.

The term of the membership of the members nominated by P.T.A. will expire with the expiry of their membership with P.T.A. The P.T.A. will nominate a new member to fill the vacancy, who will be accorded recognition by the D.E.O.(P).

On the expiry of the term of the Panchayat, the new panchayat will nominate its members as described above; who will be accorded recognition by the D.E.O.(P).

Similarly if the retired teacher of the education deptt. is not available for the VEDC, the VEDC will nominate some other retired employee as new

member with a resolution and will recommend his name to D.E.O.(P) for recognition.

To undertake the works in a better and continuing way the VEDC can constitute a sub-committee after passing a resolution in its meeting. It can nominate technical and other people from village who can guide or help in the works. At least fifty percent of such members should be female. The decisions of such sub-committee are necessary to be endorsed by VEDC.

Signatures of at least five members are necessary on the resolution passed by VEDC. Out of which the signatures of two female members are necessary.

If a member of VEDC is not available for any reason even then the functioning of VEDC will continue and with a resolution regarding the absence of member it can nominate a new member on its place. No vacancy of a member should remain vacant for more there three months. D.E.O.(P) will ensure that the number of VEDC members always remain full. D.E.O.(P) will be responsible for any such discrepancy.

Although initially the constitution of VEDC will be done by the D.E.O.(P) but after the experiences of different projects slowly it shall be given the form of an elected committee of the village-residents.

Guidelines for Civil Works To be undertaken by Village Educational Development Committee(VEDC)

1. Regarding Construction

The school –construction by Village Educational Development Committee means a participation in planning the future of our own village and creating a better future for the children of the village. Village Educational Development Committee has to undertake different type of construction. For the creation of a better future of the children, in addition to a good book they need good teachers, clean environment and sufficient buildings. Except other works VEDC has to undertake various types of construction for which it will take the following different works in hand:

- VEDC is fully competent to purchase construction material of every kind.
- VEDC can engage masons and labourers for construction work.
- VEDC will purchase a material of better kind for the construction, at a low cost.
- VEDC will ensure that the construction work is done with correct measure of mixture. It does not have to seek approval from any other department to engage labour and purchase construction material.
- VEDC members can give and take advice while making purchases, engaging labour for works and keeping the records properly. If need be they can take the assistance of better-experienced people of their village.
- For this purpose it will constitute a local construction committee, the detail of which has already been given at pp 13-14 of the book, the “Rules for functioning of VEDC”.
- VEDC will purchase quality material from good shops and will procure at least three quotations before doing so. It will purchase the best material on lowest prices.
- VEDC will engage efficient masons and labourers on low wages which could have the capacity to understand and observe the building map and could complete the building in accordance with it.

- VEDC cannot give any construction work on contract.

2. Technical issues

- No building or foundation should be laid on the freshly filled soil, where the base level is filled with fresh soil to level it, it will be filled with water so that the soil put there should get set.

- Only best quality of bricks should be used in construction works the crushing power of which should not be less than 105 k.g/ s.c.m.
 - Before using the bricks these should be soaked with water properly because dry bricks do not catch the cement mixture properly.
 - For examining the grade of bricks on the spot inspection should be done as below:
 - a) Take the weight of two to five bricks.
 - b) Keep them drowned in water in a pot for more than twenty-four hours. (Note that these bricks are fully wet with water)
 - c) Bring out these bricks and clean the wetness with some cloth. Weigh them again. Their weight should not increase twenty percent more than their previous weight.
 - The sand should be neat and clean, there should be no soil in it. For raising the walls and plaster the specification of sand should be 1.5 F.M and for concrete mixing it should be of 2.5 to 3.5 F.M.
 - The concrete mixture should be used within thirty minutes after adding water to it. A mixture of more than one bag of cement should not be prepared at one go. A mixture of more bags should be prepared only when it is being prepared for lintel or slabs.
 - Never use brickbats while raising the walls.
 - While raising the walls the thickness of joints of bricks should be in between 6.25 to 9.4 m.m.
 - At least fifteen days of wetting of plaster is required for maturing it. The date of construction should be noted down on the black board with chalk.
 - Only pressed steel chowkhats should be used which fulfill the prescribed specifications of P.W.D. Before fixing it at site, these should be quoted well with the primer.
 - The joints should be cut marked at least up to 13 m.m so that it may catch plaster in a better way.
 - If the walls are not being plastered even then they look better surfaced.
 - While doing face work the extra cement mixture should be wiped out from the bricks.
 - Plywood panels should not be used for outer doors and windows; only solid wood panel manufactures in the factory should be used which fulfill the prescribed specification of P.W.D
-
- Don't use unmaturred shuttering for beams and roofs. Only use steel or maturred wooden shuttering which may remain intact while the vibrator is on job.
 - Use shuttering oil only, don't use used mobil oil.
 - Wherever necessary a drip course should be carved on the rain shade so that rain water may not come in.

- The soil should be pressed properly and tapered while the tiles are to be fixed on the roof top. Fill the joints of tiles with cement mixture properly and wipe out the extra mixture with the brush.
- The slope on the rooftop should be made in such a way that the rain water may flow immediately and no risk of water seepage from roof top remains possible.
- For finishing only use wooden float. Metal float should not be used for finishing.
- For R.C.C. work only I.S.I. steel should be used.
- After the construction work is complete the cleaning of the site should be got done immediately.
- Only grade 43 cement should be used which is available with major producers like Vikram cement, Shree cement, D.L.F., Jay kay cement, Lakshami cement, Benani etc.
- Plaster used in chalkboard should be used by mixing green cement pigment with it. The same method should be used to make borders on walls for cills of windows but hirmachy should be used in it, not the green cement pigment.
- Every construction should be completed as per the sanctioned map and drawing.
- While painting and white washing it only I.S.I. mark synthetic enamel should be used. Only special type of paint like good lass, Nerolac, Asian Paint, Burger paint, Jonson-Nicholson, Garware or Shalimar should be used. For teaching the children the difference of colors, different colors like red, yellow, green, blue should be used.

3. Expenditure Record

- The member secretary (school head) of VEDC will keep the record of the expenditure in the Cash Book.
- The detail in the Cash Book should be entered as per the specimen no; SSA/PASWAK/1/2
- The signatures of member secretary and two other members are necessary on all the purchase vouchers.
- All these signed vouchers should be filed properly and safely in voucher files so that these could be shown to the auditor when required.
- The expenditure met on bringing and carrying material etc. should be noted in a register.
- The payment to labourers, masons etc. should be made according to their presence marked in the muster roll. The form of this muster roll is SSA/PASWAK/1/2.1.
- A social audit shall be done of all the works undertaken by VEDC meaning thereby that record of the same should be shown to every member of school or village residents kept clearly and neatly. The detail

of such process is given in the book 'The Methods of Keeping Accounts' a profroma of social audit is marked at its page 20 which should be hanged on the wall of the school where it can be seen by everybody. The size and colors of the board are specified and it should be made in the same way. The monthly functions of VEDC shall be displayed on the main board and the viewer can find out which works are in progress, what is the estimated cost of it, when the work was started and when will it be completed. It will also come into knowledge that how much money is being spent on the following five components:

1. New construction
 2. Repair
 3. Purchase
 4. Honorarium/Remuneration
 5. Others
- VEDC will ensure that its every official record should be up to date. It will fill up and keep ready all the required progarmmes from time to time so that any officer/authority may inspect it in detail any time. Govt. is providing us with unaccounted money for the reform of the educational system. We have not only to utilize this money judiciously but it is also to be kept in mind that our honesty should remain transparent. It is necessary that community should have full faith in our honesty and decisions. It is possible only if we keep all the records ready for inspection. All the details have been given in the book, 'The Methods of Keeping Accounts' The Cash Book, Brief detail of accounts, the assets procured through grants, stock Register, material at site register etc. should be kept ready and up to date at every time.
 - A small extra board should be hanged with the main board by VEDC in which the detail of only ongoing works shall be given, on the other board a description of masons and labourers engaged in work will be displayed with numbers. The name of the material issued for completion of work should also be detailed. All the entries on this board should be with chalk only and it should be kept up to date with the completion of the ongoing works. This second board should give the present situation of every work being done so that the community may know the progress and the expenditure being incurred on the project in hand, and how the money is being spent on it.
 - The work being done by VEDC should be done according to the directions and guidelines of the department otherwise VEDC will be held responsible for it.
 - While starting construction all maps and drawings should be shown to the mason so that he may understand his job properly.

Guidelines for Maintaining the Accounts of Village Educational Development Committees

1. Sources of income

VEDC may receive grants from central/state governments, local governments etc. from time to time. In addition to it VEDC may receive grants from other sources as, a grants under any scheme of the Punjab government, grant under any scheme from central govt. such as Sarva Shikhya Abhiyan, P.M.G.Y, J.R.Y. etc, from district development and planning board, village panchayat, chief Minister or any other department or central/state Minister, Industrialists or traders, individuals or organizations, P.T.A. or any other source. The grants/funds received from above sources will be coded properly and entered into the cash book.

2. Guidelines regarding expenditure against grants received by Village Educational Development Committees

Chairman VEDC and member secretary shall keep the records of grants received. Account books and other records shall be maintained by secretary VEDC, but chairman VEDC will look after that accounts of grants received and expenditure are maintained properly. It will be necessary to have a resolution passed by VEDC regarding the work to be undertaken and estimated expenditure to be met thereon. Without passing the resolution VEDC can neither start the work nor spend any money against it.

It is the responsibility of secretary VEDC to present the details of grants/funds received and expenditure made in the monthly, annual meetings of VEDC and get the resolution passed. After getting it passed in the VEDC meeting member secretary will be liable to send monthly progress report to the coordinator of cluster centre.

To maintain the accounts properly the expenditure has been divided into following major heads.

-
- i) New construction
 - ii) Repair
 - iii) Purchase in addition to construction
 - iv) Honorarium/remuneration
 - v) Others.

i) New construction

VEDC will spend money on purchase of materials like, bricks, cement, iron bars sand, bajri, rori, and their cartage and labour etc; electricity fittings and wood and the labour charge thereof; wages to labourers and payments of hired material etc. VEDC will take land in donation only from the panchayat or an individual and will not purchase land in any case.

As far as possible the construction works should also be carried out with the help of village-residents so that every possible contribution of willing labour should be at hand and the expenditure on cartage and labour may be saved. People will also feel that the building constructed belongs to them only.

ii) Repair

VEDC will undertake the repair of old buildings such as roofs, walls, floors, doors, windows, ventilators, boundary wall, main gate etc. In addition to it VEDC will take care of furniture, fittings and other equipments of the school and get them repaired when required.

iii) Purchase

VEDC will purchase office and class-room furniture, black-boards, teaching-learning materials, sports goods, furniture, almirahs, books, newspapers, magazines etc. for libraries.

iv) Honorarium/ Remuneration

VEDC will organise special programmes, engage educational volunteers, teaching of fine-arts to the children and extra curricular activities for the education of E.G. centres, E.C. centres, girls and children of S.Cs and will make payments of remuneration to the personnels deputed for it.

v) Others

VEDC will spend money on its works and other allied works to achieve its objectives, such as payment of water and electricity bills, cleanliness of surroundings, decoration, play grounds, plants and trees around school and play grounds, help to needy children, educational tours, cultural programmes; and medicines and first aid materials for children in emergencies.

VEDC will be responsible to maintain income and expenditure account in a scientific manner properly. It is again emphasized that no expenditure will be made without the resolution passed regarding it. No work should be started or no payment should be made against it without a resolution passed regarding it.

It will be the responsibility of school-head to maintain income and expenditure accounts in the Cash Book. He will keep the expenditure receipts, bills, vouchers properly tagged in the voucher file, date wise and number-wise, and keep the same safely. Every receipt will have the signatures of chairman VEDC, school head and one member of VEDC so as to give them needed authenticity. Resolution number and date of meeting will be written on every voucher.

It will be the responsibility of the school-head to prepare the cashbook of financial year and to get it checked time to time from the authorities. Every time the authority checking the Cash Book will sign on it with date. The authority checking the cashbook will sign the vouchers also and put date of checking thereon. If the checking authority finds any discrepancy in it she/he will give her/his comments in the cashbook.

VEDC will enter the details of income and expenditure in its monthly progress report also. VEDC will also enter in the report that how much money is lying as unspent balance against the funds received.

COMPUTERS AND ITS ALLIED SERVICES AS NEW TECHNOLOGY IN SCHOOL EDUCATION

Making a new Educational System

Let us to break away from the structural limitations of the current worldwide system of schooling. Like architecture a century ago, we can make this break because we have new resources with which to work, suspending traditional implementation constraints. We aim to make a new system of education, one different from the system of print-based schooling that has dominated educational effort for the past five centuries. To make such a departure, five components essential in the construction of the given system need to be redesigned with full awareness of the potentialities of information technologies in mind.

» How should we organize educative activity in space and time to make full use of information technology? What should its location and schedule be?

» What well-springs of human emotion and activity should it tap for its driving energies?

» How should we manage the works and knowledge of our culture so that presentation of them through advanced information technologies will best support the educative effort?

» What pedagogical resources will best enable students to explore, select, and appropriate the skills and ideas that the culture proffers to them?

» How can we structure the activities of teaching so that they attract highly talented people and provide them with self-renewing and self-developing conditions of work?

These questions will lead us into considering a complex system in which multiple sets of arrangements function in reciprocal interaction. We will survey this complexity by attending to five distinct topics -- environment, motivation, culture, educational method, and staffing.

Educational Design of Learning Environments

We need a starting point: look first at the environment, the organization of educational space and time. The basic unit of school space is the classroom, world around. It is scaled for one teacher and an appropriate number of students. The basic unit of school time is ~~the period, which aggregates into the school day, which in turn aggregates into the school year.~~ The period is essentially an hour, including transition time between periods, plus or minus 25 percent, with occasional use of double periods. How can information technologies help alter these basic units?

Educational computers can provide asynchronous supports for both forms of synchronized classroom interaction, recitation and discussion. Drill and practice systems allow students to get the benefits of systematic recitation without having to be synchronized in space and time with their teachers or their peers. These programs allow each student to pursue them at his own pace and, in a properly networked environment, at a time and place of his choosing

Motivational Source of Education

Think of a fifth-grade classroom. Imagine the class dealing with virtually any subject. The teacher has just provided an explanation of a key point summarized in the text. She asks a question -- some pupils raise their hands and wave eagerly, confident that they know the answer. Some sit in a studious effort to avoid attracting the teacher's attention, knowing that they do not know and not wanting that fact to be registered in the public knowledge of the teacher or the class. Others seem neither eager nor reluctant, they fidget, raise and lower a hand in ambivalence, thinking they know the answer but not being sure, wanting to earn the teacher's commendation, but fearing that, if wrong, they risk rejection or rebuke. These are the signs of instructional competition at work. From the early grades through the highest levels, the existing system motivates children by engaging them in a competitive effort to shine in recitation and examination, in which each tries to show that he or she has mastered better than others the information sanctioned to be fit for his or her level and to be correct in the view of academic authority. As a result of this reliance on competition, the educational system functions as a powerful sorting mechanism, and when it becomes clear to many that however they may try, they have lost the competition, they drop out.

It is remarkable how thoroughly existing educational systems, around the world, have been adapted to harness competitive motivations. It is very hard to find arrangements in schools that have been designed to encourage children to act from other motivational sources.

But there are other powerful motivators, among them cooperation and it is remarkable how few educational arrangements have been designed to motivate children to learn through cooperation. The reason for this imbalance between competition and cooperation may have had much to do with the logistics of working with printed information.

Cooperative learning does not make sense in situations where each student starts with the same content with the goal of mastering more of it than anyone else. Cooperation aims at having participants do different things and then coordinating their accomplishments in a common achievement that exceeds what each would manage alone. In educational situations this puts far greater strain on the information resources available to the cooperating participants. Ideally, for robust cooperative learning, students should face an expansive horizon of questions, armed with extensive resources to pursue their inquiries in many directions to considerable depth. If the questions and resources available are limited, their cooperative effort will not make much sense and different members of the group will find themselves working at cross-purposes with each other, repeating each

others' efforts, and vying with one another to do the most with the few resources on which all converge.

Electronic information management technologies will significantly diminish the logistical constraints on cooperative learning. One of the simplest examples of such change involves the problem of movement. Traditionally, inquiry meant that children had to leave the classroom to go to the library or other locations of specialized resources. This usually was not efficient, introducing confusion about who was where and wasting time in excess movement. With inquiry in a well-networked electronic environment, the children can access specialized resources, almost instantaneously, with very little waste of time or effort. Such changes in logistics can have profound effects on the experience of working together.

Organizing Culture and Knowledge

In making a new educational system, the most difficult task will be reorganizing the culture to adapt it to the use of digital technologies. This assertion can be easily misunderstood. It does not mean that the computer as a system should suddenly become the controlling reference point in making cultural choices. But it does mean that the computer needs to be taken into account in the process. It should not determine what the curriculum comprises, but it will shape how educators organize the materials of the curriculum, and the effects on that may be sufficient to alter weightings, making some current concerns insignificant and other matters, now trivial, quite prominent.

We can create a new system of education by redesigning schools to take advantage of networked, intelligent, multimedia. Each of these terms signifies technical developments that will have significant effects on the cultural selection of the curriculum. That everything is networked will radically change, for practical purposes, the cultural resources available on the student's desktop, displacing the sequential curriculum with a cumulative one. That "intelligence," the ability to calculate all manner of expressions, resides in those resources will alter the allocation of effort that traditionally educators have devoted to inculcating such skills, de-emphasizing formal acquirements in favor of intentional achievements. That the system makes it easy to store and retrieve multimedia, as easy as it traditionally has been to store and retrieve printed works, will broaden the forms of representation used in education, reducing the reliance on verbal skills, expanding multi-modal study.

A smart, computer-based curriculum should be able to sustain an infinite number of paths through it, and it should be able to provide each student with clear reports about what she has so far covered, regardless of the path and sequence she has taken.

Toward Computer-Based Educational Methods

With the print-based system, education has consisted primarily in imparting an authoritative selection of material to students who are responsible for learning it. True, the print-based school in fact presents to each student much more than he can learn, and the better the school, the more this is the case. Yet the controlling idea of the good

student is not that of the wily navigator on the open sea of information and ideas. Rather the controlling idea is that of the student who masters, fully and efficiently, the materials sanctioned by the syllabus, the text, and the test.

With the electronic system, the scope of the authoritative selection of material will jump significantly and the student will no longer be responsible for simply learning it in full. Instead the student becomes responsible for intelligently exploring it and taking from it a unique but sound and useful sampling. Formal learning thus becomes much closer to experiential learning. The student needs to become a skilled explorer, not a docile learner; the teacher becomes, not the master, but the native guide

Improving the Conditions of Teaching

Teaching in the print-based system has required skilled professionals. The earliest Protestant theorists of schooling pointed to the importance of well-trained teachers, if the system were to be effective. And the need has been constant since then. Nevertheless, the conditions of educational work within the print-based system have had significant deficiencies. Teaching a set curriculum with set texts tends to be highly repetitive, year to year, and teachers often find their work routinized. They cannot do much beyond the text and after a few times through, the text becomes a familiar locale that ceases to challenge their imaginations. This is the basic process of routinization, too often evident in the career of teaching.

Using powerful intellectual tools in complex fields of information, the challenges on teachers will be great. It is tempting to object that the ordinary teachers will not be well-prepared to perform this role. The span of pedagogical possibility is not fixed forever for teachers, any more than it is for students. How a teacher develops over the course of her career, managing teams of students working with advanced tools of scholarship in open-ended fields of inquiry, may be very different from the way she develops instructing five classes of eighth-graders, year after year, in a set survey of ancient history. The pedagogical shift making advanced methods appropriate at earlier levels will affect teachers as well, making the content of their work more like that of the college professor.

Computers as New Technology

Use of new technology like computers is done not only to impart computers education but also to increase learning, especially of advanced or higher-level skills, and to enhance student motivation and self-concept. The experience of the last decades tells us that new technology effects must look not just at the classroom but at the whole system within which education takes place, for this a comprehensive database of all personnel and parameters of school education is required, that would be updated quarterly to fulfill the need of planning, monitoring, evaluation, research and statistics.

Naturally, there are various schools of thought as to how to achieve these ends, but the dominant thinking appears to stress the integration of the above concept. Keeping this view in mind, Data cum Education centres were conceived.

These centres having state-of-art computer architecture provides for the entire EMIS (Education Management Information System) and hope to reform the conventional instructional method by using computers for Tutorial Learning, Exploratory Learning, Applications (Computer Education) and Communication.

- **EMIS Solution**

Complete EMIS solution with quarterly updating to provide the following information:

[i. Schools] – All statistics related to school education

- a) Primary Education Block wise
- b) Education Level wise
- c) Management wise
- d) Specific target area wise
- e) Community Development Block wise
- f) Assembly/Parliamentary Constituency wise
- g) Tehsil wise
- h) On any other defined parameters

[ii. Enrolment] – All statistics related to enrolment in schools

- a) Grade wise
- b) Age wise
- c) Age/Grade wise
- d) Sex wise
- e) Category wise
- f) Special focus Group wise SC/ST/BPL/others
- g) Income wise
- h) Residence wise
- i) Physically/Mentally challenged
- j) Repeaters
- k) On any other defined parameters

[iii. Out of school children] - All Statistics related Children not attending schools

- a) Drop outs at various levels

Educational computers can provide asynchronous supports for both forms of synchronized classroom interaction, recitation and discussion. Drill and practice systems allow students to get the benefits of systematic recitation without having to be synchronized in space and time with their teachers or their peers. These programs allow each student to pursue them at his own pace and, in a properly networked environment, at a time and place of his choosing

Motivational Source of Education

Think of a fifth-grade classroom. Imagine the class dealing with virtually any subject. The teacher has just provided an explanation of a key point summarized in the text. She asks a question -- some pupils raise their hands and wave eagerly, confident that they know the answer. Some sit in a studious effort to avoid attracting the teacher's attention, knowing that they do not know and not wanting that fact to be registered in the public knowledge of the teacher or the class. Others seem neither eager nor reluctant, they fidget, raise and lower a hand in ambivalence, thinking they know the answer but not being sure, wanting to earn the teacher's commendation, but fearing that, if wrong, they risk rejection or rebuke. These are the signs of instructional competition at work. From the early grades through the highest levels, the existing system motivates children by engaging them in a competitive effort to shine in recitation and examination, in which each tries to show that he or she has mastered better than others the information sanctioned to be fit for his or her level and to be correct in the view of academic authority. As a result of this reliance on competition, the educational system functions as a powerful sorting mechanism, and when it becomes clear to many that however they may try, they have lost the competition, they drop out.

It is remarkable how thoroughly existing educational systems, around the world, have been adapted to harness competitive motivations. It is very hard to find arrangements in schools that have been designed to encourage children to act from other motivational sources.

But there are other powerful motivators, among them cooperation and it is remarkable how few educational arrangements have been designed to motivate children to learn through cooperation. The reason for this imbalance between competition and cooperation may have had much to do with the logistics of working with printed information.

Cooperative learning does not make sense in situations where each student starts with the same content with the goal of mastering more of it than anyone else. Cooperation aims at having participants do different things and then coordinating their accomplishments in a common achievement that exceeds what each would manage alone. In educational situations this puts far greater strain on the information resources available to the cooperating participants. ~~Ideally, for robust cooperative learning, students should face an expansive horizon of questions, armed with extensive resources to pursue their inquiries in many directions to considerable depth. If the questions and resources available are limited, their cooperative effort will not make much sense and different members of the group will find themselves working at cross-purposes with each other, repeating each~~

others' efforts, and vying with one another to do the most with the few resources on which all converge.

Electronic information management technologies will significantly diminish the logistical constraints on cooperative learning. One of the simplest examples of such change involves the problem of movement. Traditionally, inquiry meant that children had to leave the classroom to go to the library or other locations of specialized resources. This usually was not efficient, introducing confusion about who was where and wasting time in excess movement. With inquiry in a well-networked electronic environment, the children can access specialized resources, almost instantaneously, with very little waste of time or effort. Such changes in logistics can have profound effects on the experience of working together.

Organizing Culture and Knowledge

In making a new educational system, the most difficult task will be reorganizing the culture to adapt it to the use of digital technologies. This assertion can be easily misunderstood. It does not mean that the computer as a system should suddenly become the controlling reference point in making cultural choices. But it does mean that the computer needs to be taken into account in the process. It should not determine what the curriculum comprises, but it will shape how educators organize the materials of the curriculum, and the effects on that may be sufficient to alter weightings, making some current concerns insignificant and other matters, now trivial, quite prominent.

We can create a new system of education by redesigning schools to take advantage of networked, intelligent, multimedia. Each of these terms signifies technical developments that will have significant effects on the cultural selection of the curriculum. That everything is networked will radically change, for practical purposes, the cultural resources available on the student's desktop, displacing the sequential curriculum with a cumulative one. That "intelligence," the ability to calculate all manner of expressions, resides in those resources will alter the allocation of effort that traditionally educators have devoted to inculcating such skills, de-emphasizing formal acquirements in favor of intentional achievements. That the system makes it easy to store and retrieve multimedia, as easy as it traditionally has been to store and retrieve printed works, will broaden the forms of representation used in education, reducing the reliance on verbal skills, expanding multi-modal study.

A smart, computer-based curriculum should be able to sustain an infinite number of paths through it, and it should be able to provide each student with clear reports about what she has so far covered, regardless of the path and sequence she has taken.

Toward Computer-Based Educational Methods

With the print-based system, education has consisted primarily in imparting an authoritative selection of material to students who are responsible for learning it. True, the print-based school in fact presents to each student much more than he can learn, and the better the school, the more this is the case. Yet the controlling idea of the good

student is not that of the wily navigator on the open sea of information and ideas. Rather the controlling idea is that of the student who masters, fully and efficiently, the materials sanctioned by the syllabus, the text, and the test.

With the electronic system, the scope of the authoritative selection of material will jump significantly and the student will no longer be responsible for simply learning it in full. Instead the student becomes responsible for intelligently exploring it and taking from it a unique but sound and useful sampling. Formal learning thus becomes much closer to experiential learning. The student needs to become a skilled explorer, not a docile learner; the teacher becomes, not the master, but the native guide

Improving the Conditions of Teaching

Teaching in the print-based system has required skilled professionals. The earliest Protestant theorists of schooling pointed to the importance of well-trained teachers, if the system were to be effective. And the need has been constant since then. Nevertheless, the conditions of educational work within the print-based system have had significant deficiencies. Teaching a set curriculum with set texts tends to be highly repetitive, year to year, and teachers often find their work routinized. They cannot do much beyond the text and after a few times through, the text becomes a familiar locale that ceases to challenge their imaginations. This is the basic process of routinization, too often evident in the career of teaching.

Using powerful intellectual tools in complex fields of information, the challenges on teachers will be great. It is tempting to object that the ordinary teachers will not be well-prepared to perform this role. The span of pedagogical possibility is not fixed forever for teachers, any more than it is for students. How a teacher develops over the course of her career, managing teams of students working with advanced tools of scholarship in open-ended fields of inquiry, may be very different from the way she develops instructing five classes of eighth-graders, year after year, in a set survey of ancient history. The pedagogical shift making advanced methods appropriate at earlier levels will affect teachers as well, making the content of their work more like that of the college professor.

Computers as New Technology

Use of new technology like computers is done not only to impart computers education but also to increase learning, especially of advanced or higher-level skills, and to enhance student motivation and self-concept. The experience of the last decades tells us that new technology effects must look not just at the classroom but at the whole system within which education takes place, for this a comprehensive database of all personnel and parameters of school education is required, that would be updated quarterly to fulfill the need of planning, monitoring, evaluation, research and statistics.

Naturally, there are various schools of thought as to how to achieve these ends, but the dominant thinking appears to stress the integration of the above concept. Keeping this view in mind, Data cum Education centres were conceived.

These centres having state-of-art computer architecture provides for the entire EMIS (Education Management Information System) and hope to reform the conventional instructional method by using computers for Tutorial Learning, Exploratory Learning, Applications (Computer Education) and Communication.

- **EMIS Solution**

Complete EMIS solution with quarterly updating to provide the following information:

[i. Schools] – All statistics related to school education

- Primary Education Block wise
- Education Level wise
- Management wise
- Specific target area wise
- Community Development Block wise
- Assembly/Parliamentary Constituency wise
- Tehsil wise
- On any other defined parameters

[ii. Enrolment] – All statistics related to enrolment in schools

- Grade wise
- Age wise
- Age/Grade wise
- Sex wise
- Category wise
- Special focus Group wise SC/ST/BPL/others
- Income wise
- Residence wise
- Physically/Mentally challenged
- Repeaters
- On any other defined parameters

[iii. Out of school children] - All Statistics related Children not attending schools

- Drop outs at various levels

- b) Children who never attended school
- c) Category wise
- d) Sex wise
- e) Age wise
- f) Income wise
- g) Area wise

[iv. Teachers]

- a) Cadre wise sanctioned post
- b) Cadre wise present strength
- c) Qualification
- d) Training
- e) Complete personal record of teachers
- f) Rationalisation
- g) Transfers

[v. Demographic Record]

- a) Block wise database of all demographic and socio economic indicators
- b) Projections based on time-series analysis
- c) Factors effecting change in demographic profile

[vi. Planning]

- a) Complete data support for planning at Block and District level
- b) Ratios, correlations and analysis
- c) Sarv Shiksha Abhiyan (SSA)
- d) Education Policy
- e) Central and State Schemes
- f) Computerization
- g) National Literacy Mission (NLM)

[vii. Monitoring]

EMIS package will enable the state to monitor flow of funds under plan and non-plan schemes of both State and Center Government. Villages will be the unit of compilation for financial data. Village data will be compiled to block level and further to district level. All physical and financial targets will be monitored under Government including the movement of various projects and proposal; inter department, intra department and between State and Centre.

The board parameters are:

- a) Monitoring of all funds being spent under various programmes
- b) Work in progress and completion
- c) Sarv Shiksha Abhiyan (SSA)
- d) Education Policy
- e) Central and State Schemes
- f) Computerization
- g) National Literacy Mission (NLM)

[viii. Financial]

- a) Databasing of all expenditure being made on education by the department at block and district level both planned and non-planned.
- b) Sarv Shiksha Abhiyan (SSA)
- c) Central and State Schemes
- d) National Literacy Mission (NLM)

[ix. Evaluation]

- a) Evaluation of all ongoing programmes on continuing basis
- b) Sarv Shiksha Abhiyan (SSA)
- c) Education Policy
- d) Central and State Schemes
- e) Computerization
- f) National Literacy Mission (NLM)
- g) School gradation and Evaluation

[x. School Mapping]

- a) Using GIS tools, all schools will put on block level maps and linked with database for effective coordination, management and planning.

- **Computer Education and its Allied Services**

i. Tutorial Learning

Historically, the dominant teaching-learning model has been one of transmission: teachers transmitting information to students. Not surprisingly, the first uses of educational technology supported this mode. Although other ways of using technology to support learning are now available, tutorial uses continue to be the most widespread,

Computer-Assisted Instruction -- Some of the first computer-assisted instruction (CAI), developed by Patrick Suppes at Stanford University during the 1960s, set standards for subsequent instructional software. After systematically analyzing courses in arithmetic and other subjects, highly structured computer systems were designed featuring learner feedback, lesson branching, and student record keeping

Today, microcomputers are powerful enough to act as file servers, and CAI can be delivered either through an integrated learning system or as stand-alone software. Typical CAI software provides text and multiple-choice questions or problems to students, offers immediate feedback, notes incorrect responses, summarizes students' performance, and generates exercises for worksheets and tests. CAI typically presents tasks for which there is one (and only one) correct answer; it can evaluate simple numeric or very simple alphabetic responses, but it cannot evaluate complex student responses.

Integrated learning systems (ILSs) are networked CAI systems that manage individualized instruction in core curriculum areas (mathematics, science, language arts, reading, writing). ILSs differ from most stand-alone CAI in their use of a network (i.e., computer terminals are connected to a central computer) and in their more extensive student record-keeping capabilities. The systems are sold as packages, incorporating both the hardware and software for setting up a computer lab.

The instructional software within ILSs is typically conventional CAI: instruction is organized into discrete content areas (mathematics, reading, etc.) and requires simple responses from students. ILS developers have also made a point of developing systems that tie into the major basal textbooks. Users of ILSs enjoy the advantage of having one coordinated system, making it easy for students to use a large selection of software.

CAI in general, and integrated learning systems in particular, has found a niche in schools by fitting into existing school structures. Traditional method of teaching is as follows

- Most instruction occurs in groups of 25 to 35 students in small segments from 45 to 50 minutes long.
- Instruction is usually either whole-class or completely individual.
- Instruction is teacher dominated, with teachers doing most of the talking and student talks confined largely to brief answers to teacher questions.

- When students work on their own, they complete handouts devised or selected by the teacher. Students have little responsibility for selecting goals or deadlines and little chance to explore issues in depth. Most responses are brief.
- Knowledge is represented as mastery of isolated bits of information and discrete skills.

Many features of tutorial CAI are consistent with the traditional classroom. Tutorial CAI provides a one-way (computer to student) transmission of knowledge; it presents information and the student is expected to learn the information presented. Much CAI software presents information in a single curriculum area (e.g., arithmetic or vocabulary) and uses brief exercises that can easily be accommodated within the typical 50-minute academic period. CAI is designed for use by a single student and can be accommodated into a regular class schedule if computers are placed in a laboratory into which various whole classes are scheduled.

Basic skills (such as the ability to add or spell) lend themselves to drill- and-practice activities, and CAI, with its ability to generate exercises (e.g., mathematics problems or vocabulary words) is well suited to providing extensive drill and practice in basic skills. Students at risk of academic failure often seen as lacking in basic skills and therefore unable to acquire advanced thinking skills become logical candidates for CAI drill-and-practice instruction.

Intelligent Computer-Assisted Instruction-- Intelligent computer-assisted instruction (ICAI, also known as intelligent tutoring systems or ITSs) grew out of generative computer-assisted instruction. Programs that generated problems and tasks in arithmetic and vocabulary learning eventually were designed to select problems at a difficulty level appropriate for individual students. These adaptive systems (i.e., adapting problems to the student's learning level) were based on summaries of a student's performance on earlier tasks, however, rather than on representations of the student's knowledge of the subject matter. The truly intelligent systems that followed were able to present problems based on models of the student's knowledge, to solve problems themselves, and to diagnose and explain student capabilities.

Historically, ICAI systems have been developed in more mathematically oriented domains--arithmetic, algebra, programming--and have been more experimental in nature than has conventional CAI.

One intelligent tutoring system, *Geometry Tutor*, provides students with instruction in planning and problem solving to prove theorems in geometry. *Geometry Tutor* comprises an expert system containing knowledge of how to construct geometry proofs, a tutor to teach students strategies and to identify their errors, and an interface to let students communicate with the computer.

Technologies for tutorial learning typically use a transmission rather than constructivist model of instruction. For this reason, although they have found their place in education and have the greatest rate of adoption within schools thus far, they are unlikely to serve

as a catalyst for restructuring education. The focus of drill-and-practice CAI on basic skills allows little room for the presentation of complex tasks, multistep problems, or collaborative learning. ICAI, on the other hand, has the potential to deal with complex domains, to provide models of higher-order thinking, and to probe students understanding, but has seldom been well integrated into a school's mainstream curriculum. One-way video technologies can be very motivating but are nearly always viewed as enrichment and have not instigated fundamental changes within schools.

ii. Technologies for Exploratory Learning

Exploratory uses of instructional technology allow students to direct their own learning. Through the process of discovery, or guided discovery, the student learns facts, concepts, and procedures. In this section, we describe electronic databases, exploratory learning: computer-based information retrieval systems. Exploratory uses of technology tend to deal with complex learning activities. Such uses of technology are very congruent with the goals of education reform.

Electronic Databases

Electronic reference works provide students with a way to access large bodies of information quickly and in a self-selected manner. In addition to serving as information retrieval systems, electronic databases can provide students with capabilities for organizing and manipulating data that they have accessed or entered. Within the physical and social sciences, databases can be used to explore and test the relationships between variables within complex systems. Some electronic reference works and databases incorporate graphics and/or sound, providing students with additional sources of information.

Computer-Based Exploratory Applications

One of the earliest and best known examples of computer-based exploratory learning is the use of LOGO. LOGO was specifically designed as a programming language to facilitate the acquisition of critical thinking and mathematical problem-solving skills in learners of all ages. In many schools across the country and around the world, LOGO, in its various incarnations, has been used by students to create microworlds in which mathematical and physical principles are tested and explored.

In one of its simplest forms, LOGO can be used by young children to create designs through programming the movements of a "turtle" on the computer screen. In the process of building upon simple commands to get the turtle to "draw" a variety of shapes, children discover and construct knowledge regarding geometrical concepts. In another, more advanced application; students learn the laws of physics through programming the movement of objects (such as dynaturtles) that simulate Newton's laws of motion. Concepts needed to understand these laws (velocity, acceleration, and position) are discovered, explored, and tested as students use simple commands to manipulate the objects within this microworld.

iii. Technology as Applications

One of the most significant shifts in the way that computer technology is being used in education today is toward greater use of computers as *tools* in the learning process rather than as instructional delivery devices. Such uses mirror the ways in which technology is used in the workplace and at home. *Word processing, desktop publishing, database and spreadsheet applications, and drawing, painting, and graphing programs* are examples of technology tools. Whenever students compose using a word processor, spell check their composition, use an on-screen calculator or graphing program, manipulate data in a spreadsheet, look up information in a database, or publish a classroom newspaper, they are using computers as tools.

Using computer technology as tools solves a major problem that frequently arises in the use of technology for tutorial or exploratory uses--that of the technology's curriculum not being consistent with the teacher's curriculum. Often, tutorial or exploratory products that are interesting in their own right do not have a place in a given school's course of study. In contrast, when technology is used as a tool, the teacher can still control the curriculum and the instructional strategy. The technology merely provides students with aids for studying that content or practicing those skills. Tool products can be applied in a variety of curricular--activities word processors for writing and revising assignments, graphing programs for mathematics instruction, desktop publishing systems for producing newspapers, and hypermedia systems for development of one's own study materials

iv Technologies for Communication

By communication applications we mean those educational uses that allow students or teachers at different sites to send and receive written, vocal, or visual information. These communications may come over telephone lines, through computers and modems, via voice or audiographic communication, or through satellite or other technologies.

Interactive communication technologies in common use today include two-way text-based (e.g., computer networks), two-way audio (e.g., telephone, cellular telephone), two-way video/two-way audio (e.g., fiber optic)

Computer Networks

A relatively inexpensive technology, computer networking increasingly is being used in classrooms across the nation. These networks allow computers to send and receive information to and from other geographic sites. Networks allow many students/teachers to communicate with many other students/teachers, hence encouraging collaboration and active participation on the part of learners. Freeing learning from the constraint of geographic location, networks let learners and teachers participate in the education experience without regard to their physical location. Likewise, networks free learning from the constraints of time: students and teachers can log on to networks at times that are most convenient for them. Participants need not be confined to traditional school-day hours and can take time in reviewing information presented on the network before

- **Computer Education and its Allied Services**

i. Tutorial Learning

Historically, the dominant teaching-learning model has been one of transmission: teachers transmitting information to students. Not surprisingly, the first uses of educational technology supported this mode. Although other ways of using technology to support learning are now available, tutorial uses continue to be the most widespread,

Computer-Assisted Instruction -- Some of the first computer-assisted instruction (CAI), developed by Patrick Suppes at Stanford University during the 1960s, set standards for subsequent instructional software. After systematically analyzing courses in arithmetic and other subjects, highly structured computer systems were designed featuring learner feedback, lesson branching, and student record keeping

Today, microcomputers are powerful enough to act as file servers, and CAI can be delivered either through an integrated learning system or as stand-alone software. Typical CAI software provides text and multiple-choice questions or problems to students, offers immediate feedback, notes incorrect responses, summarizes students' performance, and generates exercises for worksheets and tests. CAI typically presents tasks for which there is one (and only one) correct answer; it can evaluate simple numeric or very simple alphabetic responses, but it cannot evaluate complex student responses.

Integrated learning systems (ILSs) are networked CAI systems that manage individualized instruction in core curriculum areas (mathematics, science, language arts, reading, writing). ILSs differ from most stand-alone CAI in their use of a network (i.e., computer terminals are connected to a central computer) and in their more extensive student record-keeping capabilities. The systems are sold as packages, incorporating both the hardware and software for setting up a computer lab.

The instructional software within ILSs is typically conventional CAI: instruction is organized into discrete content areas (mathematics, reading, etc.) and requires simple responses from students. ILS developers have also made a point of developing systems that tie into the major basal textbooks. Users of ILSs enjoy the advantage of having one coordinated system, making it easy for students to use a large selection of software.

CAI in general, and integrated learning systems in particular, has found a niche in schools by fitting into existing school structures. Traditional method of teaching is as follows

- Most instruction occurs in groups of 25 to 35 students in small segments from 45 to 50 minutes long.
- Instruction is usually either whole-class or completely individual.
- Instruction is teacher dominated, with teachers doing most of the talking and student talks confined largely to brief answers to teacher questions.

- When students work on their own, they complete handouts devised or selected by the teacher. Students have little responsibility for selecting goals or deadlines and little chance to explore issues in depth. Most responses are brief.
- Knowledge is represented as mastery of isolated bits of information and discrete skills.

Many features of tutorial CAI are consistent with the traditional classroom. Tutorial CAI provides a one-way (computer to student) transmission of knowledge; it presents information and the student is expected to learn the information presented. Much CAI software presents information in a single curriculum area (e.g., arithmetic or vocabulary) and uses brief exercises that can easily be accommodated within the typical 50-minute academic period. CAI is designed for use by a single student and can be accommodated into a regular class schedule if computers are placed in a laboratory into which various whole classes are scheduled.

Basic skills (such as the ability to add or spell) lend themselves to drill- and-practice activities, and CAI, with its ability to generate exercises (e.g., mathematics problems or vocabulary words) is well suited to providing extensive drill and practice in basic skills. Students at risk of academic failure often seen as lacking in basic skills and therefore unable to acquire advanced thinking skills become logical candidates for CAI drill-and-practice instruction.

Intelligent Computer-Assisted Instruction-- Intelligent computer-assisted instruction (ICAI, also known as intelligent tutoring systems or ITSs) grew out of generative computer-assisted instruction. Programs that generated problems and tasks in arithmetic and vocabulary learning eventually were designed to select problems at a difficulty level appropriate for individual students. These adaptive systems (i.e., adapting problems to the student's learning level) were based on summaries of a student's performance on earlier tasks, however, rather than on representations of the student's knowledge of the subject matter. The truly intelligent systems that followed were able to present problems based on models of the student's knowledge, to solve problems themselves, and to diagnose and explain student capabilities.

Historically, ICAI systems have been developed in more mathematically oriented domains--arithmetic, algebra, programming--and have been more experimental in nature than has conventional CAI.

One intelligent tutoring system, *Geometry Tutor*, provides students with instruction in planning and problem solving to prove theorems in geometry. *Geometry Tutor* comprises an expert system containing knowledge of how to construct geometry proofs, a tutor to teach students strategies and to identify their errors, and an interface to let students communicate with the computer.

Technologies for tutorial learning typically use a transmission rather than constructivist model of instruction. For this reason, although they have found their place in education and have the greatest rate of adoption within schools thus far, they are unlikely to serve

as a catalyst for restructuring education. The focus of drill-and-practice CAI on basic skills allows little room for the presentation of complex tasks, multistep problems, or collaborative learning. ICAI, on the other hand, has the potential to deal with complex domains, to provide models of higher-order thinking, and to probe students' understanding, but has seldom been well integrated into a school's mainstream curriculum. One-way video technologies can be very motivating but are nearly always viewed as enrichment and have not instigated fundamental changes within schools.

ii. Technologies for Exploratory Learning

Exploratory uses of instructional technology allow students to direct their own learning. Through the process of discovery, or guided discovery, the student learns facts, concepts, and procedures. In this section, we describe electronic databases, exploratory learning: computer-based information retrieval systems. Exploratory uses of technology tend to deal with complex learning activities. Such uses of technology are very congruent with the goals of education reform.

Electronic Databases

Electronic reference works provide students with a way to access large bodies of information quickly and in a self-selected manner. In addition to serving as information retrieval systems, electronic databases can provide students with capabilities for organizing and manipulating data that they have accessed or entered. Within the physical and social sciences, databases can be used to explore and test the relationships between variables within complex systems. Some electronic reference works and databases incorporate graphics and/or sound, providing students with additional sources of information.

Computer-Based Exploratory Applications

One of the earliest and best known examples of computer-based exploratory learning is the use of LOGO. LOGO was specifically designed as a programming language to facilitate the acquisition of critical thinking and mathematical problem-solving skills in learners of all ages. In many schools across the country and around the world, LOGO, in its various incarnations, has been used by students to create microworlds in which mathematical and physical principles are tested and explored.

In one of its simplest forms, LOGO can be used by young children to create designs through programming the movements of a "turtle" on the computer screen. In the process of building upon simple commands to get the turtle to "draw" a variety of shapes, children discover and construct knowledge regarding geometrical concepts. In another, more advanced application, students learn the laws of physics through programming the movement of objects (such as dynaturtles) that simulate Newton's laws of motion. Concepts needed to understand these laws (velocity, acceleration, and position) are discovered, explored, and tested as students use simple commands to manipulate the objects within this microworld.

iii. Technology as Applications

One of the most significant shifts in the way that computer technology is being used in education today is toward greater use of computers as *tools* in the learning process rather than as instructional delivery devices. Such uses mirror the ways in which technology is used in the workplace and at home. *Word processing, desktop publishing, database and spreadsheet applications, and drawing, painting, and graphing programs* are examples of technology tools. Whenever students compose using a word processor, spell check their composition, use an on-screen calculator or graphing program, manipulate data in a spreadsheet, look up information in a database, or publish a classroom newspaper, they are using computers as tools.

Using computer technology as tools solves a major problem that frequently arises in the use of technology for tutorial or exploratory uses--that of the technology's curriculum not being consistent with the teacher's curriculum. Often, tutorial or exploratory products that are interesting in their own right do not have a place in a given school's course of study. In contrast, when technology is used as a tool, the teacher can still control the curriculum and the instructional strategy. The technology merely provides students with aids for studying that content or practicing those skills. Tool products can be applied in a variety of curricular--activities word processors for writing and revising assignments, graphing programs for mathematics instruction, desktop publishing systems for producing newspapers, and hypermedia systems for development of one's own study materials

iv Technologies for Communication

By communication applications we mean those educational uses that allow students or teachers at different sites to send and receive written, vocal, or visual information. These communications may come over telephone lines, through computers and modems, via voice or audiographic communication, or through satellite or other technologies.

Interactive communication technologies in common use today include two-way text-based (e.g., computer networks), two-way audio (e.g., telephone, cellular telephone), two-way video/two-way audio (e.g., fiber optic)

Computer Networks

A relatively inexpensive technology, computer networking increasingly is being used in classrooms across the nation. These networks allow computers to send and receive information to and from other geographic sites. Networks allow many students/teachers to communicate with many other students/teachers, hence encouraging collaboration and active participation on the part of learners. Freeing learning from the constraint of geographic location, networks let learners and teachers participate in the education experience without regard to their physical location. Likewise, networks free learning from the constraints of time: students and teachers can log on to networks at times that are most convenient for them. Participants need not be confined to traditional school-day hours and can take time in reviewing information presented on the network before

responding, thus allowing for more thoughtful responses. Given the text-based nature of networks, many believe that they encourage verbal communication, writing skills, and the articulation of ideas. Finally, networks are computer-based, hence they tap into record-keeping and management functions that might be costly in non-technology-based communication.

Successful networks exhibited at least four of the following five features:

- Students and teachers, even though they were not in the same location, shared an interest in the educational projects;
- Educational projects were well specified;
- Sites had easy access to a reliable computer network;
- Students and teachers had a sense of responsibility to the project or the network community; and
- Strong leadership and a final evaluation of the project were provided.

Not all networking experiences need be as elaborate as those reported above. Students can use networks merely to communicate with other students or with adults, and these simpler communications may hold educational benefits.

Link Classrooms for Joint Investigations

Computer networks enable students and teachers to move the learning process beyond the boundaries of the classroom and into the world outside school. By bringing telecommunications applications into their classrooms, teachers create environments where students can communicate via electronic mail with other students, participate in collaborative projects, and gather and pool information in a joint endeavor to understand issues.

The telecommunications environment provides students with opportunities to develop new awareness and appreciation of individual differences that teachers could not provide within the boundaries of their own classrooms. Research suggests that students are better able to function as an intellectual critic for distant peers than for themselves or classmates and that they learn to write better when physical distance makes clear the need to provide explicit content for the reader

Challenges for Students Using Technology

Many adults have feared that students, would become frustrated by the technical demands of the kinds of technologies described above. Experience suggests to the contrary that learning the technical aspects of working with technology is not a major problem for most students. Students face several other kinds of challenges when they use technology to support them in active, inquiry learning, however. These include:

- Understanding their responsibilities as active learners;

- Getting help with individual learning needs; and
- Integrating their technology-supported inquiry learning with their larger school experience.

Capabilities Supported by Computer Technology for Teachers

Computer Technology supports teacher functions that are fundamental if teachers are to provide authentic, active learning experiences as envisioned by education reform goals. These functions include developing and tailoring instructional materials, conducting ongoing assessment of student learning, expanding teacher's content and instructional knowledge, and communicating with parents. In addition to being necessary for providing the kind of learning experiences described earlier, these functions constitute important aspects of the professionalization of teachers, another goal of education reform.

Share and Expand Teacher Knowledge

Networked systems (Internet) are helping teachers break out of their traditional isolation to connect with colleagues and professionals in distant locations. These interactions can help teachers develop a clearer image of effective teaching and learning environments, understand how technology enables them to create these environments, learn about effective instructional strategies, share information about students, and gain emotional support for change. Networking (Internet) enables the teacher to be in frequent communication with people outside of the classroom with no disruption of class activities. The teacher is not interrupted by a phone call; rather, the message waits until the teacher is ready to receive it. Participation in a telecommunications network can help a teacher develop new instructional strategies that promote inquiry learning.

Challenges for Teachers Using Technology

When teachers use technology as a critical part of an inquiry-oriented learning-teaching process, they face a set of challenges, including

- Learning how to use a variety of technology applications;
- Using, adapting, and designing technology-enhanced curricula to meet students needs;
- Expanding content knowledge;
- Taking on new roles; and
- Responding to individual students.

None of these challenges stand alone; they are tightly interrelated.

Effects of Computer Technology on Student Achievement

Although an argument can be made for including technology in schooling for its own sake (i.e., to prepare students for the technology-laden environments they will face as

adults), many policymakers and community members want evidence of the effects of technology on student learning as they make decisions about technology investments.

When a new instructional technology appears on the scene, it is quite natural to want to compare its effectiveness with that of existing technologies.

Comparing Computer Technology Media with Conventional Instruction

Most of this literature finds newer technologies to be either equivalent or superior to conventional instruction with regard to student learning.

Computer-Assisted Instruction --Meta-analyses of studies at the elementary school and secondary school levels generally show a significant advantage for computer-assisted instruction. CAI students at the elementary school level outperform their counterparts without CAI by .47 standard deviations. Effects were larger in shorter-term studies, suggesting that novelty effects boost performance with new technologies in the short term but tend to wear off over time.

Distance-learning --Although there is a voluminous literature on distance-learning, there is very little empirical evidence of effects on student learning. Because distance-learning is generally implemented in situations in which face-to-face instruction in a particular subject area is either infeasible or more expensive, proponents have sought to show that it is equal to, rather than better than, traditional approaches.

As logical as this comparative experimental approach seems on first consideration, the methodology and interpretation of these findings are highly problematic. Summarizing findings as showing the effectiveness of "computer-assisted instruction" is clearly misleading. When an innovation is tried, it necessarily includes not just a given technology medium (i.e., computers or television or books) but also particular instructional content and methods (as represented in the software or programming or text). These variables will interact with features of the context within which the innovation is used and with the characteristics of the particular students involved. When differences are found, there is no defensible logic to attributing them to a technology medium rather than to instructional content or method, instructor or student characteristics, or some interaction among these variables.

TRAINING PROGRAMME TO DEVELOP/ENHANCE THE PERSONAL AND PROFESSIONAL COMPETENCIES OF TEACHERS AND SCHOOL HEAD

The enhancement of competencies in regular teachers as well as Heads of schools is a vital feature for making our educational system really need based and value based, so as to help develop a child according to the future needs of the society and the country. In a worldwide phenomenon of upgradation of technologies, upgradation of skills of teachers and Heads also has acquired vital dimensions to keep pace with the developing and daily changing world.

Our obsolete and traditional teaching-learning aids had been directed just to keep the age old educational system at work, whereas the need of the hour is to develop a child with a modern outlook that may greatly suit the further development of technologies and for acquiring an all round understanding of the intricacies and complexities of human existence.

Keeping this in mind this tentative programme is targeted to help develop tentative plans for enhancing competencies in regular teachers and Heads. The upgradation of one's skills may be entirely one's personal choice and enforcing or thrusting these on any teacher may not prove fruitful either for the teacher or for the schooling system. So it is of the utmost importance that it be linked with immediate and long-term monetary gains, better professional status and reputation. It need not be an unpleasant requirement of the school but the absence of the teacher/Head from home/personal duties must be compensated so as to motivate him to enhance his desire to undergo refresher courses. A number of teachers from the same school may not attend a programme simultaneously; hence many schools having pooled their resources may conduct these programmes. It will also be difficult to coordinate the busy schedules of the Heads of various schools. This tentative list is by no means exhaustive, since the very nature of refresher programmes is need based. Any programme of training has to be, by nature, dynamic and flexible meeting the future needs of Heads, teachers and students.

Tentative Training Programme For Regular Teachers

Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
Tentative Plan of Programs for General Training to Develop/Enhance Personal & Professional Competencies of Regular Teachers					
1.	Induction Training	All	On joining	1 week	On joining
2.	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
3.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
4.	First-Aid	All	2 years	2 days	Once in 2 years
5.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
6.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
7.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
8.	Grievances and Feedback	All	2 years	1 day	Half yearly
9.	Gender Sensitization	All	All	2 days	Once in 3 years
10.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
Tentative Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of Regular Teachers					
1.	Competence to identify and refer special children	All	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	All	2 years	2 days	Annual
3.	Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counseling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	All	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual

**Tentative Plan of Programs to Enhance
Academic and Professional Competencies of Regular Teachers**

1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Geography (S.S.)	Upper Primary	5 years	2 days	
	d) Social Studies	Primary	5 years	2 days	
	e) History & Civics (S.S.)	Upper Primary	5 years	2 days	
	f) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how - responsibility, wrong definitions of love and affection.	All	All	2 days	Once in 3 years
		All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence teacher's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years

**Tentative Plan of Programs to Develop/Enhance
Personal & Professional Competencies of Pre Primary Teachers, Primary and
Anganwari/ECCE sevikas**

1.	Discipline	All	All	2 days	Annual
2.	Behavior Modification	All	2 years	2 days	Once in 2 year
3.	Child Development	All	2 years	2 days	Once in 2 years
4.	Content Innovations	All	5 years	3 days	Once in 3 years
5.	Innovation in conduct of Program	All	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	All	5 years	1/2 days	Annual
7.	Referral -- Why? Constraints & limitations	All	All	2 days	Annual
8.	Grievances and feedback	All	All	1/2 day	Annual

Tentative Training Programme For School Heads

Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
Tentative Plan of Programs for General Training to Develop/Enhance Personal & Professional Competencies of School Heads					
1	Induction Training	All	On promotion	1 week	On promotion
1.	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
2.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
3.	First-Aid	All	2 years	2days	Once in 2 years
4.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
10.	Stress Management -what -how to manage -various exercises	All	All	1 days	Once in a year
11.	Behaviour Modification	All	2 years	2 days	Once in 2 years
12.	Child Development	All	2 years	2 days	Once in 2 years
Tentative Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of School Heads					
1.	Competence to identify refer special children	All	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	All	2 years	2 days	Annual
3.	Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counselling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	All	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual

**Tentative Plan of Programs to Enhance
Academic and Professional Competencies of School Heads**

1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Geography (S.S.)	All	5 years	2 days	
	d) Social Studies	All	5 years	2 days	
	e) History & Civics (S.S.)	All	5 years	2 days	
	f) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how	All	All	2 days	Once in 3 years
	- responsibility, wrong definitions of love and affection.	All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence Head's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years
9.	Motivation -how to find level -how to create -how to maintain level	All	All	2 days	Once in 2 years
10.	Leadership -how to develop -how to maintain	On promotion	On promotion	2 days	Once in 3 years
11.	Communication -techniques of clear communication	All	All	2 days	Annual
12.	Administrative and Financial Competency	On promotion	On promotion	2 days	Once in 2 years

The tentative training programme has been identified on the basis of job and need analysis in order to improve quality and efficiency of school education. The trained teacher and Head can act as trail-blazers in the lives of learners and in the process of education for development. If teachers and Heads acquire professional competencies and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and the community in the genuinely professional manner, then a chain reaction can begin, starting with the sound teaching performance and culminating into a high quality learning among increasingly more students in respect of cognitive, affective and psychomotor areas of human development.

Tentative Training Programme For Regular Teachers

Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
Tentative Plan of Programs for General Training to Develop/Enhance Personal & Professional Competencies of Regular Teachers					
1.	Induction Training	All	On joining	1 week	On joining
2.	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
3.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
4.	First-Aid	All	2 years	2 days	Once in 2 years
5.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
6.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
7.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
8.	Grievances and Feedback	All	2 years	1 day	Half yearly
9.	Gender Sensitization	All	All	2 days	Once in 3 years
10.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
Tentative Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of Regular Teachers					
1.	Competence to identify and refer special children	All	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	All	2 years	2 days	Annual
3.	Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counseling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	All	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual

**Tentative Plan of Programs to Enhance
Academic and Professional Competencies of Regular Teachers**

1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Geography (S.S.)	Upper Primary	5 years	2 days	
	d) Social Studies	Primary	5 years	2 days	
	e) History & Civics (S.S.)	Upper Primary	5 years	2 days	
	f) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how - responsibility, wrong definitions of love and affection.	All All	All All	2 days 2 days	Once in 3 years Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence teacher's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years

**Tentative Plan of Programs to Develop/Enhance
Personal & Professional Competencies of Pre Primary Teachers, Primary and
Anganwari/ECCE sevikas**

1.	Discipline	All	All	2 days	Annual
2.	Behavior Modification	All	2 years	2 days	Once in 2 year
3.	Child Development	All	2 years	2 days	Once in 2 years
4.	Content Innovations	All	5 years	3 days	Once in 3 years
5.	Innovation in conduct of Program	All	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	All	5 years	1/2 days	Annual
7.	Referral - Why? Constraints & limitations	All	All	2 days	Annual
8.	Grievances and feedback	All	All	½ day	Annual

Tentative Training Programme For School Heads

Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
Tentative Plan of Programs for General Training to Develop/Enhance Personal & Professional Competencies of School Heads					
1	Induction Training	All	On promotion	1 week	On promotion
1.	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
2.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
3.	First-Aid	All	2 years	2 days	Once in 2 years
4.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
10.	Stress Management -what -how to manage -various exercises	All	All	1 days	Once in a year
11.	Behaviour Modification	All	2 years	2 days	Once in 2 years
12.	Child Development	All	2 years	2 days	Once in 2 years
Tentative Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of School Heads					
1.	Competence to identify refer special children	All	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	All	2 years	2 days	Annual
3.	Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counselling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	All	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual

**Tentative Plan of Programs to Enhance
Academic and Professional Competencies of School Heads**

1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Geography (S.S.)	All	5 years	2 days	
	d) Social Studies	All	5 years	2 days	
	e) History & Civics (S.S.)	All	5 years	2 days	
	f) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline				
	- how	All	All	2 days	Once in 3 years
	- responsibility, wrong definitions of love and affection.	All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence Head's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years
9.	Motivation	All	All	2 days	Once in 2 years
	-how to find level				
	-how to create				
	-how to maintain level				
10.	Leadership				
	-how to develop	On promotion	On promotion	2 days	Once in 3 years
	-how to maintain				
11.	Communication	All	All	2 days	Annual
	-techniques of clear communication				
12.	Administrative and Financial Competency	On promotion	On promotion	2 days	Once in 2 years

The tentative training programme has been identified on the basis of job and need analysis in order to improve quality and efficiency of school education. The trained teacher and Head can act as trail-blazers in the lives of learners and in the process of education for development. If teachers and Heads acquire professional competencies and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and the community in the genuinely professional manner, then a chain reaction can begin, starting with the sound teaching performance and culminating into a high quality learning among increasingly more students in respect of cognitive, affective and psychomotor areas of human development.

Jan Samparak Abhiyan

To revitalise the school education system of the state 'Jan Sampark Abhiyan' has been started in the state from this year. During 'Jan Samparak Abhiyan' which will be conducted every year for one week all officers of state and district education administration will visit schools/villages for on the spot evaluation of existing facility, redressal of students/teachers problems and to meet community leaders for their assessment of school education and their suggestions. District/Directorate will prepare a comprehensive report on the out comes of 'Jan Samparak Abhiyan' each year incorporating the assessment, suggestions received and action taken in this regard.

This year Jan Sampark Abhiyan was led by Hon'ble Education Minister Punjab Sh. Khushhal Bahl on 28th October 2002. During Jan Sampark Abhiyan 10 villages each from Primary Education Blocks of the District were covered.

Following tables show the compilation of this year's Jan Samparak Abhiyan and the extent of its coverage.

Jar Samparak Abhiyan

Blockwise Percentage of Schools Visited

District 01 AMRITSAR

Block	Primary Schools			Middle Schools			High Schools			Sr.Sec. Schools			Total Schools		
	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%
AMRITSAR-I	19	11	57.89	3			4			6			32	11	34.38
AMRITSAR-II	35	10	28.57	10			5			5			55	10	18.18
AMRITSAR-III	26	11	42.31	9			3			3			41	11	26.83
AMRITSAR-IV	27	10	37.04	8			3			5			43	10	23.26
AMRITSAR-V	27	10	37.04	3			5			1			36	10	27.78
AMRITSAR-VI	19	8	42.11	5			5			2			31	8	25.81
VERKA	38	9	23.68	11			3			12			64	9	14.06
AJNALA-I	80	12	15.00	5			14			7			106	12	11.32
AJNALA-II	95	10	10.53	10			7			2			114	10	8.77
BHIKHIWIND	70	12	17.14	8			11			7			96	12	12.50
CHOUGAWAN-I	57	11	19.30	12			9			7			85	11	12.94
CHOUGAWAN-II	75	12	16.00	12			9			5			101	12	11.88
CHOHLA SAHIB	64	9	14.06	12			14			9			99	9	9.09
GANDIWIND	82	10	12.20	19			14			7			122	10	8.20
JANDIALA GURU	42	15	35.71	11			7			6			66	15	22.73
KHADOOR SAHIB	71	10	14.08	9			12			10			102	10	9.80
MAJITHA-I	51	10	19.61	4			8			4			67	10	14.93
MAJITHA-II	54	9	16.67	12			3			4			73	9	12.33
NAUSHERA PANNUAN	69	8	11.59	15			16			6			106	8	7.55
PATTI	72	6	8.33	13			12			10			107	6	5.61
RAYYA-I	65	4	6.15	14			13			9			101	4	3.96
RAYYA-II	63	12	19.05	10			10			5			88	12	13.64
TARN TARAN-I	60	8	13.33	7			10			7			84	8	9.52
TARN TARAN-II	39	12	30.77	6			5			3			53	12	22.64
TARSIKA	53	13	24.53	13			8			7			81	13	16.05
VALTOHA	64	12	18.75	14			10			5			93	12	12.90
Grand Total	1417	264	18.63	255			220			154			2046	264	12.90

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
Block - 001 AMRITSAR-I														
01-001-0042U201 G.P.S. (G) KOT BABA DEEP SINGH, WARD NO-15, AMRITSAR (CORP)	361		297		35	35	11		11				N	Uttam
01-001-0042U203 G.P.S. (B) KOT BABA DEEP SINGH, WARD NO-15, AMRITSAR (CORP)	491		328			12	17		17				N	Uttam
01-001-0043U201 G.P.S. AZAD NAGAR, WARD NO-17, AMRITSAR (CORP)	230		201			15	7		7				N	Kushal
01-001-0044U202 G.P.S. DABURAJI, AMRITSAR (CORP)	249		220				7		7				N	Kushal
01-001-0044U203 G.P.S. (B) SULTAN WIND, AMRITSAR (CORP)	401		335				11		8		3		N	Kushal
01-001-0044U204 G.P.S. SUBHASH COLONY, AMRITSAR (CORP)	228		197				6		6				N	Uttam
01-001-0754R201 G.P.S. JHITA KALAN	331		247		39	40	11		11				N	Kushal
01-001-0755R201 G.P.S. JHITA KHURD	109		74		1	14	4		4				N	Kushal
01-001-0756R201 G.P.S. RAMPURA	169		133			16	5		5				N	Shiromani
01-001-0759R201 G.P.S. KISHAN PURA	162		127				5		4		1		N	Kushal
01-001-0760R201 G.P.S. MEHMA	166		141			18	5		5				N	Shiromani
Total	2897		2300		75	150	89		85		4			
Block - 002 AMRITSAR-II														
01-002-0007U201 G.P.S. BHARAT NAGAR, WARD NO-51, AMRITSAR-2	103		82				3		2		1		N	Ausat
01-002-0032U201 G.P.S. MAAL ROAD, AMRITSAR (CORP)	195		144				8		8				Y	Behlar
01-002-0036U201 G.P.S. GOPAL NAGAR, WARD NO-49, AMRITSAR (CORP)	301		249				9		9				Y	Behlar
01-002-0037U201 G.P.S. VIJAY NAGAR, AMRITSAR (CORP)	228		170				6		6				N	Adarsh
01-002-0039U201 G.P.S. TUNG BALA, WARD NO-53, AMRITSAR (CORP)	355		292				10		10				Y	Kushal
01-002-0183U201 G.P.S. TUNGPAI, WARD NO-56, BATALA ROAD, AMRITSAR (CORP)	161		112				4		4				N	Davandol
01-002-0764R201 G.P.S. BAL KALAN	294		266				9		9				N	Behlar
01-002-0765R201 G.P.S. NAUSHEHRA KALAN	121		114				8		4		4		N	Behlar
01-002-0767R201 G.P.S. PANDORI WARAICH	404		357				13		13				N	Kushal
01-002-1247R201 G.P.S. KHARAK SINGH WALA	104		70				3		3				Y	Ausat
Total	2266		1856				73		68		5			
Block - 003 AMRITSAR-III														
01-003-0024U201 G.P.S. RAM BAGH, WARD NO-3, AMRITSAR (CORP)	52		38		24	14	2		2				N	Kushal
01-003-0028U202 G.P.S. BHAGTAIN WALA-1, WARD NO-10, AMRITSAR (CORP)	134		100				4		4				N	Behlar
01-003-0030U201 G.P.S. GATE HAKIMA, WARD NO-26, AMRITSAR (CORP)	444		369		72		11		11				N	Behlar
01-003-0031U203 G.P.S. MAHLANWALI, WARD NO-39, AMRITSAR (CORP)	171		149				5		5				N	Kushal

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacance	LEVEL
01-003-0781R201 G.P.S. MIRANKOT KALAN	317		290		3	21	9		9				N	Uttam
01-003-0782R201 G.P.S. MIRAN KOT KHURD	171		152		1	4	6		6				N	Uttam
01-003-0784R201 G.P.S. KHERABAD	240		202		1	17	7		7				N	Kushal
01-003-0786R201 G.P.S. KAMBO	167		147		8	7	5		5				N	Behtar
01-003-0787R201 G.P.S. DHAWL KALAN	179		157		17	24	5		5				N	Kushal
01-003-0792R201 G.P.S. SACHANDR	103		95			7	3		3				N	Behtar
01-003-0793R201 G.P.S. GUMTALA COLONY	130		106		4	13	4		4				N	Behtar
Total	2108		1805		130	107	61		61					
Block - 004 AMRITSAR-IV														
01-004-0012U201 G.P.S. NAWAN KOT, WARD NO-27, AMRITSAR (CORP)	658		616				21		21				N	Behtar
01-004-0012U202 G.P.S. DAM GANJ, WARD NO-27, AMRITSAR (CORP)	262		234		5	6	7		7				N	Kushal
01-004-0074U206 G.P.S. DHAPAI, AMRITSAR (CORP)	428		395				10		10				Y	Kushal
01-004-0794R201 G.P.S. IBBAN KALAN	287		235			23	8		8				Y	Uttam
01-004-0796R201 G.P.S. BAHORU	360		310		80	10	9		8		1		Y	Uttam
01-004-0797R201 G.P.S. MANDIALA	217		199		28	6	6		5		1		Y	Behtar
01-004-0799R201 G.P.S. BASAR KE GILLAN	247		217				5		5				N	Shiromani
01-004-0800R201 G.P.S. TAJE CHACK	121		100				4		4				N	Kushal
01-004-0802R201 G.P.S. KOTLI MIAN KHAN	26		21			2	2		2				N	Shiromani
01-004-0803R201 G.P.S. MULE CHACK	173		146		59		5		5				Y	Kushal
Total	2779		2473		172	47	77		75		2			
Block - 005 AMRITSAR-V														
01-005-0008U201 G.P.S. MAQBOOLPURA, WARD NO-57, AMRITSAR-5	151		130				4		3		1		N	Behtar
01-005-0023U201 G.P.S. NAW ABAADI VERKA, WARD NO-60, AMRITSAR (CORP)	498		453		31		11		11				N	Kushal
01-005-0804R201 G.P.S. CHHAPA RAM SINGH	245	37	214	34	346	13	7	1	7	1			Y	Ausat
01-005-0805R201 G.P.S. KHAN KOT	204		190		18	39	5		4		1		N	Behtar
01-005-0806R201 G.P.S. MANA WALA KHURD	122		117		2	2	4		3		1		N	Kushal
01-005-0808R201 G.P.S. MEHOKA	109		96		4	11	4		3		1		N	Kushal
01-005-0809R201 G.P.S. NIZAMPUR	290		229		2	29	9		9				N	Uttam
01-005-0811R201 G.P.S. NAWAN PIND	228		201		446		5		4		1			Niman

District –AMRITSAR

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
01-005-0814R201 G.P.S. FATEHPUR RAJPUTAN	227		196		349		6		6				N	Niman
01-005-1277R201 G.P.S. CHHEENA	51		41			4	2		2				N	
Total	2125	37	1867	34	1198	98	57	1	52	1	5			
Block - 006 AMRITSAR-VI														
01-006-0002U202 G.P.S. KHALSA NAGAR, WARD NO-21, AMRITSAR-6	97		88				3		3				N	Behtar
01-006-0003U201 G.P.S. KOT MANGAL SINGH, WARD NO-23, AMRITSAR-6														
01-006-0003U202 G.P.S. KOT MIT SINGH, WARD NO-23, AMRITSAR-6	365		341				10		10				N	Kushal
01-006-0818R201 G.P.S. CHABBA	435		379		13	44	15		14		1		N	Kushal
01-006-0819R201 G.P.S. CHATIWIND	394		338		20	50	10		10				N	Uttam
01-006-0820R201 G.P.S. PANDORI	195		167				5		5				N	Uttam
01-006-0821R201 G.P.S. VARPAL KALAN	512		428		84	92	16		16				N	Kushal
01-006-0822R201 G.P.S. VARPAL KHURD, AMRITSAR-6	102		89		3	8	3		3				N	Behtar
Total	2100		1830		120	194	62		61		1			
Block - 007 VERKA														
01-007-0075U201 G.P.S. WADALI GURU, WARD NO-34, AMRITSAR (CORP)	579		504		60	33	9		9				N	Uttam
01-007-0079U202 G.P.S. (G) WARD NO-59, VERKA, AMRITSAR (CORP)	410		379				13		13				N	Shiromani
01-007-0823R201 G.P.S. MUDHAL	403		329		8	44	12		12				N	Behtar
01-007-0824R201 G.P.S. SOHIAN KHURD	406		371		59	45	9		9				N	Behtar
01-007-0831R201 G.P.S. WADALA BHITE WAD	230		163			25	7		6		1		N	Uttam
01-007-0838R201 G.P.S. KHAPPER KHERI	309		259		12		9		8		1		N	Kushal
01-007-0840R201 G.P.S. GUMANPURA	347		270		6		8		7		1		N	Behtar
01-007-0843R201 G.P.S. KOTLI NASIR KHAN	199		162		2	20	5		4		1		N	Behtar
01-007-0844R201 G.P.S. BASARKA	232		218		14	33	7		7				N	Behtar
Total	3115		2655		161	200	79		75		4			
Block - 008 AJNALA-I														
01-008-0045U201 G.P.S. (CENTRE), AJLANA BLOCK-I	228		193		14	17	5		4		1		N	Uttam
01-008-0045U202 G.G.P.S. AJNALA	475		385		14	32	11		7		4		N	Shiromani
01-008-0052U201 G.P.S. BHAKHA TARA SINGH, AJNALA	82		79			9	3		2		1		N	Uttam
01-008-0847R201 G.P.S. QIAMPUR	164		131				5		4		1		N	Kushal
01-008-0851R201 G.P.S. DHARIWAL KALER, DHARIWAL	223		171		9	22	6		5		1		N	Kushal

Blockwise Enrolment/ Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	I-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacance	LEVEL
01-008-0852R201 G.P.S. PANJGRAIAN NIJJAR	116		60		7	13	4		4				N	Davandol
01-008-0879R201 G.P.S. KHATRAI KALAN	167		64		21		5		5					Ausat
01-008-0880R201 G.P.S. SALAUDEEN	62		30		15		3		3				N	Behtar
01-008-0905R201 G.P.S. BHALA PIND	275		235				7		7				N	Ausat
01-008-0907R201 G.P.S. LASHKARI NANGAL	122		93		10		4		2		2			Behtar
01-008-0911R201 G.P.S. MEHLAN WALA	230		195				7	10	5	8	2	2	N	Davandol
01-008-0912R201 G.P.S. GURU KA BAGH, GHUKE WALI	82		65				3		2		1		N	Niman
Total	2226		1701		90	93	63	10	50	8	13	2		
Block - 009 AJNALA-II														
01-009-0441R201 G.P.S. ROKHE	122		106		25		4		4				N	Ausat
01-009-0445R201 G.P.S. UGGAR AULAKH	259		144		9		7		6		1		N	Behtar
01-009-0447R201 G.P.S. BOHLIAN	154		125		9	36	4		4				N	Behtar
01-009-0453R201 G.P.S. ISSAPUR	73		59				3		3				N	Uttam
01-009-0455R201 G.P.S. RIAR	88		66		1		3		3				N	Kushal
01-009-0461R201 G.P.S. JAFFERKOT	77		40		35	40	3		2		1		N	Kushal
01-009-0464R201 G.P.S. POONGA	48		36		32	31	2		1		1		N	Behtar
01-009-0467R201 G.P.S. SARANGDEV	96		70		143	90	4		3		1		N	Ausat
01-009-0469R201 G.P.S. RAIPUR KALAN	124		101		152		4		3		1		Y	Niman
01-009-0485R201 G.P.S. GORALA	88		62		9		3		3				N	Ausat
Total	1126		809		415	197	37		32		5			
Block - 010 BHIKHIWIND														
01-010-0093U201 G.P.S. BASTI BHIKHI WIND	126		106		37	23	4		1		3		N	Behtar
01-010-0099U201 G.P.S. MANDI BHIKHIWIND	351		285		65	53	9		9				N	Shiromani
01-010-0689R201 G.P.S. BHIKHIWIND	173		142		56	56	5		5				N	Ausat
01-010-0713R201 G.P.S. ALGON KOTHI	149		41				5		2		3		N	Ausat
01-010-0716R201 G.P.S. MARI NOBAD	35		2		3	11	2		1		1		N	Khasta
01-010-0717R201 G.P.S. WARA TALLION	38		15				2		1		1		N	Uttam
01-010-0718R201 G.P.S. ALGON KALAN	103		66		36		4		1		3		N	Ausat
01-010-0721R201 G.P.S. CHUNG	110		67		45		3		1		2		N	Ausat

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
01-010-0741R201 G.P.S. MARI GOUR SINGH	88		60		8	7	3		1		2		N	Behtar
01-010-0745R201 G.P.S. (B) SUR SINGH	301		275		30	40	10		8		2		N	Kushal
01-010-0745R202 G.P.S. (G) SUR SINGH	362		350		40	40	9		8		1		N	Kushal
01-010-1239R201 G.P.S. MARI SANT PURA	35		20		1	3	2		1		1		N	Ausat
Total	1866		1429		321	233	58		39		19			
Block - 011 CHOUGAWAN-I														
01-011-0928R201 G.P.S. LOPOKE	263		201		37		6		6				N	Uttam
01-011-0937R201 G.P.S. ODHAR	122		88		10		4		3		1		N	Uttam
01-011-0938R201 G.P.S. KHALA KALAN	677		513		90	150	16		13		3		N	Uttam
01-011-0941R201 G.P.S. KALER	178		123		8		6		6				N	Kushal
01-011-0943R201 G.P.S. CHHIDDAN	247		202		12		7		7				N	Behtar
01-011-0944R201 G.P.S. BRAR	270		208		27	28	7		7				N	Kushal
01-011-0946R201 G.P.S. BOPA RAI BAJ SINGH	199		167		10	5	5		4		1		N	Kushal
01-011-0947R201 G.P.S. BOPA RAI KALAN	227		186		3		5		5				N	Kushal
01-011-0958R201 G.P.S. KOHALI	244		244				9		8		1		N	Ausat
01-011-0961R201 G.P.S. CHOUGAWAN	286		286				9		7		2		N	Behtar
01-011-0962R201 G.P.S. TAPIALA	193	141	163	124			5		4		1		N	Khasta
Total	2906	141	2381	124	197	183	79		70		9			
Block - 012 CHOUGAWAN-II														
01-012-0106U201 G.P.S. (G) RAJASANSI	382		317		4	17	9		9				N	Shiromani
01-012-0117U201 G.P.S. HAWAI ADDA, WARD NO-13, RAJA SANSI	104		70		3	4	3		3				N	Kushal
01-012-0621R201 G.P.S. UCHA KILLA	140		122				6		6				N	Behtar
01-012-0622R201 G.P.S. KUKRA WALA, HARSA CHHINE KUKRANWALA, CHOUGAWAN-2	56		53			2	2		2				N	Shiromani
01-012-0624R201 G.P.S. DHARIWAL	178		150		13	13	5		5				N	Behtar
01-012-0626R201 G.P.S. VICHLA QILLA	150		80		6	7	5		4		1		N	Uttam
01-012-0627R201 G.P.S. LALLA AFGANA	58		54		5		2		1		1		N	Kushal
01-012-0628R201 G.P.S. DUDHRAI	159		135		1		5		4		1		N	Kushal
01-012-0631R201 G.P.S. CHAINPUR	147		112		20		4		4				N	Uttam
01-012-0632R201 G.P.S. RAM TIRATH	91		73		5		3		3				N	Behtar

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrolment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	I-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
01-012-0634R201 G.P.S. BALGAN	174		105		7		4		4				N	Kushal
01-012-0641R201 G.P.S. KOTLI SAKKA	90		47		35		3		2		1		N	Niman
Total	1729		1318		99	43	51		47		4			
Block - 013 CHOHLA SAHIB														
01-013-0391R201 G.G.P.S. FATEHBAD	352		295				10		9		1		N	Kushal
01-013-0391R202 G.P.S. (B) FATEHBAD	326		289				9		8		1		N	Uttam
01-013-0395R201 G.P.S. JAMARAI	254		156		7		8		1		7		N	Behar
01-013-0399R201 G.P.S. DERA SAHIB	50		29				2		2				N	Kushal
01-013-0408R201 G.P.S. GOINDWAL SAHIB	479		459				12		11		1		N	Shiromani
01-013-0416R201 G.P.S. RANI WALAH	205		153		16		4		3		1		N	Behar
01-013-0432R201 G.P.S. SARHALI KALAN	244		201		14		7		6		1		Y	Uttam
01-013-0433R201 G.P.S. KHARA	256		219		6	16	6		5		1		Y	Kushal
01-013-0437R201 G.P.S. DODEHAR SAHIB	226		170		10		5		3		2		N	Behar
Total	2392		1971		53	16	63		48		15			
Block - 014 GANDIWIND														
01-014-0999R201 G.P.S. THATHI SOHAL	160		133		24	27	4		1		3		N	Uttam
01-014-1003R201 G.P.S. SOHAL THATTI	438		335		80		10		9		1		N	Behar
01-014-1017R201 G.P.S. KHERDINKE	302		252				7		7				N	Uttam
01-014-1018R201 G.P.S. AIMAN KALAN	166		120				5		5				N	
01-014-1020R201 G.P.S. THATHA	212		178		12	36	5		4		1			Uttam
01-014-1022R201 G.P.S. DHAND	236		220		10	10	6		6				Y	Shiromani
01-014-1023R201 G.P.S. THATHGARH	269		205		28	26	7		7				Y	Kushal
01-014-1026R201 G.P.S. (B) KASEL														
01-014-1026R203 G.P.S. JAGRAWAN WALA, KASEL														
01-014-1028R201 G.P.S. JAGATPUR	169		153				5		5				N	Shiromani
Total	1952		1596		154	99	49		44		5			
Block - 015 JANDIALA GURU														
01-015-0089U201 G.P.S. (G) NO-1, WARD NO-10, JANDIALA GURU	294		272		4	6	8		7		1		Y	Kushal
01-015-0583R201 G.P.S. NANGAL GURU	246		191				6		5		1		N	Kushal
01-015-0584R201 G.P.S. BUNDALA	245		221				14		14				N	Uttam

District –AMRITSAR

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
01-005-0814R201 G.P.S. FATEHPUR RAJPUTAN	227		196		349		6		6				N	Niman
01-005-1277R201 G.P.S. CHHEENA	51		41			4	2		2				N	
Total	2125	37	1867	34	1198	98	57	1	52	1	5			
Block - 006 AMRITSAR-VI														
01-006-0002U202 G.P.S. KHALSA NAGAR, WARD NO-21, AMRITSAR-6	97		88				3		3				N	Behtar
01-006-0003U201 G.P.S. KOT MANGAL SINGH, WARD NO-23, AMRITSAR-6														
01-006-0003U202 G.P.S. KOT MIT SINGH, WARD NO-23, AMRITSAR-6	365		341				10		10				N	Kushal
01-006-0818R201 G.P.S. CHABBA	435		379		13	44	15		14		1		N	Kushal
01-006-0819R201 G.P.S. CHATIWIND	394		338		20	50	10		10				N	Uttam
01-006-0820R201 G.P.S. PANDORI	195		167				5		5				N	Uttam
01-006-0821R201 G.P.S. VARPAL KALAN	512		428		84	92	16		16				N	Kushal
01-006-0822R201 G.P.S. VARPAL KHURD, AMRITSAR-6	102		89		3	8	3		3				N	Behtar
Total	2100		1830		120	194	62		61		1			
Block - 007 VERKA														
01-007-0075U201 G.P.S. WADALI GURU, WARD NO-34, AMRITSAR (CORP)	579		504		60	33	9		9				N	Uttam
01-007-0079U202 G.P.S. (G) WARD NO-59, VERKA, AMRITSAR (CORP)	410		379				13		13				N	Shiromani
01-007-0823R201 G.P.S. MUDHAL	403		329		8	44	12		12				N	Behtar
01-007-0824R201 G.P.S. SOHAN KHURD	406		371		59	45	9		9				N	Behtar
01-007-0831R201 G.P.S. WADALA BHITE WAD	230		163			25	7		6		1		N	Uttam
01-007-0838R201 G.P.S. KHAPPER KHERI	309		259		12		9		8		1		N	Kushal
01-007-0840R201 G.P.S. GUMANPURA	347		270		6		8		7		1		N	Behtar
01-007-0843R201 G.P.S. KOTLI NASIR KHAN	199		162		2	20	5		4		1		N	Behtar
01-007-0844R201 G.P.S. BASARKA	232		218		14	33	7		7				N	Behtar
Total	3115		2655		161	200	79		75		4			
Block - 008 AJNALA-I														
01-008-0045U201 G.P.S. (CENTRE), AJLANA BLOCK-I	228		193		14	17	5		4		1		N	Uttam
01-008-0045U202 G.G.P.S. AJNALA	475		385		14	32	11		7		4		N	Shiromani
01-008-0052U201 G.P.S. BHAKHA TARA SINGH, AJNALA	82		79			9	3		2		1		N	Uttam
01-008-0847R201 G.P.S. QIAMPUR	164		131				5		4		1		N	Kushal
01-008-0851R201 G.P.S. DHARIWAL KALER, DHARIWAL	223		171		9	22	6		5		1		N	Kushal

Blockwise Enrolment/ Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacance	LEVEL
01-008-0852R201 G.P.S. PANJGRAIAN NIJJAR	116		60		7	13	4		4				N	Davandoi
01-008-0879R201 G.P.S. KHATRAI KALAN	167		64		21		5		5					Ausat
01-008-0880R201 G.P.S. SALAUDEEN	62		30		15		3		3				N	Behtar
01-008-0905R201 G.P.S. BHALA PIND	275		235				7		7				N	Ausat
01-008-0907R201 G.P.S. LASHKARI NANGAL	122		93		10		4		2		2			Behtar
01-008-0911R201 G.P.S. MEHLAN WALA	230		195				7	10	5	8	2	2	N	Davandoi
01-008-0912R201 G.P.S. GURU KA BAGH, GHUKE WALI	82		65				3		2		1		N	Niman
Total	2226		1701		90	93	63	10	50	8	13	2		
Block - 009 AJNALA-II														
01-009-0441R201 G.P.S. ROKHE	122		106		25		4		4				N	Ausat
01-009-0446R201 G.P.S. UGGAR AULAKH	259		144		9		7		6		1		N	Behtar
01-009-0447R201 G.P.S. BOHLIAN	151		125		9	36	4		4				N	Behtar
01-009-0453R201 G.P.S. ISSAPUR	73		59				3		3				N	Uttam
01-009-0455R201 G.P.S. RIAR	86		66		1		3		3				N	Kushal
01-009-0461R201 G.P.S. JAFFERKOT	77		40		35	40	3		2		1		N	Kushal
01-009-0464R201 G.P.S. POONGA	48		36		32	31	2		1		1		N	Behtar
01-009-0467R201 G.P.S. SARANGDEV	96		70		143	90	4		3		1		N	Ausat
01-009-0469R201 G.P.S. RAIPUR KALAN	124		101		152		4		3		1		Y	Niman
01-009-0485R201 G.P.S. GORALA	88		62		9		3		3				N	Ausat
Total	1126		809		415	197	37		32		5			
Block - 010 BHIKHIWIND														
01-010-0093U201 G.P.S. BASTI BHIKHI WIND	126		106		37	23	4		1		3		N	Behtar
01-010-0099U201 G.P.S. MANDI BHIKHIWIND	351		285		65	53	9		9				N	Shiromani
01-010-0689R201 G.P.S. BHIKHIWIND	178		142		56	56	5		5				N	Ausat
01-010-0713R201 G.P.S. ALGON KOTHI	149		41				5		2		3		N	Ausat
01-010-0716R201 G.P.S. MARI NOBAD	35		2		3	11	2		1		1		N	Khasta
01-010-0717R201 G.P.S. WARA TALLION	38		15				2		1		1		N	Uttam
01-010-0718R201 G.P.S. ALGON KALAN	103		66		36		4		1		3		N	Ausat
01-010-0721R201 G.P.S. CHUNG	110		67		45		3		1		2		N	Ausat

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
01-010-0741R201 G.P.S. MARI GOUR SINGH	88		60		8	7	3		1		2		N	Behtar
01-010-0745R201 G.P.S. (B) SUR SINGH	301		275		30	40	10		8		2		N	Kushal
01-010-0745R202 G.P.S. (G) SUR SINGH	362		350		40	40	9		8		1		N	Kushal
01-010-1239R201 G.P.S. MARI SANT PURA	35		20		1	3	2		1		1		N	Ausat
Total	1866		1429		321	233	58		39		19			
Block - 011 CHOUGAWAN-I														
01-011-0928R201 G.P.S. LOPOKE	263		201		37		6		6				N	Uttam
01-011-0937R201 G.P.S. ODHAR	122		88		10		4		3		1		N	Uttam
01-011-0938R201 G.P.S. KHALA KALAN	677		513		90	150	16		13		3		N	Uttam
01-011-0941R201 G.P.S. KALER	178		123		8		6		6				N	Kushal
01-011-0943R201 G.P.S. CHIDDAN	247		202		12		7		7				N	Behtar
01-011-0944R201 G.P.S. BRAR	270		208		27	28	7		7				N	Kushal
01-011-0946R201 G.P.S. BOPA RAI BAJ SINGH	199		167		10	5	5		4		1		N	Kushal
01-011-0947R201 G.P.S. BOPA RAI KALAN	227		186		3		5		5				N	Kushal
01-011-0958R201 G.P.S. KOHALI	244		244				9		8		1		N	Ausat
01-011-0961R201 G.P.S. CHOUGAWAN	286		286				9		7		2		N	Behtar
01-011-0962R201 G.P.S. TAPIALA	193	141	163	124			5		4		1		N	Khasta
Total	2906	141	2381	124	197	183	79		70		9			
Block - 012 CHOUGAWAN-II														
01-012-0106U201 G.P.S. (G) RAJASANSI	382		317		4	17	9		9				N	Shiromani
01-012-0117U201 G.P.S. HAWAI ADDA, WARD NO-13, RAJA SANSI	104		70		3	4	3		3				N	Kushal
01-012-0621R201 G.P.S. UCHA KILLA	140		122				6		6				N	Behtar
01-012-0622R201 G.P.S. KUKRA WALA, HARSA CHHINE KUKRANWALA, CHOGAWAN-2	56		53			2	2		2				N	Shiromani
01-012-0624R201 G.P.S. DHARIWAL	178		150		13	13	5		5				N	Behtar
01-012-0626R201 G.P.S. VICHLA QILLA	150		80		6	7	5		4		1		N	Uttam
01-012-0627R201 G.P.S. LALLA AFGANA	58		54		5		2		1		1		N	Kushal
01-012-0628R201 G.P.S. DUDHRAI	159		135		1		5		4		1		N	Kushal
01-012-0631R201 G.P.S. CHAINPUR	147		112		20		4		4				N	Uttam
01-012-0632R201 G.P.S. RAM TIRATH	91		73		5		3		3				N	Behtar

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrolment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	I-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
01-012-0634R201 G.P.S. BALGAN	174		105		7		4		4				N	Kushal
01-012-0641R201 G.P.S. KOTLI SAKKA	90		47		35		3		2		1		N	Niman
Total	1729		1318		99	43	51		47		4			
Block - 013 CHOHLA SAHIB														
01-013-0391R201 G.G.P.S. FATEHBAD	352		295				10		9		1		N	Kushal
01-013-0391R202 G.P.S. (B) FATEHBAD	326		289				9		8		1		N	Uttam
01-013-0395R201 G.P.S. JAMARAI	254		156		7		8		1		7		N	Behar
01-013-0399R201 G.P.S. DERA SAHIB	50		29				2		2				N	Kushal
01-013-0408R201 G.P.S. GOINDWAL SAHIB	479		459				12		11		1		N	Shiromani
01-013-0416R201 G.P.S. RANI WALAH	205		153		16		4		3		1		N	Behar
01-013-0432R201 G.P.S. SARHALI KALAN	244		201		14		7		6		1		Y	Uttam
01-013-0433R201 G.P.S. KHARA	256		219		6	16	6		5		1		Y	Kushal
01-013-0437R201 G.P.S. DODEHAR SAHIB	226		170		10		5		3		2		N	Behar
Total	2392		1971		53	16	63		48		15			
Block - 014 GANDIWIND														
01-014-0999R201 G.P.S. THATHI SOHAL	160		133		24	27	4		1		3		N	Uttam
01-014-1003R201 G.P.S. SOHAL THATTI	438		335		80		10		9		1		N	Behar
01-014-1017R201 G.P.S. KHERDINKE	302		252				7		7				N	Uttam
01-014-1018R201 G.P.S. AIMAN KALAN	166		120				5		5				N	
01-014-1020R201 G.P.S. THATHA	212		178		12	36	5		4		1			Uttam
01-014-1022R201 G.P.S. DHAND	236		220		10	10	6		6				Y	Shiromani
01-014-1023R201 G.P.S. THATHGARH	269		205		28	26	7		7				Y	Kushal
01-014-1026R201 G.P.S. (B) KASEL														
01-014-1026R203 G.P.S. JAGRAWAN WALA, KASEL														
01-014-1028R201 G.P.S. JAGATPUR	169		153				5		5				N	Shiromani
Total	1952		1596		154	99	49		44		5			
Block - 015 JANDIALA GURU														
01-015-0089U201 G.P.S. (G) NO-1, WARD NO-10, JANDIALA GURU	294		272		4	6	8		7		1		Y	Kushal
01-015-0583R201 G.P.S. NANGAL GURU	246		191				6		5		1		N	Kushal
01-015-0584R201 G.P.S. BUNDALA	742		621				14		14				N	Uttam

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	1-V	VI-VIII	6-10	11-14	1-V	VI-VIII	1-V	VI-VIII	1-V	VI-VIII	Maintenacnce	LEVEL
01-015-0587R201 G.P.S. GUNOWAL KHU	29		26				2		2				N	Behtar
01-015-0589R201 G.P.S. SUKHAWAL	35		30		1	2	2		1		1		N	Ausat
01-015-0590R201 G.P.S. JANIAN	194		174		18	27	5		5				N	Behtar
01-015-0593R201 G.P.S. GEHRI MANDI	506		496		15		13		13				Y	Kushal
01-015-0598R201 G.P.S. GADLI	181		171				5		5				N	Uttam
01-015-0599R201 G.P.S. DEVI DAS PURA	284		242		3	16	7		7				N	Ausat
01-015-0600R201 G.P.S. WADALA JOHAL	365		307		14	24	9		8		1		N	Uttam
01-015-0603R201 G.P.S. MALLIAN	438		371		3	10	12		11		1		N	Uttam
01-015-0609R201 G.P.S. TALWANDI DOGRAN	207		135		3	6	3		2		1		N	Uttam
01-015-0614R201 G.P.S. MANAWALA KALAN	331		301		30	63	9		8		1		N	Kushal
01-015-0616R201 G.P.S. NANGAL DIAL SINGH	100		78				3		2		1		N	Behtar
01-015-0618R201 G.P.S. NIJER PURA	164		136				5		5				N	Uttam
Total	4116		3551		91	154	103		95		8			
Block - 016 KHADOOR SAHIB														
01-016-0315R201 G.P.S. KANG	324		200		18		9		8		1		N	Kushal
01-016-0316R201 G.P.S. KALLAH	520		467		11		12		11		1		N	Uttam
01-016-0333R201 G.P.S. (B) VEROWAL, DARAPUR	131		106				4		1		3		N	Behtar
01-016-0333R202 G.P.S. (G) VEROWAL, DARAPUR	153		135				7		7				N	Uttam
01-015-0335R201 G.P.S. WAIRO WAL BAWIAN	227		183				5		1		4		N	Behtar
01-016-0340R201 G.P.S. (B) JALALA BAD	222		155		8	15	6		6				N	Kushal
01-016-0340R202 G.P.S. (G) JALALA BAD	157		133				5		5				N	Behtar
01-016-0342R201 G.P.S. DHARAR	257		190				7		7				N	Uttam
01-016-0349R201 G.P.S. KHADOOR SAHIB NO-1	318		275				7		7				N	Kushal
01-016-0350R201 G.P.S. MUGLANI	193		178				5		5				N	Kushal
Total	2502		2022		37	15	67		58		9			
Block - 017 MAJITHA-I														
01-017-0536R201 G.P.S. KANDOWALI	108		91				5		4		1		N	Behtar
01-017-0537R201 G.P.S. MAJHI PIJRA	92		64				5		5				N	Ausat
01-017-0539R201 G.P.S. CHETAN PURA	156		144				7		7				N	Behtar

Blockwise Enrolment/ Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
01-017-0541R201 G.P.S. SANGAT PURA	215		120				5		4		1		N	Ausat
01-017-0542R201 G.P.S. MAHADI PURA	104		40		12		2		2					Ausat
01-017-0543R201 G.P.S. KOTLA GUWRAN	174		121		9		5		4		1		Y	Behtar
01-017-0546R201 G.P.S. PANDHER KALAN	152		46		25		5		3		2		N	Ausat
01-017-0548R201 G.P.S. (CENTRE) WADALA	286		120				5		5				N	Niman
01-017-0550R201 G.P.S. BHOMA	262		182				7		7				Y	Ausat
01-017-0551R201 G.P.S. VIRAM	127		66				4		3		1		Y	Behtar
Total	1673		994		46		50		44		6			
Block - 018 MAJITHA-II														
01-018-0266R201 G.P.S. (B) NAG KALAN	324		235				10		10				Y	Uttam
01-018-0266R202 G.P.S. (G) NAG KALAN	247		204				7		7				Y	Uttam
01-018-0273R201 G.P.S. NAG KHURD	224		120				6		6				Y	Niman
01-018-0276R201 G.P.S. LUDHAR	268		239				7		7				N	Uttam
01-018-0285R201 G.P.S. RAM DIWALI HINDUAN	94		78		164		3		2		1		N	Niman
01-018-0287R201 G.P.S. (B) KATHU NANGAL	120		65			3	5		5				N	Uttam
01-018-0287R202 G.P.S. (G) KATHU NANGAL	148		110		6	16	5		5				N	Uttam
01-018-0288R201 G.P.S. KATHU NANGAL KHURD	53		48		92		2		1		1		N	Niman
01-018-0296R201 G.P.S. CHAWINDA DEVI	227		183		455		8		8				N	Ausat
Total	1705		1282		717	19	53		51		2			
Block - 019 NAUSHERA PANNUAN														
01-019-1060R204 G.P.S. (B) NAUSHEHRA PANNUAN	182		127				6		5		1		N	Kushal
01-019-1061R201 G.P.S. CHAUDHRI WALA	183		122				7		7				N	Kushal
01-019-1073R201 G.P.S. BHATHAL BHAI KE	136		103				3		2		1		N	Kushal
01-019-1076R201 G.P.S. TUR(G)	170		60		13		4		3		1		N	Ausat
01-019-1107R201 G.P.S. JAURA	237		183		50	150	7		6		1		N	Behtar
01-019-1113R201 G.P.S. (B) KAIRON	224		205				6		6				N	Uttam
01-019-1113R202 G.P.S. (G) KAIRON	218		181				6		3		3		N	Behtar
01-019-1116R201 G.P.S. BAHMUNIWALA	176		147		6	10	5		4		1		N	Behtar
Total	1526		1128		69	160	44		36		8			
Block - 020 PATTI														

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14.	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
01-020-0039R201 G.P.S. (B) GHARYALA	164		91		30		5		1		4		N	Khasta
01-020-0039R202 G.P.S. (G) GHARYALA	180		108				5		5				N	Ausat
01-020-0047R201 G.P.S. BARWALA	198		121		10		5		5				N	Ausat
01-020-0142U201 G.P.S. PATTI, WARD NO-II	414		314		49	41	15		15				N	Behtar
01-020-0142U202 G.P.S. GARDEN COLONY, PATTI	145		135		3	2	5		5				N	Uttam
01-020-0145U201 G.P.S. PATTI NO-I	142		109		4	15	4		4				N	Behtar
Total	1243		878		96	58	39		35		4			
Block - 021 RAYYA-I														
01-021-0072R201 G.P.S. BIAS	283		234		3	3	8		7		1		Y	Kushal
01-021-0113R201 G.P.S. MEHTA CHOWK	92		75				3		2		1		Y	Kushal
01-021-0114R201 G.P.S. (G) MEHTA	220		171		4	12	6		6				N	Uttam
01-021-0115R201 G.P.S. MEHTA KHURD	27		20				2		1		1		Y	Uttam
Total	622		500		7	15	19		16		3			
Block - 022 RAYYA-II														
01-022-0224R201 G.P.S. TANGRA	221		189				7		6		1		N	Ausat
01-022-0225R202 G.P.S. (B) MUCHHAL	321		278		3	6	8		8				N	Behtar
01-022-0227R201 G.P.S. (G) CHHAJJAL WADDI	168		129				5		5				N	Behtar
01-022-0231R201 G.P.S. BHINDER	178		131		2		6		5		1		Y	Shiromani
01-022-0232R201 G.P.S. MUDH	118		97				4		4				Y	Kushal
01-022-0235R201 G.P.S. NIRANJANPUR	134		110				4		4				Y	Uttam
01-022-0257R201 G.P.S. KOHAT WIND HINDUAN	145		130		3	11	4		4				Y	Behtar
01-022-0259R201 G.P.S. (G) UDHONANGAL	176		151		6	9	5		5				Y	Uttam
01-022-0259R202 G.P.S. (B) UDHONANGAL	95		85		5	5	3		2		1		Y	Behtar
01-022-0261R201 G.P.S. NANGALI	205		144		17	27	4		3		1		Y	Shiromani
01-022-0264R201 G.P.S. (B) JALAL	70		42		5	2	3		3				Y	Uttam
01-022-0265R201 G.P.S. MALUK NANGAL	38		26				2		2				Y	Kushal
Total	1869		1512		41	60	55		51		4			
Block - 023 TARN TARAN-I														
01-023-0072U205 G.P.S. TARN TARAN-3	75		57		18		3		2		1		N	Niman
01-023-1121R201 G.P.S. SANGHE	180		155		11	10	5		5				N	Behtar

Jap Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
01-023-1122R201 G.P.S. ALADINPUR	265		247		12	18	6		5		1		N	Uttam
01-023-1131R201 G.P.S. KOT DHARAM CHAND KALAN	378		343		17	18	10		9		1		N	Kushal
01-023-1136R201 G.P.S. BHOJIAN	183		59			20	4		4				N	Behtar
01-023-1155R201 G.P.S. PADHRI KALAN	275		271		55	52	7		5		2		N	Kushal
01-023-1165R201 G.P.S. JARMASTPUR	167		122				4		4					Uttam
01-023-1166R202 G.P.S. (G) JHABAL KALAN	352		295		6	6	11		10		1		Y	Shiromani
Total	1875		1549		119	124	50		44		6			
Block - 024 TARN TARAN-II														
01-024-0172R202 G.P.S. PANDORI GOLA, TARN TARAN	305		271		30	53	9		8		1		N	Kushal
01-024-0175R201 G.P.S. BATH	370		296		38	25	8		8				Y	Kushal
01-024-0178R201 G.P.S. KAKA KANDIALA	204		105				5		5				N	Niman
01-024-0180R201 G.P.S. BEHLA	184		142		5	14	4		3		1		N	Shiromani
01-024-0183R201 G.P.S. RATAUL	381		340		8	15	9		9				N	Behtar
01-024-0184R201 G.P.S. BALA CHACK	225		176		1	9	6		6				N	Shiromani
01-024-0185R201 G.P.S. GOHLWAR	296		243				8		7		1		N	
01-024-0187R201 G.P.S. PANDORI RAN SINGH	304						7		7				N	Shiromani
01-024-0190R201 G.P.S. PANDORI TAKHATMAL	149		94		2	1	4		4				N	Kushal
01-024-0194R201 G.P.S. LALU GHUMAN	212		175				5		4		1		N	Kushal
01-024-0201R201 G.P.S. KHABE DOGRA														
01-024-0204R201 G.P.S. BATH KHURD	42		33				2		2				N	Kushal
Total	2672		1875		84	117	67		63		4			
Block - 025 TARSIKA														
01-025-0120R201 G.P.S. TARSIKA	410		360		13	21	11		11				Y	Uttam
01-025-0121R201 G.P.S. BULARA	99		84				3		2		1		N	Kushal
01-025-0127R201 G.P.S. TANEL PURANA	90		80		14	17	3		3				Y	Behtar
01-025-0128R201 G.P.S. AKALGARH DHAPIAN	208		167			1	5		5				Y	Kushal
01-025-0133R201 G.P.S. MAHIAN BRAHMANA	51		32			1	2		2				N	Uttam
01-025-0135R201 G.P.S. RASULPUR KALAN	275		255		10	24	8		7		1		N	Kushal
01-025-0138R201 G.P.S. BHILOWAL	180		125		13	21	5		4		1		N	Ausat

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
01-015-0587R201 G.P.S. GUNOWAL KHU	29		26				2		2				N	Behtar
01-015-0589R201 G.P.S. SUKHAWAL	35		30		1	2	2		1		1		N	Ausat
01-015-0590R201 G.P.S. JANIAN	194		174		18	27	5		5				N	Behtar
01-015-0593R201 G.P.S. GEHRI MANDI	506		496		15		13		13				Y	Kushal
01-015-0598R201 G.P.S. GADLI	181		171				5		5				N	Uttam
01-015-0599R201 G.P.S. DEVI DAS PURA	284		242		3	16	7		7				N	Ausat
01-015-0600R201 G.P.S. WADALA JOHAL	365		307		14	24	9		8		1		N	Uttam
01-015-0603R201 G.P.S. MALLIAN	438		371		3	10	12		11		1		N	Uttam
01-015-0609R201 G.P.S. TALWANDI DOGRAN	207		135		3	6	3		2		1		N	Uttam
01-015-0614R201 G.P.S. MANAWALA KALAN	331		301		30	63	9		8		1		N	Kushal
01-015-0616R201 G.P.S. NANGAL DIAL SINGH	100		78				3		2		1		N	Behtar
01-015-0618R201 G.P.S. NIJER PURA	164		136				5		5				N	Uttam
Total	4116		3551		91	154	103		95		8			
Block - 016 KHADOOR SAHIB														
01-016-0315R201 G.P.S. KANG	324		200		18		9		8		1		N	Kushal
01-016-0316R201 G.P.S. KALLAH	520		467		11		12		11		1		N	Uttam
01-016-0333R201 G.P.S. (B) VEROWAL, DARAPUR	131		106				4		1		3		N	Behtar
01-016-0333R202 G.P.S. (G) VEROWAL, DARAPUR	153		135				7		7				N	Uttam
01-016-0335R201 G.P.S. WAIRO WAL BAWIAN	227		183				5		1		4		N	Behtar
01-016-0340R201 G.P.S. (B) JALALA BAD	222		155		8	15	6		6				N	Kushal
01-016-0340R202 G.P.S. (G) JALALA BAD	157		133				5		5				N	Behtar
01-016-0342R201 G.P.S. DHARAR	257		190				7		7				N	Uttam
01-016-0349R201 G.P.S. KHADOOR SAHIB NO-1	318		275				7		7				N	Kushal
01-016-0350R201 G.P.S. MUGLANI	193		178				5		5				N	Kushal
Total	2502		2022		37	15	67		58		9			
Block - 017 MAJITHA-I														
01-017-0536R201 G.P.S. KANDOWALI	108		91				5		4		1		N	Behtar
01-017-0537R201 G.P.S. MAJHU PURA	92		64				5		5				N	Ausat
01-017-0539R201 G.P.S. CHETAN PURA	156		144				7		7				N	Behtar

Blockwise Enrolment/ Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	I-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
01-017-0541R201 G.P.S. SANGAT PURA	215		120				5		4		1		N	Ausat
01-017-0542R201 G.P.S. MAHADI PURA	101		40		12		2		2					Ausat
01-017-0543R201 G.P.S. KOTLA GUJARAN	174		121		9		5		4		1		Y	Behtar
01-017-0546R201 G.P.S. PANDHER KALAN	152		46		25		5		3		2		N	Ausat
01-017-0548R201 G.P.S. (CENTRE) WADALA	286		120				5		5				N	Niman
01-017-0550R201 G.P.S. BHOMA	262		182				7		7				Y	Ausat
01-017-0551R201 G.P.S. VIRAM	127		66				4		3		1		Y	Behtar
Total	1673		994		46		50		44		6			
Block - 018 MAJITHA-II														
01-018-0266R201 G.P.S. (B) NAG KALAN	324		235				10		10				Y	Uttam
01-018-0266R202 G.P.S. (G) NAG KALAN	247		204				7		7				Y	Uttam
01-018-0273R201 G.P.S. NAG KHURD	224		120				6		6				Y	Niman
01-018-0276R201 G.P.S. LUDHAR	268		239				7		7				N	Uttam
01-018-0285R201 G.P.S. RAM DIWALI HINDUAN	94		78		164		3		2		1		N	Niman
01-018-0287R201 G.P.S. (B) KATHU NANGAL	120		65			3	5		5				N	Uttam
01-018-0287R202 G.P.S. (G) KATHU NANGAL	148		110		6	16	5		5				N	Uttam
01-018-0288R201 G.P.S. KATHU NANGAL KHURD	53		48		92		2		1		1		N	Niman
01-018-0296R201 G.P.S. CHAWINDA DEVI	227		183		455		8		8				N	Ausat
Total	1705		1282		717	19	53		51		2			
Block - 019 NAUSHERA PANNUAN														
01-019-1060R204 G.P.S. (B) NAUSHEHRA PANNUAN	182		127				6		5		1		N	Kushal
01-019-1061R201 G.P.S. CHAUDHRI WALA	183		122				7		7				N	Kushal
01-019-1073R201 G.P.S. BHATHAL BHAI KE	136		103				3		2		1		N	Kushal
01-019-1076R201 G.P.S. TUR(G)	170		60		13		4		3		1		N	Ausat
01-019-1107R201 G.P.S. JAURA	287		183		50	150	7		6		1		N	Behtar
01-019-1113R201 G.P.S. (B) KAIRON	224		205				6		6				N	Uttam
01-019-1113R202 G.P.S. (G) KAIRON	218		181				6		3		3		N	Behtar
01-019-1116R201 G.P.S. BAHMUNIWALA	176		147		6	10	5		4		1		N	Behtar
Total	1526		1128		69	160	44		36		8			
Block - 020 PATTI														

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14.	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
01-020-0039R201 G.P.S (B) GHARYALA	164		91		30		5		1		4		N	Khasta
01-020-0039R202 G.P.S (G) GHARYALA	180		108				5		5				N	Ausat
01-020-0047R201 G.P.S. BARWALA	198		121		10		5		5				N	Ausat
01-020-0142U201 G.P.S. PATTI, WARD NO-II	414		314		49	41	15		15				N	Behtar
01-020-0142U202 G.P.S. GARDEN COLONY, PATTI	145		135		3	2	5		5				N	Uttam
01-020-0145U201 G.P.S. PATTI NO-I	142		109		4	15	4		4				N	Behtar
Total	1243		878		96	58	39		35		4			
Block - 021 RAYYA-I														
01-021-0072R201 G.P.S. BIAS	283		234		3	3	8		7		1		Y	Kushal
01-021-0113R201 G.P.S. MEHTA CHOWK	92		75				3		2		1		Y	Kushal
01-021-0114R201 G.P.S. (G) MEHTA	220		171		4	12	6		6				N	Uttam
01-021-0115R201 G.P.S. MEHTA KHURD	27		20				2		1		1		Y	Uttam
Total	622		500		7	15	19		16		3			
Block - 022 RAYYA-II														
01-022-0224R201 G.P.S. TANGRA	221		189				7		6		1		N	Ausat
01-022-0225R202 G.P.S. (B) MUCHHAL	321		278		3	6	8		8				N	Behtar
01-022-0227R201 G.P.S. (G) CHHAJJAL WADDI	168		129				5		5				N	Behtar
01-022-0231R201 G.P.S. BHINDER	178		131		2		6		5		1		Y	Shiromani
01-022-0232R201 G.P.S. MUOH	118		97				4		4				Y	Kushal
01-022-0235R201 G.P.S. NIRANJANPUR	134		110				4		4				Y	Uttam
01-022-0257R201 G.P.S. KOHAT WIND HINDUAN	145		130		3	11	4		4				Y	Behtar
01-022-0259R201 G.P.S. (G) UDHONANGAL	176		151		6	9	5		5				Y	Uttam
01-022-0259R202 G.P.S. (B) UDHONANGAL	95		85		5	5	3		2		1		Y	Behtar
01-022-0261R201 G.P.S. NANGALI	205		144		17	27	4		3		1		Y	Shiromani
01-022-0264R201 G.P.S. (B) JALAL	70		42		5	2	3		3				Y	Uttam
01-022-0265R201 G.P.S. MALUK NANGAL	38		26				2		2				Y	Kushal
Total	1869		1512		41	60	55		51		4			
Block - 023 TARN TARAN-I														
01-023-0072U205 G.P.S. TARN TARAN-3	75		57		18		3		2		1		N	Niman
01-023-1121R201 G.P.S. SANGHE	180		155		11	10	5		5				N	Behtar

Jap Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
01-023-1122R201 G.P.S. ALADINPUR	265		247		12	18	6		5		1		N	Uttam
01-023-1131R201 G.P.S. KOT DHARAM CHAND KALAN	378		343		17	18	10		9		1		N	Kushal
01-023-1136R201 G.P.S. BHOJIAN	183		59			20	4		4				N	Behtar
01-023-1155R201 G.P.S. PADHRI KALAN	275		271		55	52	7		5		2		N	Kushal
01-023-1165R201 G.P.S. JARMASTPUR	167		122				4		4					Uttam
01-023-1166R202 G.P.S. (G) JHABAL KALAN	352		295		6	6	11		10		1		Y	Shiromani
Total	1875		1549		119	124	50		44		6			
Block - 024 TARN TARAN-II														
01-024-0172R202 G.P.S. PANDORI GOLA, TARN TARAN	305		271		30	53	9		8		1		N	Kushal
01-024-0175R201 G.P.S. BATH	370		296		38	25	8		8				Y	Kushal
01-024-0178R201 G.P.S. KAKA KANDIALA	204		105				5		5				N	Niman
01-024-0180R201 G.P.S. BEHLA	184		142		5	14	4		3		1		N	Shiromani
01-024-0183R201 G.P.S. RATAUL	381		340		8	15	9		9				N	Behtar
01-024-0184R201 G.P.S. BALA CHACK	225		176		1	9	6		6				N	Shiromani
01-024-0185R201 G.P.S. GOHLWAR	296		243				8		7		1		N	
01-024-0187R201 G.P.S. PANDORI RAN SINGH	304						7		7				N	Shiromani
01-024-0190R201 G.P.S. PANDORI TAKHATMAL	149		94		2	1	4		4				N	Kushal
01-024-0194R201 G.P.S. LALU GHUMAN	212		175				5		4		1		N	Kushal
01-024-0201R201 G.P.S. KHABE DOGRA														
01-024-0204R201 G.P.S. BATH KHURD	42		33				2		2				N	Kushal
Total	2672		1875		84	117	67		63		4			
Block - 025 TARSIKA														
01-025-0120R201 G.P.S. TARSIKA	410		360		13	21	11		11				Y	Uttam
01-025-0121R201 G.P.S. BULARA	99		84				3		2		1		N	Kushal
01-025-0127R201 G.P.S. TANEL PURANA	90		80		14	17	3		3				Y	Behtar
01-025-0128R201 G.P.S. AKALGARH DHAPIAN	208		167			1	5		5				Y	Kushal
01-025-0133R201 G.P.S. MAHIAN BRAHMANA	51		32			1	2		2				N	Uttam
01-025-0135R201 G.P.S. RASULPUR KALAN	275		255		10	24	8		7		1		N	Kushal
01-025-0138R201 G.P.S. BHILOWAL	180		125		13	21	5		4		1		N	Ausat

District –AMRITSAR

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
01-025-0142R201 G.P.S NIBERWIND	38		26				2		1		1		N	Shiromani
01-025-0143R201 G.P.S SAIDO LEHAL	159		136		4	3	5		5				N	Uttam
01-025-0154R201 G.P.S RAM DIWALI MUSLMANA	168		107		240		4		2		2		N	Niman
01-025-0156R201 G.P.S (B) MATTEWAL	105		91		186		3		2		1		N	
01-025-0156R202 G.P.S (G) MATTEWAL	123		95			2	4		3		1		N	Niman
01-025-0168R201 G.P.S NEW TANEL	100		84		3	3	4		3		1		N	Ausat
Total	2006		1642		483	93	59		50		9			
Block - 026 VALTOHA														
01-026-0064U201 G.P.S WARD NO-7, KHEM KARAN	145		130		10	10	4		1		3		N	Kushal
01-026-0067U201 G.P.S (G) WARD NO-10, KHAM KARAN	224		190		10	10	7		3		4		N	Kushal
01-026-1176R201 G.P.S BHURA KONA	158		130		59	33	5		1		4		N	Ausat
01-026-1182R201 G.P.S DIBBI PURA	143		99				4		2		2		N	Ausat
01-026-1183R201 G.P.S AMARKOT	274		119		23		4		2		2		N	Behtar
01-026-1185R201 G.P.S (B) VALTOHA	132		80		9		4		3		1		N	Niman
01-026-1185R202 G.P.S (G) VALTOHA	140		97		17		4		2		2		N	Ausat
01-026-1199R201 G.P.S ASAL UTTAR	206		134		1	85	5		1		4		N	Ausat
01-026-1200R201 G.P.S CHEEMA KHURD	197		65			97	5		3		2		N	Ausat
01-026-1212R201 G.P.S LAKHNA	95		82				4		1		3		N	Kushal
01-026-1221R201 G.P.S WAN TARA SINGH	94		82				4		2		2		Y	Behtar
01-026-1224R201 G.P.S RAJOKE	95		88				4		2		2		Y	Kushal
Total	1903		1296		129	235	54		23		31			
Grant Total	55299	178	44220	158	5104	2710	1558	11	1373	9	185	2		

Legends :-

Enrolment - Total enrolment I-V & VI-VIII, Attendance - Attendance of day, Out of school - Number of out-of-school children in the village

Sanc. Post - Sanctioned teacher posts I-V & VI-VIII, Work Tch - Working teachers, Vacant posts - Vacant teacher's posts, VEDC A/c maintenance - VEDC accounts maintenance (numbers)

Sarva Shiksha Abhiyan During 2001-2002

Training, Planning and other EMIS material to be prepared under SSA

Objective code	Title/Description	Objective	Language	Source material	Circulation
EGS/AIE Motivation/Awareness/Processes					
2.01	Posters SSA 1-12	Motivation and awareness	Punjabi	SSA, Punjab	School level
2.01	E.G.S Centres	Importance, Awareness and Rules	Punjabi	SSA, Punjab	School level
Civil Works(training)					
6.01	School Building works	VEDC(Construction Drawings and schedules of material)	Punjabi and English	SSA, Punjab	School level
Teacher Training					
12.01	Our National Symbols and National Integration	Teacher Training	Punjabi	NCERT	School
12.01	Communication Media and International	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/In-Service Training Centre
12.01	Improvising Teaching-Aids	Teacher Training	Punjabi	NCERT	
12.01	Learner-centred Approach	Teacher Training	Punjabi	NCERT	School level
12.01	Developing Inquiry skills in students.	Teacher Training	Punjabi	NCERT	School level
12.01	Values oriented Education	Teacher Training	Punjabi	NCERT	School level
12.01	Moral Education : communication and Evaluation	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Environment, School and children cleanliness	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Motivational Skills & Self Motivation	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Leadership Skills	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Communication Skills	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Time Management	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Stress Management	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Administrative Skills	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Financial Skills	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Counselling Skills	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Conflict Management	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Team Building	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Interpersonal Relations	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	P.R.Training	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Appropriate Teaching Strategies for the Disabled	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Concept Building Techniques for the Disabled	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Appropriate Teaching Techniques for the Disabled	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Induction Training	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Attitude to learn more, how to fetch more work	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Right and justified Benchmarking of self & others	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	First-Aid	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Authentic Vs inauthentic labour	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Working with First Generation learners e.g. Academic house management, counselling.	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Curriculum Development: content and methodology to transact content	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Use of computers and internet	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Evaluation: Trends & Constraints who, what, why, where, whom & how	Teacher Training	Punjabi	SSA, Punjab	School level

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14.	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
01-020-0039R201 G.P.S. (B) GHARYALA	164		91		30		5		1		4		N	Khasta
01-020-0039R202 G.P.S. (G) GHARYALA	180		108				5		5				N	Ausat
01-020-0047R201 G.P.S. BARWALA	198		121		10		5		5				N	Ausat
01-020-0142U201 G.P.S. PATTI, WARD NO-II	414		314		49	41	15		15				N	Behtar
01-020-0142U202 G.P.S. GARDEN COLONY, PATTI	145		135		3	2	5		5				N	Uttam
01-020-0145U201 G.P.S. PATTI NO-I	142		109		4	15	4		4				N	Behtar
Total	1243		878		96	58	39		35		4			
Block - 021 RAYYA-I														
01-021-0072R201 G.P.S. BIAS	283		234		3	3	8		7		1		Y	Kushal
01-021-0113R201 G.P.S. MEHTA CHOWK	92		75				3		2		1		Y	Kushal
01-021-0114R201 G.P.S. (G) MEHTA	220		171		4	12	6		6				N	Uttam
01-021-0115R201 G.P.S. MEHTA KHURD	27		20				2		1		1		Y	Uttam
Total	622		500		7	15	19		16		3			
Block - 022 RAYYA-II														
01-022-0224R201 G.P.S. TANGRA	221		189				7		6		1		N	Ausat
01-022-0225R202 G.P.S. (B) MUCHHAL	321		278		3	6	8		8				N	Behtar
01-022-0227R201 G.P.S. (G) CHHAJJAL WADDI	168		129				5		5				N	Behtar
01-022-0231R201 G.P.S. BHINDER	178		131		2		6		5		1		Y	Shiromani
01-022-0232R201 G.P.S. MUDH	118		97				4		4				Y	Kushal
01-022-0235R201 G.P.S. NIRANJANPUR	134		110				4		4				Y	Uttam
01-022-0257R201 G.P.S. KOHAT WIND HINDUAN	145		130		3	11	4		4				Y	Behtar
01-022-0259R201 G.P.S. (G) UDHONANGAL	176		151		6	9	5		5				Y	Uttam
01-022-0259R202 G.P.S. (B) UDHONANGAL	95		85		5	5	3		2		1		Y	Behtar
01-022-0261R201 G.P.S. NANGALI	205		144		17	27	4		3		1		Y	Shiromani
01-022-0264R201 G.P.S. (B) JALAL	70		42		5	2	3		3				Y	Uttam
01-022-0265R201 G.P.S. MALUK NANGAL	38		26				2		2				Y	Kushal
Total	1869		1512		41	60	55		51		4			
Block - 023 TARN TARAN-I														
01-023-0072U205 G.P.S. TARN TARAN-3	75		57		18		3		2		1		N	Niman
01-023-1121R201 G.P.S. SANGHE	180		155		11	10	5		5				N	Behtar

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
01-023-1122R201 G.P.S. ALADINPUR	265		247		12	18	6		5		1		N	Uttam
01-023-1131R201 G.P.S. KOT DHARAM CHAND KALAN	378		343		17	18	10		9		1		N	Kushal
01-023-1136R201 G.P.S. BHOJIAN	183		59			20	4		4				N	Behlar
01-023-1155R201 G.P.S. PADHRI KALAN	275		271		55	52	7		5		2		N	Kushal
01-023-1165R201 G.P.S. JARMASTPUR	167		122				4		4					Uttam
01-023-1166R202 G.P.S. (G) JHABAL KALAN	352		295		6	6	11		10		1		Y	Shiromani
Total	1875		1549		119	124	50		44		6			
Block - 024 TARN TARAN-II														
01-024-0172R202 G.P.S. PANDORI GOLA, TARN TARAN	305		271		30	53	9		8		1		N	Kushal
01-024-0175R201 G.P.S. BATH	370		296		38	25	8		8				Y	Kushal
01-024-0178R201 G.P.S. KAKA KANDIALA	204		105				5		5				N	Niman
01-024-0180R201 G.P.S. BEHLA	184		142		5	14	4		3		1		N	Shiromani
01-024-0183R201 G.P.S. RATAUL	381		340		8	15	9		9				N	Behlar
01-024-0184R201 G.P.S. BALA CHACK	225		176		1	9	6		6				N	Shiromani
01-024-0185R201 G.P.S. GOHLWAR	296		243				8		7		1		N	
01-024-0187R201 G.P.S. PANDORI RAN SINGH	304						7		7				N	Shiromani
01-024-0190R201 G.P.S. PANDORI TAKHATMAL	149		94		2	1	4		4				N	Kushal
01-024-0194R201 G.P.S. LALU GHUMAN	212		175				5		4		1		N	Kushal
01-024-0201R201 G.P.S. KHABE DOGRA														
01-024-0204R201 G.P.S. BATH KHURD	42		33				2		2				N	Kushal
Total	2672		1875		84	117	67		63		4			
Block - 025 TARSIKA														
01-025-0120R201 G.P.S. TARSIKA	410		360		13	21	11		11				Y	Uttam
01-025-0121R201 G.P.S. BULARA	99		84				3		2		1		N	Kushal
01-025-0127R201 G.P.S. TANEL PURANA	90		80		14	17	3		3				Y	Behlar
01-025-0128R201 G.P.S. AKALGARH DHAPIAN	208		167			1	5		5				Y	Kushal
01-025-0133R201 G.P.S. MAHAN BRAHMANA	51		32			1	2		2				N	Uttam
01-025-0135R201 G.P.S. RASULPUR KALAN	275		255		10	24	8		7		1		N	Kushal
01-025-0138R201 G.P.S. BHILOWAL	180		125		13	21	5		4		1		N	Ausat

District –AMRITSAR

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
01-025-0142R201 G.P.S NIBERWIND	38		26				2		1		1		N	Shiromani
01-025-0143R201 G.P.S SAIDO LEHAL	159		136		4	3	5		5				N	Utam
01-025-0154R201 G.P.S RAM DIWALI MUSLMANA	168		107		240		4		2		2		N	Niman
01-025-0156R201 G.P.S (B) MATTEWAL	105		91		186		3		2		1		N	
01-025-0156R202 G.P.S (G) MATTEWAL	123		95			2	4		3		1		N	Niman
01-025-0168R201 G.P.S NEW TANEL	100		84		3	3	4		3		1		N	Ausat
Total	2006		1642		483	93	59		50		9			
Block - 026 VALTOHA														
01-026-0064U201 G.P.S. WARD NO-7, KHEM KARAN	145		130		10	10	4		1		3		N	Kushal
01-026-0067U201 G.P.S. (G) WARD NO-10, KHAM KARAN	224		190		10	10	7		3		4		N	Kushal
01-026-1176R201 G.P.S. BHURA KONA	158		130		59	33	5		1		4		N	Ausat
01-026-1182R201 G.P.S. DIBBI PURA	143		99				4		2		2		N	Ausat
01-026-1183R201 G.P.S. AMARKOT	274		119		23		4		2		2		N	Behtar
01-026-1185R201 G.P.S. (B) VALTOHA	132		80		9		4		3		1		N	Niman
01-026-1185R202 G.P.S. (G) VALTOHA	140		97		17		4		2		2		N	Ausat
01-026-1199R201 G.P.S. ASAL UTTAR	206		134		1	85	5		1		4		N	Ausat
01-026-1200R201 G.P.S. CHEEMA KHURD	197		65			97	5		3		2		N	Ausat
01-026-1212R201 G.P.S. LAKHNA	95		82				4		1		3		N	Kushal
01-026-1221R201 G.P.S. WAN TARA SINGH	94		82				4		2		2		Y	Behtar
01-026-1224R201 G.P.S. RAJOKE	95		88				4		2		2		Y	Kushal
Total	1903		1296		129	235	54		23		31			
Grant Total	55299	178	44220	158	5104	2710	1558	11	1373	9	185	2		

Legends :-

Enrolment - Total enrolment I-V & VI-VIII, Attendance - Attendance of day, Out of school - Number of out-of-school children in the village

Sanc. Post - Sanctioned teacher posts I-V & VI-VIII, Work Tch - Working teachers, Vacant posts - Vacant teacher's posts, VEDC A/c maintenance - VEDC accounts maintenance (numbers)

Sarva Shiksha Abhiyan During 2001-2002

Training, Planning and other EMIS material to be prepared under SSA

Objective code	Title/Description	Objective	Language	Source material	Circulation
12.01	Relevance of Education with real life: beyond text book	Teacher Training	Punjabi	SSA, Punjab	School level
Training(School Heads)					
12.02	Institutional Head	Teacher Training	Punjabi	SSA, Punjab	School level
Community Participation					
14.01	Accounting procedures of PASWAK: Training Manual	Planning & Management (VEDC) Training Manual	Punjabi	SSA, Punjab	School level
14.01	Procedures of functioning of PASWAK	VEDC (Rules)	Punjabi	SSA, Punjab	Village level, School level
14.01	Procedures of construction by PASWAK	VEDC (Rules Manual)	Punjabi	SSA, Punjab	Village level, School level
14.01	SSA Brochure	Motivation and awareness	Punjabi	SSA, Punjab	School level
14.01	SSA Brochure	Motivation and awareness	Hindi	SSA, Punjab	
14.01	Accounting Procedures for PASWAK	VEDC (Accounts,Manual)	Punjabi	SSA, Punjab	School level
14.01	Resolution Book SSA/Paswak/I-R	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Income-Code Book SSA/Paswak/I/1	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Cash Book SSA/Paswak/I/2	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Brief Accounting Details SSA/Paswak/I/3	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Property Received/Construct by Govt. and other Sources Grants/Income SSA/Paswak/I/4	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Stock Register SSA/Paswak/I/5	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Stock Register (Material at site) SSA/I/6	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Inspection Book for Developmental works of School SSA/Paswak/I/7	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Utilisation Certificate SSA/Paswak/I/8	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Perform for Social Audit SSA/Paswak/I/9	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Monthly Progress Report SSA/Paswak/I/10	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
Monitoring (Community Participation)					
14.02	Monthly/Yearly Progress Report at Cluster level SSA/Paswak/II/10	VEDC (Accounts)	Punjabi	SSA, Punjab	Cluster
14.02	Monthly/Yearly Progress Report at B.R.C level SSA/Paswak/III/10	VEDC (Accounts)	Punjabi	SSA, Punjab	Block
14.02	Monthly/Yearly progress Report at District level SSA/Paswak/IV/10	VEDC (Accounts)	Punjabi	SSA, Punjab	District
Training(IED)					
15.01	Children with learning problems: Their Educational Needs	Teacher Training	Punjabi	NCERT	School level
15.01	Environment Care	Teacher Training	Punjabi	NCERT	School level
15.01	Hearing Impaired and Language Development	Teacher Training	Punjabi	NCERT	School level
School Evaluation					
16.02	School Evaluation and Gradation Process	Evaluation	Punjabi	SSA, Punjab	School level
Jan Samparak Abhiyan					
16.03	School Inspection Format	School Evaluation	English	SSA, Punjab	State, District
School Planning and Management					
17.01	Updation of Educational Data	School Planning and management	Punjabi	NIEPA	School
17.01	Planning for implementation	School Planning and Mangament	Punjabi	NIEPA	Cluster level/Block level/ Dist level/Dists/In-Service Training Centre
17.01	Indicators of Educational Development Future School, School Enrolments: Teacher Projection	Planning management	Punjabi	NIEPA	School level

Sarva Shiksha Abhiyan During 2001-2002

Training, Planning and other EMIS material to be prepared under SSA

Objective code	Title/Description	Objective	Language	Source material	Circulation
17.01	Educational Planning Diagnosis of Educational Development	Planning & Management	Punjabi	NIEPA	School level
17.01	District level Educational Planning	Planning & Management	Punjabi	NIEPA	Distt. Level
17.01	National Educational Policy meaning & scope for teachers Institutional Planning	School Planning and management	Punjabi	NCERT	
17.01	National Educational Policy-1986 Punjabi Translation of the original document	Teacher Training	Punjabi	NCERT	School level
17.01	School Planning	Planning & Management (work book)	Punjabi	SSA, Punjab	School level
17.01	School Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level
17.01	Punjab Education Policy 2002 and Programme of Action	Policy, Programme of Action	English	SSA, Punjab	State/District level
EMIS					
17.03	Quarterly Report of Teacher of Upper Primary Schools/Sections at District level SSA/SET/IV/7	EMIS	Punjabi	SSA, Punjab	District
17.03	Records of school in village/wards SSA/SET/I/1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2 Ist To VIIIth class	EMIS	Punjabi	SSA, Punjab	School level
17.03	Details of Teacher SSA/SET/II/2.1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2.2	EMIS	Punjabi	SSA, Punjab	School level
17.03	Records of total School in Cluster Resource Centre SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/III/4	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/III/5	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/III/6	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/III/7	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Code records of total Schools of Block SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Pre Primary Schools at Block level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Block
17.03	Report of number of Primary Schools/Sections at Block level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Upper Primary Schools/Sections at Block level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly School Enrolment Information at Block level I To V class	EMIS	Punjabi	SSA, Punjab	Block

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

Objective code	Title/Description	Objective	Language	Source material	Circulation
17.03	Quarterly School Enrollment Information at Block level VI To X class SSA/SET/III/5	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly Report of Teachers of Primary Schools/Sections at Block level SSA/SET/III/6	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly Report of Teachers of Upper Primary Schools/Sections at Block level SSA/SET/III/7	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Primary Schools/Section at District level SSA/SET/IV/2	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Report on Primary School/Sections at District level SSA/SET/IV/2.1	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Number of Upper Primary Schools/Sections at District level SSA/SET/IV/3	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Quarterly School Enrollment Information at District level I To V class SSA/SET/IV/4	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Quarterly School Enrollment Information at District level VI To X class SSA/SET/IV/5	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Quarterly Report of Teachers of Primary Schools/Sections at District level SSA/SET/IV/6	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	School Listing	Survey/EMIS	English	SSA, Punjab & District	State, District, Block
17.03	District Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block
17.03	Block Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

Objective code	Title/Description	Objective	Language	Source material	Circulation
Household Survey					
17.02	Family Survey for Universalisation of Elementary Education SSA/FS/I/1	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Classification of children as per age & category village/ward level SSA/FS/I/2	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Population of 3 -19 age group in village/ward SSA/FS/I/3	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Pre school and School not going children of School and doing labour at village/ward level SSA/FS/I/4	Family Survey	Punjabi	SSA, Punjab	School level
17.02	School going children category wise village/ward level SSA/FS/I/5	Family Survey	Punjabi	SSA, Punjab	School level
17.02	School going children category wise village/ward level SSA/FS/I/6	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Age wise School going children village/ward level SSA/FS/I/7	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Category wise School going children age and village/ward level SSA/FS/I/8	Family Survey	Punjabi	SSA, Punjab	School level
17.02	School not going working children village/ward level SSA/FS/I/9	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Age wise Physically/Mentally handicapped children village/ward level SSA/FS/I/10	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Category wise Physically/Mentally handicapped village/ward level SSA/FS/I/11	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Category wise school going children Cluster level SSA/FS/II/6	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Age wise School going children Cluster level SSA/FS/II/7	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Age and category wise School going children Cluster level SSA/FS/II/8	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	School not going Employed children Cluster level SSA/FS/II/9	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Age wise Physically/Mentally handicapped children Cluster level SSA/FS/II/10	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Physically/Mentally handicapped children category wise Cluster level SSA/FS/II/11	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Category wise School going children block level SSA/FS/III/6	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Age wise School going children block level SSA/FS/III/7	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Age and category wise School going children block level SSA/FS/III/8	Family Survey	Punjabi	SSA, Punjab	Block
17.02	School not going/Employed children Block level SSA/FS/III/9	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Age wise Physically/Mentally handicapped children Block level SSA/FS/III/10	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Category wise Physically/Mentally handicapped children Block level SSA/FS/III/11	Family Survey	Punjabi	SSA, Punjab	Block
17.02	School going children District level SSA/FS/IV/6	Family Survey	Punjabi	SSA, Punjab	District
17.02	Age wise School going children District level SSA/FS/IV/7	Family Survey	Punjabi	SSA, Punjab	District

Sarva Shiksha Abhiyan During 2001-2002

Training, Planning and other EMIS material to be prepared under SSA

Objective code	Title/Description	Objective	Language	Source material	Circulation
12.01	Relevance of Education with real life: beyond text book	Teacher Training	Punjabi	SSA, Punjab	School level
Training(School Heads)					
12.02	Institutional Head	Teacher Training	Punjabi	SSA, Punjab	School level
Community Participation					
14.01	Accounting procedures of PASWAK: Training Manual	Planning & Management (VEDC) Training Manual	Punjabi	SSA, Punjab	School level
14.01	Procedures of functioning of PASWAK	VEDC (Rules)	Punjabi	SSA, Punjab	Village level, School level
14.01	Procedures of construction by PASWAK	VEDC (Rules Manual)	Punjabi	SSA, Punjab	Village level, School level
14.01	SSA Brochure	Motivation and awareness	Punjabi	SSA, Punjab	School level
14.01	SSA Brochure	Motivation and awareness	Hindi	SSA, Punjab	
14.01	Accounting Procedures for PASWAK	VEDC (Accounts,Manual)	Punjabi	SSA, Punjab	School level
14.01	Resolution Book SSA/Paswak/I-R	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Income-Code Book SSA/Paswak/I/1	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Cash Book SSA/Paswak/I/2	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Brief Accounting Details SSA/Paswak/I/3	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Property Received/Construct by Govt. and other Sources Grants/Income SSA/Paswak/I/4	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Stock Register SSA/Paswak/I/5	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Stock Register (Material at site) SSA/I/6	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Inspection Book for Developmental works of School SSA/Paswak/I/7	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Utilisation Certificate SSA/Paswak/I/8	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Perform for Social Audit SSA/Paswak/I/9	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Monthly Progress Report SSA/Paswak/I/10	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
Monitoring (Community Participation)					
14.02	Monthly/Yearly Progress Report at Cluster level SSA/Paswak/II/10	VEDC (Accounts)	Punjabi	SSA, Punjab	Cluster
14.02	Monthly/Yearly Progress Report at B.R.C level SSA/Paswak/III/10	VEDC (Accounts)	Punjabi	SSA, Punjab	Block
14.02	Monthly/Yearly progress Report at District level SSA/Paswak/IV/10	VEDC (Accounts)	Punjabi	SSA, Punjab	District
Training(IED)					
15.01	Children with learning problems: Their Educational Needs	Teacher Training	Punjabi	NCERT	School level
15.01	Environment Care	Teacher Training	Punjabi	NCERT	School level
15.01	Hearing Impaired and Language Development	Teacher Training	Punjabi	NCERT	School level
School Evaluation					
16.02	School Evaluation and Gradation Process	Evaluation	Punjabi	SSA, Punjab	School level
Jan Samparak Abhiyan					
16.03	School Inspection Format	School Evaluation	English	SSA, Punjab	State, District
School Planning and Management					
17.01	Updation of Educational Data	School Planning and management	Punjabi	NIEPA	School
17.01	Planning for implementation	School Planning and Mangament	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Dists/In-Service Training Centre
17.01	Indicators of Educational Development Future School, School Enrolments: Teacher Projection	Planning management	Punjabi	NIEPA	School level

Sarva Shiksha Abhiyan During 2001-2002

Training, Planning and other EMIS material to be prepared under SSA

Objective code	Title/Description	Objective	Language	Source material	Circulation
17.01	Educational Planning Diagnosis of Educational Development	Planning & Management	Punjabi	NIEPA	School level
17.01	District level Educational Planning	Planning & Management	Punjabi	NIEPA	Distt. Level
17.01	National Educational Policy meaning & scope for teachers Institutional Planning	School Planning and management	Punjabi	NCERT	
17.01	National Educational Policy-1986 Punjabi Translation of the original document	Teacher Training	Punjabi	NCERT	School level
17.01	School Planning	Planning & Management (work book)	Punjabi	SSA, Punjab	School level
17.01	School Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level
17.01	Punjab Education Policy 2002 and Programme of Action	Policy, Programme of Action	English	SSA, Punjab	State/District level
EMIS					
17.03	Quarterly Report of Teacher of Upper Primary Schools/Sections at District level SSA/SET/IV/7	EMIS	Punjabi	SSA, Punjab	District
17.03	Records of school in village/wards SSA/SET/I/1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2 Ist To VIIIth class	EMIS	Punjabi	SSA, Punjab	School level
17.03	Details of Teacher SSA/SET/II/2.1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2.2	EMIS	Punjabi	SSA, Punjab	School level
17.03	Records of total School in Cluster Resource Centre SSA/SET/II/1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/II/2	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/II/2.1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/II/3	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/II/4	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/II/5	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/II/6	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/II/7	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Code records of total Schools of Block SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Pre Primary Schools at Block level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Block
17.03	Report of number of Primary Schools/Sections at Block level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Upper Primary Schools/Sections at Block level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly School Enrolment Information at Block level I To V class	EMIS	Punjabi	SSA, Punjab	Block

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

Objective code	Title/Description	Objective	Language	Source material	Circulation
17.03	Quarterly School Enrollment Information at Block level VI To X class SSA/SET/III/5	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly Report of Teachers of Primary Schools/Sections at Block level SSA/SET/III/6	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly Report of Teachers of Upper Primary Schools/Sections at Block level SSA/SET/III/7	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Primary Schools/Section at District level SSA/SET/IV/2	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Report on Primary School/Sections at District level SSA/SET/ IV/2.1	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Number of Upper Primary Schools/Sections at District level SSA/SET/IV/3	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Quarterly School Enrollment Information at District level I To V class SSA/SET/IV/4	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Quarterly School Enrollment Information at District level VI To X class SSA/SET/IV/5	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Quarterly Report of Teachers of Primary Schools/Sections at District level SSA/SET/IV/6	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	School Listing	Survey/EMIS	English	SSA, Punjab & District	State, District, Block
17.03	District Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block
17.03	Block Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

Objective code	Title/Description	Objective	Language	Source material	Circulation
Household Survey					
17.02	Family Survey for Universalisation of Elementary Education SSA/FS/I/1	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Classification of children as per age & category village/ward level SSA/FS/I/2	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Population of 3 -19 age group in village/ward SSA/FS/I/3	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Pre school and School not going children of School and doing labour at village/ward level SSA/FS/I/4	Family Survey	Punjabi	SSA, Punjab	School level
17.02	School going children category wise village/ward level SSA/FS/I/5	Family Survey	Punjabi	SSA, Punjab	School level
17.02	School going children category wise village/ward level SSA/FS/I/6	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Age wise School going children village/ward level SSA/FS/I/7	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Category wise School going children age and village/ward level SSA/FS/I/8	Family Survey	Punjabi	SSA, Punjab	School level
17.02	School not going working children village/ward level SSA/FS/I/9	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Age wise Physically/Mentally handicapped children village/ward level SSA/FS/I/10	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Category wise Physically/Mentally handicapped village/ward level SSA/FS/I/11	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Category wise school going children Cluster level SSA/FS/II/6	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Age wise School going children Cluster level SSA/FS/II/7	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Age and category wise School going children Cluster level SSA/FS/II/8	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	School not going Employed children Cluster level SSA/FS/II/9	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Age wise Physically/Mentally handicapped children Cluster level SSA/FS/II/10	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Physically/Mentally handicapped children category wise Cluster level SSA/FS/II/11	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Category wise School going children block level SSA/FS/III/6	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Age wise School going children block level SSA/FS/III/7	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Age and category wise School going children block level SSA/FS/III/8	Family Survey	Punjabi	SSA, Punjab	Block
17.02	School not going/Employed children Block level SSA/FS/III/9	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Age wise Physically/Mentally handicapped children Block level SSA/FS/III/10	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Category wise Physically/Mentally handicapped children Block level SSA/FS/III/11	Family Survey	Punjabi	SSA, Punjab	Block
17.02	School going children District level SSA/FS/IV/6	Family Survey	Punjabi	SSA, Punjab	District
17.02	Age wise School going children District level SSA/FS/IV/7	Family Survey	Punjabi	SSA, Punjab	District

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

Objective code	Title/Description	Objective	Language	Source material	Circulation
17.02	Age and category wise School going children District level SSA/FS/IV/8	Family Survey	Punjabi	SSA, Punjab	District
17.02	School not going/Employed children District level SSA/FS/IV/9	Family Survey	Punjabi	SSA, Punjab	District
17.02	Physically/Mentally handicapped children age wise District level SSA/FS/IV/10	Family Survey	Punjabi	SSA, Punjab	District
17.02	Category wise Physically/Mentally handicapped children Block level SSA/FS/IV/11	Family Survey	Punjabi	SSA, Punjab	District
17.02	Family survey Instruction - book for general expansion of Education SSA/FS/SR/1	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Family Survey Instruction book-2	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Non-Scale map of the Village/ward	Family Survey	Punjabi	SSA, Punjab	School level
17.03	Quarterly Report of Teacher of Upper Primary Schools/Sections at District level SSA/SET/IV/7	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Records of school in village/wards SSA/SET/I/1	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/I/2 1st To VIIIth class	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Details of Teacher SSA/SET/I/2.1	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/I/2.2	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Records of total School in Cluster Resource Centre SSA/SET/II/1	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/II/2	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/II/2.1	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/II/3	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/II/4	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/II/5	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/II/6	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/II/7	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Code records of total Schools of Block SSA/SET/III/1	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Pre Primary Schools at Block level SSA/SET/III/2	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Report of number of Primary Schools/Sections at Block level SSA/SET/III/2.1	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Upper Primary Schools/Sections at Block level SSA/SET/III/3	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly School Enrolment Information at Block level I To V class	Survey/EMIS	Punjabi	SSA, Punjab	Block

PART - III

FAMILY SURVEY

Family Survey was conducted in the district in the month of January, 2002. A manual for the guidance of teachers was prepared and distributed at the school level. Master trainers were trained at state level centres which imparted training to district/block/cluster level persons. Data was captured on SSA/ FS/I/1 on the following format:

Reference Date

Unit

Village/Ward

I. Family

1. House No.
2. Name of Street/Mohalla/Basti/Colony
3. Distance of house from Govt.Primary School (Actual)
4. Head of family
5. Size of family (including children) numbers
6. Caste (SC/BC/others)
7. Type of house (normal/institutional/homeless)
8. Type by period of residence (permanent/semi-permanent)
9. Monthly Income (codified)

II. Child-(3-19)

1. Name
2. Sex
3. Age
4. D.O.B.
5. Mother/Father
6. Literacy of parents
 - 6.1 Mother (yes/no)+Level
 - 6.2 Father (yes/no)+Level
7. Mental/Physical challenge
8. Attending School
 - 8.1 School type
 - 8.2 Class (Pre-Primary to Sr. Secondary)
9. Not attending school
 - 9.1 Never attended school
 - 9.2 Left school
 - 9.3 Reasons for not attending school
10. Detail of efforts to mainstream out of school child

Primary Data captured on SSA/FA/I/1 was compiled at village/ward level on the following parameters.

- I. Total (3-19) Population**
 1. Number of Special Need Children
 2. Age groupwise/sexwise/castewise school going children
 3. Age groupwise/sexwise/castewise school not going children

- II. School going Children**
 1. Caste
 2. Special Need
 3. Ever attended school
 - 3.1 Class of dropout
 4. Age group by sex
 5. Child labour by age group/sexwise

- III. Out of School/child labour**
 1. Special Need
 2. Ever attended school
 - 2.1 Class of dropout
 3. Age group by sex
 4. Child labour by age group/sexwise

- IV. Mentally/physically challenged**
 1. Caste
 2. Special Need
 3. Ever attended school
 - 3.1 Class of dropout
 4. Age group by sex
 5. Child labour by age group/sex

From the compiled Data following report have been prepared so far.

Reports

1. Total children attending school (classwise)
 - 1.1 Classwise/Genderwise/Casteswise
 - 1.2 Classwise/Genderwise/Casteswise/State Govt. Schools
 - 1.3 ClasswiseGenderwise/Casteswise/Non-State Govt.Schools
 - 1.4 Classwise/Genderwise/Casteswise/Unrecognised Schools
2. Total children attending school (Agewise)
 - 2.1 Agewise/Genderwise/Castewise
 - 2.2 Agewise/Genderwise/Castewise/State Government
 - 2.3 Agewise/Genderwise/Castewise/Non State Govt. Schools

- 2.4 Agewise/Genderwise/Castewise/Unrecognised Schools
- 3. Caste type
 - 3.1 Total
 - 3.2 Total SC
 - 3.3 Total BC
- 4. Management type
 - 4.1 In State Govt. Schools
 - 4.2 In Non-state Govt. Schools
 - 4.3 In Un-recognised schools

There is a large variation in enrolment at primary and upper primary level between the reported enrolment and the enrolment compiled from survey data, especially in enrolment in government schools. However enrolment in secondary classes matches closely with the survey data, which validated the compilation of Survey Data of the district Amritsar.

Enrolment (Survey) - 2002				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	159027	63928	58123	281078
Upper primary	72147	28133	19837	120717

Enrolment (State Abstract) - 2000				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	211683	48825	-	260508
Upper primary	80305	13719	-	94024

Budgeting under SSA has been done on the basis of survey figures. Results of survey appear in the next pages.

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 01

Year : 2001-2002

01 - School Going Children (Total) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	49793	35986	85779	17060	14149	31209	7946	5819	13765
Pre Primary Total	49793	35986	85779	17060	14149	31209	7946	5819	13765
I	39123	28838	67961	15007	12286	27293	6065	4312	10377
II	33923	25661	59584	12757	10323	23080	5324	3835	9159
III	30441	23488	53929	11954	9905	21859	4739	3557	8296
IV	30154	23504	53658	11212	9627	20839	4721	3601	8322
V	25634	20312	45946	9477	7684	17161	4212	3313	7525
Primary Total	159275	121803	281078	60407	49825	110232	25061	18618	43679
VI	24767	18799	43566	8425	6592	15017	4251	3262	7513
VII	22260	17107	39367	7168	5387	12555	3639	2971	6610
VIII	21567	16217	37784	6610	4648	11258	3647	2815	6462
Midlle Total	68594	52123	120717	22203	16627	38830	11537	9048	20585
IX	16660	12158	28818	4789	3247	8036	2800	2176	4976
X	20910	13978	34888	5971	3420	9391	3305	2475	5780
Secondary Total	37570	26136	63706	10760	6667	17427	6105	4651	10756
XI	9073	6892	15965	2015	1234	3249	1465	1222	2687
XII	9093	7047	16140	1656	1224	2880	1423	1282	2705
Sr. Secondary Total	18166	13939	32105	3671	2458	6129	2888	2504	5392
Technical Education	683	696	1379	123	86	209	79	139	218
Technical Education Total	683	696	1379	123	86	209	79	139	218

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 02

Year : 2001-2002

02 - School Going Children (State Govt.) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	21853	17195	39048	10171	9047	19218	3273	2639	5912
Pre Primary Total	21853	17195	39048	10171	9047	19218	3273	2639	5912
I	19093	16072	35165	10516	9269	19785	2801	2137	4938
II	18007	15238	33245	9457	8068	17525	2671	2092	4763
III	17079	14789	31868	9293	8023	17316	2497	2072	4569
IV	16744	15193	31937	8580	7833	16413	2445	2102	4547
V	14051	12764	26815	7426	6189	13615	2258	1972	4230
Primary Total	84974	74053	159027	45272	39382	84654	12672	10375	23047
VI	14335	11640	25975	6374	5113	11487	2379	1913	4292
VII	13215	10735	23950	5442	4159	9601	2113	1854	3967
VIII	12712	10110	22822	5085	3613	8698	2200	1724	3924
Middle Total	40262	32485	72747	16901	12885	29786	6692	5491	12183
IX	10748	7671	18419	3739	2478	6217	1781	1395	3176
X	14384	9229	23613	4722	2666	7388	2218	1622	3840
Secondary Total	25132	16900	42032	8461	5144	13605	3999	3017	7016
XI	6258	4415	10673	1529	925	2454	1008	788	1796
XII	5816	4159	9975	1241	892	2133	930	784	1714
Sr. Secondary Total	12074	8574	20648	2770	1817	4587	1938	1572	3510
Technical Education	325	311	636	96	58	154	43	88	131
Technical Education Total	325	311	636	96	58	154	43	88	131

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 03

Year : 2001-2002

03 - School Going Children (Non-State Govt.) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	13455	8944	22399	3137	2432	5569	2460	1605	4065
Pre Primary Total	13455	8944	22399	3137	2432	5569	2460	1605	4065
I	10171	6585	16756	2363	1607	3970	1696	1150	2846
II	8281	5516	13797	1683	1142	2825	1427	966	2393
III	6805	4592	11397	1481	1008	2489	1206	822	2028
IV	7118	4449	11567	1380	952	2332	1236	798	2034
V	6239	4172	10411	1109	804	1913	1177	767	1944
Primary Total	38614	25314	63928	8016	5513	13529	6742	4503	11245
VI	5797	4056	9853	1132	876	2008	1064	781	1845
VII	5443	3834	9277	983	755	1738	897	698	1595
VIII	5282	3721	9003	949	644	1593	886	654	1540
Midlle Total	16522	11611	28133	3064	2275	5339	2847	2133	4980
IX	3807	2881	6688	684	485	1169	657	549	1206
X	4214	3066	7280	832	501	1333	738	571	1309
Secondary Total	8021	5947	13968	1516	986	2502	1395	1120	2515
XI	2043	1784	3827	341	222	563	328	295	623
XII	2461	2114	4575	312	233	545	360	362	722
Sr. Secondary Total	4504	3898	8402	653	455	1108	688	657	1345
Technical Education	272	284	556	24	19	43	26	32	58
Technical Education Total	272	284	556	24	19	43	26	32	58

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 04

Year : 2001-2002

04 - School Going Children (Unrecognised) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	14485	9847	24332	3752	2670	6422	2213	1575	3788
Pre Primary Total	14485	9847	24332	3752	2670	6422	2213	1575	3788
I	9859	6181	16040	2128	1410	3538	1568	1025	2593
II	7635	4907	12542	1617	1113	2730	1226	777	2003
III	6557	4107	10664	1180	874	2054	1036	663	1699
IV	6292	3862	10154	1252	842	2094	1040	701	1741
V	5344	3379	8723	942	691	1633	777	574	1351
Primary Total	35687	22436	58123	7119	4930	12049	5647	3740	9387
VI	4635	3103	7738	919	603	1522	808	568	1376
VII	3602	2538	6140	743	473	1216	629	419	1048
VIII	3573	2386	5959	576	391	967	561	437	998
Middle Total	11810	8027	19837	2238	1467	3705	1998	1424	3422
IX	2105	1606	3711	366	284	650	362	232	594
X	2312	1683	3995	417	253	670	349	282	631
Secondary Total	4417	3289	7706	783	537	1320	711	514	1225
XI	772	693	1465	145	87	232	129	139	268
XII	816	774	1590	103	99	202	133	136	269
Sr. Secondary Total	1588	1467	3055	248	186	434	262	275	537
Technical Education	86	101	187	3	9	12	10	19	29
Technical Education Total	86	101	187	3	9	12	10	19	29

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 01

Year : 2001-2002

01 - School Going Children (Total) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	49793	35986	85779	17060	14149	31209	7946	5819	13765
Pre Primary Total	49793	35986	85779	17060	14149	31209	7946	5819	13765
I	39123	28838	67961	15007	12286	27293	6065	4312	10377
II	33923	25661	59584	12757	10323	23080	5324	3835	9159
III	30441	23488	53929	11954	9905	21859	4739	3557	8296
IV	30154	23504	53658	11212	9627	20839	4721	3601	8322
V	25634	20312	45946	9477	7684	17161	4212	3313	7525
Primary Total	159275	121803	281078	60407	49825	110232	25061	18618	43679
VI	24767	18799	43566	8425	6592	15017	4251	3262	7513
VII	22260	17107	39367	7168	5387	12555	3639	2971	6610
VIII	21567	16217	37784	6610	4648	11258	3647	2815	6462
Midlle Total	68594	52123	120717	22203	16627	38830	11537	9048	20585
IX	16660	12158	28818	4789	3247	8036	2800	2176	4976
X	20910	13978	34888	5971	3420	9391	3305	2475	5780
Secondary Total	37570	26136	63706	10760	6667	17427	6105	4651	10756
XI	9073	6892	15965	2015	1234	3249	1465	1222	2687
XII	9093	7047	16140	1656	1224	2880	1423	1282	2705
Sr. Secondary Total	18166	13939	32105	3671	2458	6129	2888	2504	5392
Technical Education	683	696	1379	123	86	209	79	139	218
Technical Education Total	683	696	1379	123	86	209	79	139	218

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 02

Year : 2001-2002

02 - School Going Children (State Govt.) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	21853	17195	39048	10171	9047	19218	3273	2639	5912
Pre Primary Total	21853	17195	39048	10171	9047	19218	3273	2639	5912
I	19093	16072	35165	10516	9269	19785	2801	2137	4938
II	18007	15238	33245	9457	8068	17525	2671	2092	4763
III	17079	14789	31868	9293	8023	17316	2497	2072	4569
IV	16744	15198	31937	8580	7833	16413	2445	2102	4547
V	14051	12761	26812	7426	6189	13615	2258	1972	4230
Primary Total	84974	74053	159027	45272	39382	84654	12672	10375	23047
VI	14335	11640	25975	6374	5113	11487	2379	1913	4292
VII	13215	10735	23950	5442	4159	9601	2113	1854	3967
VIII	12712	10110	22822	5085	3613	8698	2200	1724	3924
Middle Total	40262	32485	72747	16901	12885	29786	6692	5491	12183
IX	10748	7671	18419	3739	2478	6217	1781	1395	3176
X	14384	9229	23613	4722	2666	7388	2218	1622	3840
Secondary Total	25132	16900	42032	8461	5144	13605	3999	3017	7016
XI	6258	4416	10673	1529	925	2454	1008	788	1796
XII	5816	4159	9975	1241	892	2133	930	784	1714
Sr. Secondary Total	12074	8574	20648	2770	1817	4587	1938	1572	3510
Technical Education	325	311	636	96	58	154	43	88	131
Technical Education Total	325	311	636	96	58	154	43	88	131

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab -

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 03

Year : 2001-2002

03 - School Going Children (Non-State Govt.) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	13455	8944	22399	3137	2432	5569	2460	1605	4065
Pre Primary Total	13455	8944	22399	3137	2432	5569	2460	1605	4065
I	10171	6585	16756	2363	1607	3970	1696	1150	2846
II	8281	5516	13797	1683	1142	2825	1427	966	2393
III	6805	4592	11397	1481	1008	2489	1206	822	2028
IV	7118	4449	11567	1380	952	2332	1236	798	2034
V	6239	4172	10411	1109	804	1913	1177	767	1944
Primary Total	38614	25314	63928	8016	5513	13529	6742	4503	11245
VI	5797	4056	9853	1132	876	2008	1064	781	1845
VII	5443	3834	9277	983	755	1738	897	698	1595
VIII	5282	3721	9003	949	644	1593	886	654	1540
Midlle Total	16522	11611	28133	3064	2275	5339	2847	2133	4980
IX	3807	2881	6688	684	485	1169	657	549	1206
X	4214	3066	7280	832	501	1333	738	571	1309
Secondary Total	8021	5947	13968	1516	986	2502	1395	1120	2515
XI	2043	1784	3827	341	222	563	328	295	623
XII	2461	2114	4575	312	233	545	360	362	722
Sr. Secondary Total	4504	3898	8402	653	455	1108	688	657	1345
Technical Education	272	284	556	24	19	43	26	32	58
Technical Education Total	272	284	556	24	19	43	26	32	58

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 04

Year : 2001-2002

04 - School Going Children (Unrecognised) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	14485	9847	24332	3752	2670	6422	2213	1575	3788
Pre Primary Total	14485	9847	24332	3752	2670	6422	2213	1575	3788
I	9859	6181	16040	2128	1410	3538	1568	1025	2593
II	7635	4907	12542	1617	1113	2730	1226	777	2003
III	6557	4107	10664	1180	874	2054	1036	663	1699
IV	6292	3862	10154	1252	842	2094	1040	701	1741
V	5344	3379	8723	942	691	1633	777	574	1351
Primary Total	35687	22436	58123	7119	4930	12049	5647	3740	9387
VI	4635	3103	7738	919	603	1522	808	568	1376
VII	3602	2538	6140	743	473	1216	629	419	1048
VIII	3573	2386	5959	576	391	967	561	437	998
Middle Total	11810	8027	19837	2238	1467	3705	1998	1424	3422
IX	2105	1606	3711	366	284	650	362	232	594
X	2312	1683	3995	417	253	670	349	282	631
Secondary Total	4417	3289	7706	783	537	1320	711	514	1225
XI	772	693	1465	145	87	232	129	139	268
XII	816	774	1590	103	99	202	133	136	269
Sr. Secondary Total	1588	1467	3055	248	186	434	262	275	537
Technical Education	86	101	187	3	9	12	10	19	29
Technical Education Total	86	101	187	3	9	12	10	19	29

01 - School Going Children (Total) - (Agewise)-Total Districtwise

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	11598	8569	20167	4126	3459	7585	1860	1428	3288
4	17386	12616	30002	5776	4762	10538	2739	1969	4708
5	22310	15763	38073	7334	5945	13279	3551	2463	6014
Sub Total	51294	36948	88242	17236	14166	31402	8150	5860	14010
6	29274	22044	51318	11380	9554	20934	4515	3342	7857
7	27203	20748	47951	10615	8571	19186	4415	3176	7591
8	29930	23073	53003	11379	9642	21021	4706	3580	8286
9	27033	20993	48026	10360	8542	18902	4219	3128	7347
10	30122	23378	53500	11144	9179	20323	4865	3726	8591
Sub Total	143562	110236	253798	54878	45488	100366	22720	16952	39672
11	22684	17691	40375	7818	6414	14232	3732	2984	6716
12	25244	19144	44388	8424	6409	14833	4265	3130	7395
13	21497	17048	38545	6946	5313	12259	3513	3111	6624
Sub Total	69425	53883	123308	23188	18136	41324	11510	9225	20735
14	20790	15108	35898	6121	4266	10387	3485	2559	6044
15	15423	11351	26774	4502	2883	7385	2601	2067	4668
Sub Total	36213	26459	62672	10623	7149	17772	6086	4626	10712
16	14070	9821	23891	3776	2201	5977	2185	1691	3876
17	9481	6826	16307	2322	1352	3674	1516	1223	2739
Sub Total	23551	16647	40198	6098	3553	9651	3701	2914	6615
18	7668	4993	12661	1632	1001	2633	1105	921	2026
19	2368	1517	3885	569	319	888	344	281	625
Sub Total	10036	6510	16546	2201	1320	3521	1449	1202	2651
Grand Total	334081	250683	584764	114224	89812	204036	53616	40779	94395

02 - School Going Children (State Govt.) - (Age wise)-Total Districtwise

Year : 2001-2002

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	5782	4476	10258	2620	2296	4916	916	720	1636
4	7472	5900	13372	3427	2987	6414	1118	914	2032
5	8694	6738	15432	4141	3659	7800	1224	934	2158
Sub Total	21948	17114	39062	10188	8942	19130	3258	2568	5826
6	14805	12634	27439	8099	7287	15386	2196	1704	3900
7	14475	12203	26678	7737	6536	14273	2155	1756	3911
8	16131	14213	30344	8594	7650	16244	2472	2025	4497
9	15063	13285	28348	8026	7005	15031	2187	1845	4032
10	16204	14705	30909	8506	7362	15868	2506	2077	4583
Sub Total	76678	67040	143718	40962	35840	76802	11516	9407	20923
11	12423	10878	23301	6022	5084	11106	1972	1786	3758
12	14645	11774	26419	6379	5023	11402	2400	1874	4274
13	12983	10815	23798	5328	4148	9476	2128	1933	4061
Sub Total	40051	33467	73518	17729	14255	31984	6500	5593	12093
14	12550	9573	22123	4747	3319	8066	2111	1602	3713
15	10436	7453	17889	3560	2253	5813	1768	1368	3136
Sub Total	22986	17026	40012	8307	5572	13879	3879	2970	6849
16	9771	6575	16346	3057	1743	4800	1485	1110	2595
17	6474	4310	10784	1811	1030	2841	1020	783	1803
Sub Total	16245	10885	27130	4868	2773	7641	2505	1893	4398
18	5149	3069	8218	1207	720	1927	726	583	1309
19	1563	917	2480	410	231	641	233	168	401
Sub Total	6712	3986	10698	1617	951	2568	959	751	1710
Grand Total	184620	149518	334138	83671	68333	152004	28617	23182	51799

03 - School Going Children (Non-State Govt.) - (Agewise)-Total Districtwise

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2914	2042	4956	708	549	1257	495	354	849
4	4904	3246	8150	1086	882	1968	827	522	1349
5	6556	4331	10887	1467	1104	2571	1250	808	2058
Sub Total	14374	9619	23993	3261	2535	5796	2572	1684	4256
6	7372	4811	12183	1750	1182	2932	1229	879	2108
7	6506	4457	10963	1417	1037	2454	1168	742	1910
8	6966	4595	11561	1499	995	2494	1185	840	2025
9	6291	4174	10465	1234	850	2084	1124	711	1835
10	7484	4735	12219	1368	958	2326	1334	898	2232
Sub Total	34619	22772	57391	7268	5022	12290	6040	4070	10110
11	5655	3835	9490	1002	742	1744	1011	665	1676
12	6008	4239	10247	1133	809	1942	1089	773	1862
13	5042	3733	8775	933	750	1683	839	763	1602
Sub Total	16705	11807	28512	3068	2301	5369	2939	2201	5140
14	5107	3446	8553	907	613	1520	855	592	1447
15	3247	2541	5788	637	405	1042	562	489	1051
Sub Total	8354	5987	14341	1544	1018	2562	1417	1081	2498
16	2833	2250	5083	487	323	810	474	390	864
17	2143	1719	3862	345	223	568	359	309	668
Sub Total	4976	3969	8945	832	546	1378	833	699	1532
18	1809	1411	3220	324	190	514	282	231	513
19	551	433	984	113	68	181	75	84	159
Sub Total	2360	1844	4204	437	258	695	357	315	672
Grand Total	84288	55988	137286	46410	31680	78090	41158	29050	72208

04 - School Going Children (Unrecognised) - (Age wise)-Total Districtwise

Year : 2001-2002

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2902	2051	4953	798	614	1412	449	354	803
4	5010	3470	8480	1263	893	2156	794	533	1327
5	7060	4694	11754	1726	1182	2908	1077	721	1798
Sub Total	14972	10215	25187	3787	2689	6476	2320	1608	3928
6	7097	4599	11696	1531	1085	2616	1090	759	1849
7	6222	4088	10310	1461	998	2459	1092	678	1770
8	6833	4265	11098	1286	997	2283	1049	715	1764
9	5679	3534	9213	1100	687	1787	908	572	1480
10	6434	3938	10372	1270	859	2129	1025	751	1776
Sub Total	32265	20424	52689	6648	4626	11274	5164	3475	8639
11	4606	2978	7584	794	588	1382	749	533	1282
12	4591	3131	7722	912	577	1489	776	483	1259
13	3472	2500	5972	685	415	1100	546	415	961
Sub Total	12669	8609	21278	2391	1580	3971	2071	1431	3502
14	3133	2089	5222	467	334	801	519	365	884
15	1740	1357	3097	305	225	530	271	210	481
Sub Total	4873	3446	8319	772	559	1331	790	575	1365
16	1466	996	2462	232	135	367	226	191	417
17	864	797	1661	166	99	265	137	131	268
Sub Total	2330	1793	4123	398	234	632	363	322	685
18	710	513	1223	101	91	192	97	107	204
19	254	167	421	46	20	66	36	29	65
Sub Total	964	680	1644	147	111	258	133	136	269
Grand Total	68073	45167	113240	14143	9799	23942	10841	7547	18388

District - 01 - AMRITSAR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 01
Year : 2001-2002

01 - School Going Children Total - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu												
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII		VIII		Total		IX	X		Total		XI		XII		Total		Other Tech. / Prof. course.										
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G									
3	11598	8567		2									2																														
4	16718	12127	664	488	4	1							668	489																													
5	17699	12589	4333	2981	275	188	3	5					4611	3174																													
6	3721	2662	23287	17665	1976	1529	289	188	1				25553	19382																													
7	50	30	10346	7351	15248	12082	1375	1175	184	110			27153	20718																													
8	5	2	465	329	15593	11335	12277	10002	1430	1255	160	150	29925	23071																													
9	2		19	18	771	494	15529	11432	9625	8108	994	852	26938	20904	92	89	1				93	89																					
10		9	8	3	51	28	853	614	17919	13301	9928	8293	28759	22239	1222	1020	140	109	1	1	1363	1130																					
11				1	2	2	97	63	898	655	13959	10584	14956	11305	6394	5351	1114	903	218	132	7726	6386	2			2																	
12		1		2	2	16	8	95	69	533	398	647	477	16301	11784	6897	5656	1279	1127	24477	18567	120	99		1	120	100																
13				1		1		2	4	47	30	51	34	643	477	13337	9932	6386	5599	20366	16008	963	877	117	129	1080	1006																
14						1	1		2	11	4	12	7	99	74	706	461	13206	9069	14011	9604	5283	4251	1324	1124	6607	5375	158	118	2	4	160	122										
15									2	1	2	1	13	4	56	38	404	250	473	292	9555	6342	4679	4085	14234	10427	631	542	83	89	714	631											
16													3		8	7	63	36	74	43	589	493	10316	6423	10905	6916	2348	2128	717	702	3065	2830	26	32									
17															1	1	9	2	10	3	125	72	2763	1426	2888	1498	4299	3097	2222	2145	6521	5242	62	83									
18																1	1	1	1	20	21	1374	649	1394	670	1418	872	4652	3208	6070	4080	203	242										
19																				3	3	337	141	340	144	219	135	1417	899	1636	1034	392	339										
Total	49793	35986	39123	28838	33923	25661	30441	23488	30154	23504	25634	20312	159275	121803	24767	18799	22260	17107	21567	16217	68594	52123	16660	12158	20910	13978	37570	26136	9073	6892	9093	7047	18166	13939	683	696							

02 - SC Children of Village/Ward - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.		Primary												Middle				Secondary						Sr. Secondary				Tec. Edu								
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G			
3	4126	3458		1																																	
4	5605	4622	170	139		1	1							171	140																						
5	6028	4973	1233	908	73	64								1306	972																						
6	1262	1060	9458	7953	580	495	80	46						10118	8494																						
7	37	27	4030	3212	6116	4924	381	364	50	44	1			10578	8544																						
8	2	8	104	59	5735	4644	4967	4416	509	481	62	34		11377	9634																						
9			7	12	226	173	6180	4778	3606	3287	307	261	10326	8511	34	29					2	34	31														
10		1	4	2	25	18	289	253	6742	5521	3730	3053	10790	8847	312	293	42	37			1	354	331														
11					1	2	52	44	276	267	5165	4195	5494	4508	1997	1669	291	198	36	39	2324	1906															
12			1	1		3	4	28	22	186	134	219	160	5707	4023	2049	1642	414	259	8170	6224	35	24		1	35	25										
13					1	1		1	5	20	6	22	12	310	248	4524	3336	1809	1515	6643	5099	213	152	68	50	281	202										
14									6	1	6	1	53	23	247	168	4170	2741	4470	2932	1326	1061	287	245	1613	1306	32	23		4	32	27					
15					1								1	10	6	14	5	154	81	178	92	2965	1823	1221	892	4186	2715	125	64	13	11	138	75				
16														2	1	25	10	28	10	207	156	2934	1615	3141	1771	517	336	87	82	604	418	3	2				
17															1				2	2	1	36	25	998	415	1034	440	878	607	403	298	1281	905	5	6		
18																				5	5	363	164	368	169	400	180	828	630	1228	810	36	22				
19																1				1	2	1	100	38	102	39	63	24	325	199	388	223	79	56			
Total	17060	14149	15007	12286	12757	10323	11954	9905	11212	9627	9477	7684	60407	49825	8425	6592	7168	5387	6610	4648	22203	16627	4789	3247	5971	3420	10760	6667	2015	1234	1656	1224	3671	2458	123	86	

District - 01 - AMRITSAR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 03
Year : 2001-2002

03 - BC Children of Village/Ward - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu											
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.							
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	1860	1426		2																																						
4	2622	1873	116	96	1									117	96																											
5	2772	1953	722	480	57	30								779	510																											
6	638	503	3502	2522	331	293	44	24						3877	2839																											
7	36	40	1671	1172	2487	1782	207	163	14	19				4379	3136																											
8			49	37	2354	1678	2010	1629	274	216	19	20	4706	3580																												
9			4	3	87	45	2347	1636	1587	1267	187	170	4212	3121	7	7							7	7																		
10			1	7	7	121	84	2728	2007	1769	1400	4626	3498	218	205	19	22	2	1	239	228																					
11	18	24				7	20	103	81	2174	1678	2284	1779	1211	1019	179	133	40	29	1430	1181																					
12						2	1	15	10	56	36	73	47	2677	1920	1307	976	193	178	4177	3074	15	9			15	9															
13						1				7	8	8	8	119	108	2027	1747	1188	1087	3334	2942	148	139	21	22	169	161	2					2									
14									1		1	2	17	3	106	91	2147	1481	2270	1575	980	781	218	190	1198	971	17	11					17	11								
15														1	2	64	31	65	33	1555	1156	864	768	2419	1924	106	94	11	16	117	110											
16													1				11	8	12	8	86	79	1602	1127	1688	1206	378	360	107	114	485	474							3			
17																		1		1	12	7	409	235	421	242	728	569	358	395	1086	964	8	17								
18														1						2	3	5	164	121	167	126	196	160	718	585	914	745	22	50								
19																					1		27	12	28	12	38	28	229	172	267	200	49	69								
Total	7946	5819	6065	4312	5324	3835	4739	3557	4721	3601	4212	3313	25061	18618	4251	3262	3639	2971	3647	2815	11537	9048	2800	2176	3305	2475	6105	4651	1465	1222	1423	1282	2888	2504	79	139						

04 - Total Children of State Govt. Schools - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.		Primary												Middle						Secondary						Sr. Secondary			Tec. Edu														
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI	XII	Total	Other Tech./ Prof. course.												
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G												
3	5782	4476																																										
4	7341	5807	131	93								131	93																															
5	7401	5755	1233	922	58	61	2					1293	983																															
6	1315	1139	12573	10797	841	663	75	35	1				13490	11495																														
7	14	9	4850	4033	9002	7610	544	513	65	38			14461	12194																														
8			293	214	7742	6601	7425	6704	619	650	52	44	16131	14213																														
9			8	9	335	279	8416	7064	5857	5503	418	403	15034	13258	29	27					29	27																						
10			9	4	3	25	21	538	420	9629	8528	5457	5230	15654	14202	506	450	43	44	1			550	494																				
11					1	1	1	68	46	510	421	7752	6774	8331	7243	3405	3154	493	405	132	76	4090	3635	2					2															
12					1		2	2	11	6	61	48	345	283	420	339	9811	7626	3808	3259	551	505	14170	11390	55	45					55	45												
13										2	4	21	22	23	26	441	348	8393	6707	3593	3307	12427	10362	466	381	67	46	533	427															
14										1		1	5	4	5	6	70	33	435	301	8127	6036	8632	6370	3155	2522	695	620	3850	3142	61	52	2	3	63	55								
15												1	1	1	1	10	2	35	14	260	157	305	173	6592	4326	3152	2620	9744	6946	343	285	43	48	386	333									
16																3		7	4	40	28	50	32	378	344	7274	4428	7652	4772	1655	1345	396	404	2051	1749	18	22							
17																		1	1	7	1	8	2	87	41	2039	988	2126	1029	3051	2083	1279	1169	4330	3252	10	27							
18																				1		1		11	10	964	448	975	458	994	558	3089	1957	4083	2515	90	96							
19																							2	2	193	79	195	81	154	92	1007	578	1161	670	207	166								
Total	21853	17195	19093	16072	18007	15238	17079	14789	15744	15193	14051	12761	84974	74053	14335	11640	13215	10735	12712	10110	40262	32485	10748	7671	14384	9229	25132	16900	6258	4415	5816	4159	12074	8574	325	311								

District - 01 - AMRITSAR

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 05

Year : 2001-2002

05 - SC Children of State Govt. Schools - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.		Primary												Middle						Secondary						Sr. Secondary						Tec. Edu			
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G				
3	2620	2296																																		
4	3373	2944	53	43			1						54	43																						
5	3520	3151	591	475	30	33							621	508																						
6	650	650	7056	6309	355	305	38	23					7449	6637																						
7	8	6	2754	2392	4703	3898	240	221	32	19			7729	6530																						
8			57	38	4237	3702	3964	3619	307	275	29	16	8594	7650																						
9			2	10	112	113	4818	3948	2875	2754	205	165	8012	6990	14	15								14	15											
10			2	2	18	15	186	170	5152	4557	2914	2416	8272	7160	203	180	31	22							234	202										
11					1	2	43	40	193	210	4108	3479	4345	3731	1451	1199	205	131	21	23	1677	1353														
12			1		1		3	2	20	13	149	106	174	121	4448	3526	1434	1179	295	179	6177	4884	28	18							28	18				
13							1	5	17	6	18	11	212	177	3610	2705	1324	1119	5146	4001	110	95	54	41	164	136										
14											4	1	4	1	37	11	150	118	3300	2227	3487	2356	1031	757	205	188	1236	945	20	16	1	20	17			
15															7	5	11	4	122	55	140	64	2398	1458	922	671	3320	2129	87	50	13	10	100	60		
16															2		1	21	10	24	10	133	119	2393	1281	2526	1400	434	261	70	70	504	331	3	2	
17																	2		2		35	25	829	321	864	346	644	462	298	220	942	682	3	2		
18																				2	5	246	136	248	141	296	117	631	447	927	564	32	15			
19																					2	1	73	28	75	29	48	19	229	144	277	163	58	39		
Total	10171	9047	10516	9269	9457	8068	9293	8023	8580	7833	7426	6189	45272	39382	6374	5113	5442	4159	5085	3613	16901	12885	3739	2478	4722	2666	8461	5144	1529	925	1241	892	2770	1817	96	58

District - 01 - AMRITSAR

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 06

Year : 2001-2002

06 - BC Children of State Govt. Schools - Total - (Age-Grade Wise) - Districtwise

Class Age ↓	Pre Prim.		Primary										Middle				Secondary				Sr. Secondary			Tec. Edu														
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	916	718		2									2																									
4	1085	885	33	29									33	29																								
5	1022	770	189	152	13	12							202	164																								
6	199	204	1848	1361	128	136	21	3					1997	1506																								
7	33	38	721	578	1311	1048	86	85	4	7					2122	1718																						
8			8	15	1183	871	1166	1027	103	101	12	11	2472	2026																								
9			2		30	22	1171	917	901	830	82	71	2186	1840																								
10					6	3	45	22	1382	1113	984	868	2417	2006			86	64	2	6	1	1	89	71														
11	18	24					6	17	51	44	1149	997	1206	1058			660	613	74	75	14	16	748	704														
12							2	1	4	6	28	21	34	28			1534	1151	737	598	92	96	2363	1845	3	1			3	1								
13											3	3	3	3			83	78	1244	1120	725	661	2052	1859	69	66	4	5	73	71								
14									1			1		2			14	2	55	54	1329	927	1398	983	590	493	114	119	704	612	9	5			9	5		
15																		1	1	32	17	33	18	1057	785	597	494	1654	1279	76	61	5	10	81	71			
16																		1		5	6	6	6	55	46	1079	743	1134	789	265	238	80	74	345	312		3	
17																				1		1		6	3	301	161	307	164	481	366	227	247	708	613	4	6	
18																				1		1		1	1	105	88	106	89	148	105	462	363	610	468	9	26	
19																											18	12	18	12	29	13	156	90	185	103	30	53
Total	3273	2639	2801	2137	2671	2092	2497	2072	2445	2102	2258	1972	12672	10375	2379	1913	2113	1854	2200	1724	6692	5491	1781	1395	2218	1622	3999	3017	1008	788	930	784	1938	1572	43	88		

District - 01 - AMRITSAR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 07
Year : 2001-2002

07 - Total Children of Non-State Govt. Schools - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu								
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.				
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G			
3	2914	2041		1																																			
4	4664	3036	237	210	3									240	210																								
5	4708	3179	1705	1066	142	86	1							1848	1152																								
6	1157	682	5441	3551	678	495	96	83						6215	4129																								
7	9	6	2715	1713	3253	2252	469	449	60	37				6497	4451																								
8	2		65	40	3906	2527	2515	1665	419	307	59	56	6954	4595																									
9	1		5	4	291	154	3585	2328	2079	1419	291	235	6251	4140	38	34	1							39	34														
10			3		7	2	120	56	4317	2527	2496	1730	6943	4315	475	376	66	44						541	420														
11					1		15	11	232	148	3286	2094	3534	2253	1601	1204	474	349	46	29	2121	1582																	
12							3		11	10	85	50	99	60	3582	2359	1870	1422	417	361	5869	4142	40	36		1	40	37											
13											21	7	21	7	83	59	2863	1909	1703	1397	4649	3365	334	300	38	61	372	361											
14							1			1	1		2	1	18	23	163	104	3044	1880	3225	2007	1382	1079	457	314	1839	1393	41	44		1	41	45					
15															1	6	4	65	49	71	54	1906	1346	1033	941	2939	2287	213	177	24	23	237	200						
16																	2	5	5	5	7	124	91	1969	1332	2093	1423	509	592	220	221	729	813	6	7				
17																			2	2		16	19	441	257	457	276	950	738	683	660	1633	1398	51	45				
18																						4	10	208	128	212	138	281	201	1229	971	1510	1172	87	101				
19																							1	68	32	69	32	49	32	305	238	354	270	128	131				
Total	13455	8944	10171	6585	8281	5516	6805	4592	7118	4449	6239	4172	38614	25314	5797	4056	5443	3834	5282	3721	16522	11611	3807	2881	4214	3066	8021	5947	2043	1784	2461	2114	4504	3898	272	284			

08 - SC Children of Non-State Govt. Schools - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.		Primary										Middle			Secondary			Sr. Secondary			Tec. Edu															
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech./ Prof. course.		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G			
3	708	548		1																																	
4	1033	827	53	55									53	55																							
5	1113	864	331	226	23	14							354	240																							
6	280	189	1331	899	119	90	20	4					1470	993																							
7	2	4	623	416	706	531	79	77	7	9			1415	1033																							
8	1		20	10	810	500	569	401	88	77	11	7	1498	995																							
9			3		24	7	764	489	399	300	41	51	1231	847	3	1					2	3	3														
10			2		1	42	33	841	540	427	319	1313	892	52	57	3	8			1	55	66															
11						7	4	42	24	620	417	669	445	293	264	37	31	3	2	333	297																
12									3	2	8	10	11	12	719	506	340	256	61	34	1120	796	2	1			2	1									
13											2		2	56	42	542	427	283	242	881	711	45	37	5	2	50	39										
14														9	5	60	33	583	350	652	388	195	183	52	35	247	218	8	7			8	7				
15															1	1		19	13	20	14	402	238	194	140	596	378	21	12			1	21	13			
16																				39	26	374	241	413	267	65	51	9	5	74	56						
17																						108	56	108	56	161	109	74	54	235	163	2	4				
18																							1	81	18	82	18	80	39	159	129	239	168	3	4		
19																								18	9	18	9	6	4	70	44	76	48	19	11		
Total	3137	2432	2363	1607	1683	1142	1481	1008	1380	952	1109	804	8016	5513	1132	876	983	755	949	644	3064	2275	684	485	832	501	1516	986	341	222	312	233	653	455	24	19	

District - 01 - AMRITSAR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 09
Year : 2001-2002

09 - BC Children of Non-State Govt. Schools - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu															
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G												
3	495	354																																												
4	769	485	37	37	1							38	37																																	
5	932	621	300	172	18	15						318	187																																	
6	242	144	869	622	108	98	10	15				987	735																																	
7	2	1	479	308	606	380	75	44	6	9		1166	741																																	
8			8	9	672	464	418	320	83	42	4	5	1185	840																																
9			2	2	21	6	656	415	383	234	59	52	1121	709	3	2					3	2																								
10			1		1	3	46	25	725	483	477	292	1250	803	71	88	13	7				84	95																							
11							1	3	36	29	614	404	651	436	282	192	63	31	15	6	360	229																								
12								3	1	20	9	23	10	685	481	331	233	42	43	1058	757	8	6				8	6																		
13										3	5	3	5	21	18	468	407	299	275	788	700	42	48	6	10	48	58																			
14														2		22	20	514	322	538	342	239	203	71	43	310	246	7	4				7	4												
15																		13	6	13	6	344	268	184	198	528	466	20	15	1	2	21	17													
16																		3	2	3	2	19	23	367	243	386	266	67	93	18	29	85	122													
17																					4		68	54	72	54	191	139	94	112	285	251	2	4												
18																					1	1	38	23	39	24	34	33	201	159	235	192	8	16												
19																						4		4		9	11	46	60	55	71	16	10													
Total	2460	1605	1696	1150	1427	966	1206	822	1236	798	1177	767	6742	4503	1064	781	897	698	886	654	2847	2133	657	549	738	571	1395	1120	328	295	360	362	688	657	26	32										

District - 01 - AMRITSAR

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 11

Year : 2001-2002

11 - SC Children of Unrecognised Schools - Total - (Age-Grade Wise) - Districtwise

Class → Age	Pre Prim.		Primary										Middle				Secondary			Sr. Secondary			Tec. Edu													
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G										
3	798	614																																		
4	199	851	64	41		1						64	42																							
5	1395	958	311	207	20	17						331	224																							
6	332	221	1071	745	106	100	22	19				1199	864																							
7	27	17	653	404	707	495	62	66	11	16	1	1434	981																							
8	1	8	27	11	688	442	434	396	114	129	22	11	1285	989																						
9			2	2	90	53	598	341	332	233	61	45	1083	674	17	13																				
10		1			6	3	61	50	749	424	389	318	1205	795	57	56	8	7																		
11							2		41	33	437	299	480	332	253	206	49	36	12	14	314	256														
12							2	5	7	29	18	34	27	540	291	275	207	58	46	873	544	5	5		1	5	6									
13						1	1				1		2	1	42	29	372	204	202	154	616	387	58	20	9	7	67	27								
14										2		2		7	7	37	17	287	164	331	188	100	121	30	22	130	143	4		3	4	3				
15						1						1	3		2	1	13	13	18	14	165	127	105	81	270	208	17	2		17	2					
16																4		4		35	11	167	93	202	104	18	24	8	7	26	31					
17															1				1	1	61	38	62	38	73	36	31	24	104	60						
18																				2	36	10	38	10	24	24	38	54	62	78	1	3				
19																1				1		9	1	9	1	9	1	26	11	35	12	2	6			
Total	3752	2670	2128	1410	1617	1113	1180	874	1252	842	942	691	7119	4930	919	603	743	473	576	391	2238	1467	366	284	417	253	783	537	145	87	103	99	248	186	3	9

12 - BC Children of Unrecognised Schools - Total - (Age-Grade Wise) - Districtwise

Class Age ↓	Pre Prim.		Primary										Middle				Secondary				Sr. Secondary			Tec. Edu												
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	449	354																																		
4	748	503	46	30								46	30																							
5	818	552	233	156	26	3						259	159																							
6	197	155	785	539	95	59	13	6				893	604																							
7	1	1	471	286	570	354	46	34	4	3		1091	677																							
8			33	13	499	343	426	282	88	73	3	4	1049	715																						
9			1	36	17	520	354	303	203	46	47	905	572	3																						
10					1	30	37	621	411	308	240	959	689	51	53	4	9	1		66	62															
11							16	8	411	277	427	285	269	214	42	27	11	7	322	248																
12							8	3	8	6	16	9	458	288	239	145	59	39	756	472	4	2		4	2											
13						1				1		2	15	12	315	220	164	151	494	383	37	25	11	7	48	32	2									
14													1	1	29	17	304	232	334	250	151	85	33	28	184	113	1	2	1	2						
15															1	19	8	19	9	154	103	83	76	237	179	10	18	5	4	15	22					
16																3		3		12	10	156	141	168	151	46	29	9	11	55	40					
17																				2	4	40	20	42	24	56	64	37	36	93	100	2	7			
18																				1	1	3	21	10	22	13	14	22	55	63	69	85	5	9		
19																					1		5		6		4	27	22	27	26	3	3			
Total	2213	1575	1568	1025	1226	777	1036	663	1040	701	777	574	5647	3740	808	568	629	419	561	437	1998	1424	362	232	349	282	711	514	129	139	133	136	262	275	10	19

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. : SSA/FS/IV/9
Report : 01
Year : 2001-200201 - Out of School Children Total - Agewise-Total Districtwise

Age ↓	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	4702	3888	8590	2093	1868	3961	691	600	1291									
4	4059	3220	7279	2041	1734	3775	612	491	1103									
5	3375	2755	6130	1896	1578	3474	501	451	952	10	3	13	4	1	5	1		1
6	1504	1450	2954	955	913	1868	284	303	587	9	9	18	5	4	9	2	0	2
7	966	1114	2080	596	586	1182	218	230	448	18	22	40	14	12	26	3	3	6
8	1232	1347	2579	778	762	1540	258	343	601	27	32	59	11	20	31	9	10	19
9	929	1057	1986	522	598	1120	148	211	359	45	46	91	39	39	78	4	6	10
10	1761	1955	3716	1093	1189	2282	333	406	739	141	81	222	93	55	148	32	16	48
11	1447	1485	2932	881	923	1804	236	263	499	125	77	202	93	63	156	20	9	29
12	2913	3270	6183	1830	2087	3917	439	520	959	439	262	701	341	196	537	55	38	93
13	2720	3423	6143	1687	2113	3800	365	495	860	452	298	750	354	217	571	53	39	92
14	3842	4347	8189	2282	2586	4868	635	622	1257	734	401	1135	538	280	818	89	71	160
15	4648	5370	10018	2746	3083	5829	681	713	1394	1201	630	1831	898	469	1367	127	69	196
16	5103	5687	10790	2810	2921	5731	823	825	1648	1370	633	2003	1016	441	1457	173	77	250
17	4469	4253	8722	2183	1911	4094	748	692	1440	1102	472	1574	771	318	1089	168	65	233
18	6641	4872	11513	2948	1945	4893	1148	843	1991	1673	569	2242	1122	312	1434	286	107	393

01 - Physically/Mentally Challenged Children Total - (Agewise)-Total Districtwise

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	11	2	13	18	16	34	4	1	5	1	6	7	1		1	4		4
4	24	13	37	40	23	63	9	2	11	17	11	28	2	3	5	5	4	9
5	33	23	56	78	35	113	12	8	20	34	23	57	3	5	8	17	2	19
6	82	66	148	89	39	128	38	39	77	42	21	63	12	9	21	13	7	20
7	113	89	202	93	53	146	62	47	109	36	21	57	9	8	17	19	7	26
8	170	118	288	131	71	202	101	60	161	65	34	99	23	16	39	19	10	29
9	200	130	330	71	47	118	123	73	196	39	26	65	28	10	38	14	3	17
10	205	152	357	142	81	223	113	87	200	64	41	105	24	18	42	17	6	23
11	148	91	239	89	50	139	74	54	128	37	23	60	26	13	39	17	5	22
12	145	97	242	164	73	237	67	39	106	85	41	126	20	16	36	37	8	45
13	124	93	217	93	103	196	61	48	109	39	56	95	21	10	31	22	9	31
14	96	64	160	161	101	262	53	28	81	81	60	141	13	11	24	22	8	30
15	77	41	118	108	88	196	40	8	48	46	49	95	9	8	17	11	7	18
16	59	34	93	123	80	203	20	10	30	61	40	101	7	6	13	16	11	27
17	33	22	55	110	55	165	11	11	22	38	23	61	4	1	5	28	21	49
18	39	19	58	149	77	226	14	8	22	72	37	109	6	3	9	10	23	33

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/10
Report : 02
Year : 2001-2002

02 - Visually Impaired Children - (Agewise)-Total Districtwise

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1		1	2		2	1		1									
4	3	1	4	4	2	6				2		2				1		1
5	4	1	5	9	2	11				3	3	6	1	1	2	1		1
6	5	5	10	4	1	5	3		3	1		1		2	2	2	1	3
7	2	5	7	1		1	2	1	3									
8	5	10	15	5	3	8	2	6	8	2		2		1	1			
9	6	8	14	2	3	5	3	3	6	1	3	4	1	1	2			
10	8	10	18	7	2	9	3	7	10	3	1	4	1		1	2		2
11	10	6	16	2	2	4	2	3	5	1	1	2	2	1	3	1		1
12	10	3	13	5	3	8	3		3	4	2	6	1	1	2			
13	4	3	7	2	2	4	2	3	5							1		1
14	3	1	4	5	1	6	1		1	3		3				1		1
15	3		3	1	6	7				1	3	4	1		1			
16	1	1	2	2	3	5				1	2	3						
17	1	2	3	4	1	5		1	1	2		2				1	1	2
18	1	2	3	3		3	1		1	1		1				1		1

03 - Speech Impaired Children - (Age-wise)-Total Districtwise

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1	1	2	1	3	4	1	1	1	1	1	1						
4	4	5	9	8	6	14		1	1	3	3	6	1	1	2	2	1	3
5	6	7	13	17	10	27	2	5	7	8	5	13				5	1	6
6	7	8	15	21	8	29	3	4	7	10	3	13	1		1	6	2	8
7	13	12	25	19	11	30	6	5	11	5	3	8		1	1	10		10
8	13	10	23	22	12	34	3	3	6	10	5	15	1	1	2	4	1	5
9	13	11	24	8	7	15	5	2	7	5	2	7	2	2	4	1	1	2
10	13	10	23	12	10	22	4	2	6	3	6	9	3	1	4	2		2
11	12	6	18	16	6	22	3	2	5	6		6	3		3	4	1	5
12	8	10	18	8	11	19	3	4	7	3	5	8	1	1	2	1		1
13	3	2	5	9	14	23				2	5	7				6	2	8
14	4	2	6	14	17	31	1	1	2	6	10	16	1		1	1		1
15	3	1	4	4	6	10	2		2	1	5	6						
16	5	4	9	10	6	16	1		1	4	2	6	1	1	2			
17	1		1	9	5	14				4	2	6						2
18				8	5	13				3	2	5				1	1	2

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/10
Report : 04
Year : 2001-2002

04 - Hearing Impaired Children - (Agewise)-Total Districtwise

Age ↓ v	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2		2	1		1												
4	2		2	2		2	2		2	1		1				1		1
5				1	2	3					1	1						
6	2	2	4	3		3		1	1	1		1						
7	2		2	4		4	2		2							1		1
8	3	4	7	7	3	10	2	2	4	6	1	7	1	1	2	1	1	2
9	3	2	5	4	3	7	1		1	1		1		1	1	1		1
10	7	4	11	11	1	12	2	2	4	4	1	5				3		3
11	1	1	2	1		1		2	2	1		1	1		1			
12	3	2	5	9	3	12				5	1	6		1	1			
13	2	2	4	2	5	7				3	2	5						1
14		2	2	5	5	10	1		1	3	2	5						2
15	1	3	4	1	5	6		1	1				1		1			
16	3		3	4	2	6	2		2	4	1	5	1		1			
17		1	1	4	1	5		1	1		1	1				1		1
18				4	3	7				1		1						1

05 - Physically Challenged Children - (Age wise)-Total Districtwise

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	5	1	6	5	6	11	2	1	3		3	3	1		1	3		3
4	10	5	15	14	10	24	4	1	5	7	6	13	1	1	2	1		1
5	11	9	20	38	11	49	5	3	8	17	7	24	1	1	2	9	1	10
6	49	41	90	31	8	39	25	25	50	14	6	20	7	5	12	2		2
7	70	58	128	39	25	64	44	33	77	19	12	31	5	5	10	4	5	9
8	121	77	198	41	31	72	73	44	117	23	16	39	16	9	25	6	5	11
9	137	85	222	28	15	43	96	55	151	15	8	23	18	3	21	8	1	9
10	137	93	230	44	30	74	89	59	148	28	13	41	12	11	23	5	4	9
11	99	62	161	30	16	46	62	37	99	13	11	24	13	8	21	6	1	7
12	102	65	167	57	22	79	55	30	85	34	16	50	14	12	26	15	2	17
13	90	74	164	28	46	74	51	40	91	14	29	43	15	7	22	4	4	8
14	73	52	125	52	33	85	42	27	69	25	17	42	10	9	19	11	1	12
15	62	29	91	57	39	96	36	5	41	32	26	58	4	6	10	4	3	7
16	43	24	67	60	26	86	15	8	23	33	15	48	5	4	9	7	2	9
17	26	18	44	53	23	76	9	9	18	17	9	26	2		2	7	6	13
18	30	13	43	67	36	103	10	6	16	37	19	56	5	2	7	3	11	14

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/10
Report : 06
Year : 2001-2002

06 - Mentally Challenged Children - (Age-wise)-Total Districtwise

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1		1	6	4	10				1		1						
4	5	1	6	11	5	16	3		3	3	1	4					3	3
5	8	5	13	12	8	20	4		4	4	5	9		3	3	2		2
6	8	6	14	28	17	45		3	3	15	7	22	2	2	4	2	3	5
7	16	8	24	28	15	43	5	3	8	10	6	16	3	1	4	3	1	4
8	17	10	27	46	17	63	8	2	10	20	9	29	1	2	3	4	2	6
9	23	13	36	27	17	44	9	8	17	15	9	24	3		3	3	1	4
10	22	19	41	56	31	87	4	6	10	19	15	34	3	2	5	3	1	4
11	12	8	20	35	25	60	1	3	4	14	9	23	3	3	6	4	2	6
12	10	7	17	73	29	102		2	2	33	13	46				14	5	19
13	13	7	20	45	33	78	2	1	3	14	14	28	4	2	6	8	1	9
14	7	3	10	78	39	117	1		1	39	26	65		1	1	8	4	12
15	2	2	4	40	27	67		2	2	10	13	23	1		1	5	2	7
16	3	2	5	40	34	74	1	1	2	16	16	32				6	6	12
17	2		2	31	20	51				12	8	20				6	4	10
18	4	2	6	59	29	88	2	1	3	24	11	35				4	9	13

07 - Children Affected with Any Other Challenge - (Agewise)-Total Districtwise

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1		1	3	3	6					2	2				1		1
4		1	1	1		1				1	1	2		1	1			
5	4	1	5	1	2	3	1		1	2	2	4	1		1			
6	11	4	15	2	5	7	7	6	13	1	5	6	2		2	1	1	2
7	10	6	16	2	2	4	3	5	8	2		2	1	1	2	1	1	2
8	11	7	18	10	5	15	13	3	16	4	3	7	4	2	6	4	1	5
9	18	11	29	2	2	4	9	5	14	2	4	6	4	3	7	1		1
10	18	16	34	12	7	19	11	11	22	7	5	12	5	4	9	2	1	3
11	14	8	22	5	1	6	6	7	13	2	2	4	4	1	5	2	1	3
12	12	10	22	12	5	17	6	3	9	6	4	10	4	1	5	7	1	8
13	12	5	17	7	3	10	6	4	10	6	6	12	2	1	3	3	1	4
14	9	4	13	7	6	13	7		7	5	5	10	2	1	3	1	1	2
15	6	6	12	5	5	10	2		2	2	2	4	2	2	4	2	2	4
16	4	3	7	7	9	16	1	1	2	3	4	7		1	1	3	3	6
17	3	1	4	9	5	14	2		2	3	3	6	2	1	3	13	8	21
18	4	2	6	8	4	12	1	1	2	6	5	11	1	1	2	1	1	2

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/11
Report : 01
Year : 2001-2002

01 - Physically/Mentally Challenged Children Total - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	62	31	93	24	9	33	5	6	11
I	146	128	274	75	77	152	14	12	26
II	161	115	276	82	52	134	20	15	35
III	200	129	329	112	75	187	28	16	44
IV	215	144	359	134	76	210	26	16	42
V	200	134	334	99	83	182	26	15	41
VI	137	98	235	65	37	102	18	14	32
VII	129	70	199	62	30	92	20	11	31
VIII	84	70	154	41	35	76	9	11	20
IX	82	51	133	43	19	62	9	5	14
X	62	40	102	25	8	33	8	7	15
XI	37	16	53	9	7	16	5	1	6
XII	31	18	49	10	6	16	4	2	6
Technical Education	4	2	6	1		1			

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 05

Year : 2001-2002

05 - Physically Challenged Children - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	20	12	32	9	5	14	3	1	4
I	86	77	163	53	53	106	7	7	14
II	95	68	163	55	31	86	11	10	21
III	143	83	226	93	56	149	21	7	28
IV	150	104	254	108	66	174	17	10	27
V	136	87	223	83	54	137	10	12	22
VI	104	68	172	55	27	82	15	8	23
VII	98	56	154	59	26	85	16	11	27
VIII	65	55	120	36	33	69	7	8	15
IX	64	36	100	36	16	52	7	4	11
X	48	32	80	21	7	28	6	6	12
XI	28	12	40	7	6	13	3	1	4
XII	24	14	38	7	6	13	4	2	6
Technical Education	2	2	4						

06 - Mentally Challenged Children - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	14	4	18	7		7		2	2
I	17	14	31	4	7	11	4	4	8
II	24	9	33	10	4	14	3		3
III	22	16	38	7	8	15	2	2	4
IV	15	14	29	6	2	8		1	1
V	19	13	32	1	6	7	5	1	6
VI	8	7	15	1	2	3	1	1	2
VII	12	3	15	1		1	3		3
VIII	3	6	9		1	1		2	2
IX	6	3	9	1	1	2	1		1
X	5		5	2		2	1		1
XI	4	2	6		1	1			
XII	2	2	4						
Technical Education	1		1	1		1			

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/11
Report : 07
Year : 2001-2002

07 - Any Other Disability Children - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	7	3	10	2		2		1	1
I	17	10	27	6	7	13	1		1
II	17	8	25	7	3	10	3	2	5
III	13	6	19	4	4	8		2	2
IV	20	12	32	8	4	12	5	4	9
V	18	11	29	9	9	18	2		2
VI	10	11	21	3	3	6	1	2	3
VII	5	4	9	2	3	5	1		1
VIII	9	4	13	3		3	2	1	3
IX	5	7	12	2		2		1	1
X	3	3	6	1	1	2			
XI	1	2	3	1		1			
XII	3		3	2		2			
Technical Education	1		1						

08 - Physically/Mentally Challenged Children in Govt. Schools Total - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	45	18	63	17	6	23	3	4	7
I	128	99	227	63	51	114	13	10	23
II	115	97	212	67	53	120	8	9	17
III	164	102	266	90	62	152	20	12	32
IV	192	127	319	119	72	191	17	18	35
V	139	105	244	81	64	145	13	12	25
VI	105	75	180	55	29	84	14	9	23
VII	82	55	137	40	22	62	14	7	21
VIII	65	56	121	34	29	63	9	8	17
IX	71	44	115	37	17	54	7	3	10
X	46	29	75	19	6	25	7	8	15
XI	30	10	40	7	5	12	3	1	4
XII	19	13	32	6	4	10	3	2	5
Technical Education	4	2	6	1		1			

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 12

Year : 2001-2002

12 - Physically Challenged Children in Govt. Schools - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	16	8	24	6	4	10	2	1	3
I	79	59	138	43	33	76	6	6	12
II	69	54	123	45	31	76	4	5	9
III	117	66	183	74	48	122	15	6	21
IV	136	92	228	96	61	157	13	13	26
V	97	68	165	65	43	108	6	9	15
VI	82	55	137	46	20	66	12	6	18
VII	63	44	107	40	20	60	11	7	18
VIII	54	45	99	30	28	58	6	6	12
IX	56	33	89	31	15	46	7	3	10
X	39	25	64	16	5	21	4	7	11
XI	21	8	29	5	4	9	2	1	3
XII	13	10	23	3	4	7	3	2	5
Technical Education	2	2	4						

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 13

Year : 2001-2002

13 - Mentally Challenged Children in Govt. Schools - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	12	3	15	6		6		1	1
I	14	13	27	4	6	10	4	2	6
II	13	12	25	7	5	12			
III	16	14	30	6	8	14	1	2	3
IV	14	10	24	4	1	5			
V	10	13	23	2	6	8	4	2	6
VI	7	6	13	1	2	3	1	2	3
VII	5	2	7				2		2
VIII	3	4	7				1	1	2
IX	6	2	8	1		1	1		1
X	3		3	1		1	1		1
XI	4	2	6		1	1			
XII	1	1	2						
Technical Education	1		1	1		1			

District - 01 - AMRITSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 14

Year : 2001-2002

14 - Any Other Disability Children in Govt. Schools - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	4	2	6	2		2		1	1
I	16	8	24	6	5	11	2		2
II	13	10	23	6	6	12	3	1	4
III	13	5	18	3	4	7			
IV	17	13	30	9	5	14	2	5	7
V	17	9	26	10	7	17	1		1
VI	7	9	16	3	4	7	1	1	2
VII	5	4	9	1	1	2			
VIII	7	3	10	2		2	1	2	3
IX	3	6	9	1		1			
X	1	3	4	1	1	2			
XI	1		1	1		1			
XII	3		3	2		2			
Technical Education	1		1						

District - 01 - AMRITSAR

Sarav Shikshia Abhiyan, Punjab

SSA/FS/IV/15

Report : I

Distribution of School going Children (Percentage) -Total-Districtwise

Year : 2001-2002

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	58.05	41.95	100.00	55.96	44.04	100.00	60.07	39.93	100.00	59.53	40.47	100.00
Pre Primary Total	58.05	41.95	100.00	55.96	44.04	100.00	60.07	39.93	100.00	59.53	40.47	100.00
I	57.57	42.43	100.00	54.30	45.70	100.00	60.70	39.30	100.00	61.47	38.53	100.00
II	56.93	43.07	100.00	54.16	45.84	100.00	60.02	39.98	100.00	60.88	39.12	100.00
III	56.45	43.55	100.00	53.59	46.41	100.00	59.71	40.29	100.00	61.49	38.51	100.00
IV	56.20	43.80	100.00	52.43	47.57	100.00	61.54	38.46	100.00	61.97	38.03	100.00
V	55.79	44.21	100.00	52.41	47.59	100.00	59.93	40.07	100.00	61.26	38.74	100.00
Primary Total	56.67	43.33	100.00	53.43	46.57	100.00	60.40	39.60	100.00	61.40	38.60	100.00
VI	56.85	43.15	100.00	55.19	44.81	100.00	58.83	41.17	100.00	59.90	40.10	100.00
VII	56.54	43.46	100.00	55.18	44.82	100.00	58.67	41.33	100.00	58.66	41.34	100.00
VIII	57.08	42.92	100.00	55.70	44.30	100.00	58.67	41.33	100.00	59.96	40.04	100.00
Midlle Total	56.82	43.18	100.00	55.35	44.65	100.00	58.73	41.27	100.00	59.54	40.46	100.00
IX	57.81	42.19	100.00	58.35	41.65	100.00	56.92	43.08	100.00	56.72	43.28	100.00
X	59.93	40.07	100.00	60.92	39.08	100.00	57.88	42.12	100.00	57.87	42.13	100.00
Secondary Total	58.97	41.03	100.00	59.79	40.21	100.00	57.42	42.58	100.00	57.32	42.68	100.00
XI	56.83	43.17	100.00	58.63	41.37	100.00	53.38	46.62	100.00	52.70	47.30	100.00
XII	56.34	43.66	100.00	58.31	41.69	100.00	53.79	46.21	100.00	51.32	48.68	100.00
Sr. Secondary Total	56.58	43.42	100.00	58.48	41.52	100.00	53.61	46.39	100.00	51.98	48.02	100.00
Technical Education	49.53	50.47	100.00	51.10	48.90	100.00	48.92	51.08	100.00	45.99	54.01	100.00
Technical Education Total	49.53	50.47	100.00	51.10	48.90	100.00	48.92	51.08	100.00	45.99	54.01	100.00
Grand Total	57.15	42.85	100.00	55.26	44.74	100.00	59.28	40.72	100.00	60.14	39.86	100.00

Distribution of School going Children (Managementwise Percentage) -Total-Districtwise

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	58.05	41.95	100.00	25.48	20.05	45.52	15.69	10.43	26.11	16.89	11.48	28.37
Pre Primary Total	58.05	41.95	100.00	25.48	20.05	45.52	15.69	10.43	26.11	16.89	11.48	28.37
I	57.57	42.43	100.00	28.09	23.65	51.74	14.97	9.69	24.66	14.51	9.09	23.60
II	56.93	43.07	100.00	30.22	25.57	55.80	13.90	9.26	23.16	12.81	8.24	21.05
III	56.45	43.55	100.00	31.67	27.42	59.09	12.62	8.51	21.13	12.16	7.62	19.77
IV	56.20	43.80	100.00	31.21	28.31	59.52	13.27	8.29	21.56	11.73	7.20	18.92
V	55.79	44.21	100.00	30.58	27.77	58.36	13.58	9.08	22.66	11.63	7.35	18.99
Primary Total	56.67	43.33	100.00	30.23	26.35	56.58	13.74	9.01	22.74	12.70	7.98	20.68
VI	56.85	43.15	100.00	32.90	26.72	59.62	13.31	9.31	22.62	10.64	7.12	17.76
VII	56.54	43.46	100.00	33.57	27.27	60.84	13.83	9.74	23.57	9.15	6.45	15.60
VIII	57.08	42.92	100.00	33.64	26.76	60.40	13.98	9.85	23.83	9.46	6.31	15.77
Middle Total	56.82	43.18	100.00	33.35	26.91	60.26	13.69	9.62	23.30	9.78	6.65	16.43
IX	57.81	42.19	100.00	37.30	26.62	63.91	13.21	10.00	23.21	7.30	5.57	12.88
X	59.93	40.07	100.00	41.23	26.45	67.68	12.08	8.79	20.87	6.63	4.82	11.45
Secondary Total	58.97	41.03	100.00	39.45	26.53	65.98	12.59	9.34	21.93	6.93	5.16	12.10
XI	56.83	43.17	100.00	39.20	27.65	66.85	12.80	11.17	23.97	4.84	4.34	9.18
XII	56.34	43.66	100.00	36.03	25.77	61.80	15.25	13.10	28.35	5.06	4.80	9.85
Sr. Secondary Total	56.58	43.42	100.00	37.61	26.71	64.31	14.03	12.14	26.17	4.95	4.57	9.52
Technical Education	49.53	50.47	100.00	23.57	22.55	46.12	19.72	20.59	40.32	6.24	7.32	13.56
Technical Education Total	49.53	50.47	100.00	23.57	22.55	46.12	19.72	20.59	40.32	6.24	7.32	13.56
Grand Total	57.15	42.85	100.00	31.59	25.58	57.17	13.90	9.55	23.45	11.65	7.72	19.38

District - 01 - AMRITSAR

Sarav Shiksha Abhiyan, Punjab
Gross Enrolment Ratio Total Children (* based on derived age)

	Grade →	I	II	III	IV	V	Total I-V	VI	VII	VIII	Total VI-VIII	IX	X	Total IX-X	XI	XII	Total XI-XII	Overall Ratio I-XII
	Age →	6	7	8	9	10	6-10	11	12	13	11-13	14	15	14-15	16	17	16-17	6-17
Gross Enrolment in Grade	Boys	39123	33923	30441	30154	25634	159275	24767	22260	21567	68594	16660	20910	37570	9073	9093	18166	283605
	Girls	28838	25661	23488	23504	20312	121803	18799	17107	16217	52123	12158	13978	26136	6892	7047	13939	214001
	Total	67961	59584	53929	53658	45946	281078	43566	39367	37784	120717	28818	34888	63706	15965	16140	32105	497606
Population in the Relevant Age	Boys	38541	31980	36901	35261	38541	181224	31160	34441	36081	101682	41001	36081	77082	39361	32800	72161	432149
	Girls	28970	26102	27536	28970	30405	141983	25815	31552	30118	87485	31552	32986	64538	34420	27249	61669	355675
	Total	67511	58082	64437	64231	68946	323207	56975	65993	66199	189167	72553	69067	141620	73781	60049	133830	787824
Gross Enrolment Ratio	Boys	101.51	106.08	82.49	85.52	66.51	87.89	79.48	64.63	59.77	67.46	40.63	57.95	48.74	23.05	27.72	25.17	65.63
	Girls	99.54	98.31	85.30	81.13	66.80	85.79	72.82	54.22	53.84	59.58	38.53	42.38	40.50	20.02	25.86	22.60	60.17
	Total	100.67	102.59	83.69	83.54	66.64	86.97	76.47	59.65	57.08	63.82	39.72	50.51	44.98	21.64	26.88	23.99	63.16

* Single age has been computed on the basis of census -2001 and NFHS survey - 1998. There is a large difference between age - population figures based on household survey conducted by education department.

PART - IV

District : Amritsar

District Data Summary

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	16
1.1	No. of B.R. & D.R. Personnels (12x20+4x10)+10	290
2	No. of P E Blocks	26
3	No. of CRC's	159
4	No. of Villages	1237
4.1	No. of VEDC's	2051
4.2	No. of VEDC's Members	16408
5	No. of Habitations/Wards (Unserved)	11952
5.1	No. of S.C. Bastis	889
6	No. of House Holds	482462
	No. of Schools	
7	No. of Primary Schools (State Govt.)	1416
7.1	Non State Govt. Primary Schools	87
7.2	Unrecognised Primary Schools	444
8	No. of Middle Schools/Sections (State Govt.)	635
8.1	Non State Govt. Middle Schools/Sections	174
8.2	Unrecognised Middle Schools/Sections	358
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	6196
9.1	No. of JBT Teachers + New	5083
9.2	No. of HT	954
9.3	No. of CHT's	159
10	No. of Teachers Middle Schools/Sections	3810
	Primary (State Govt.)	
11	Total No. of Students	159027
11.1	Male Students	84974
11.2	Female Students	74053
11.3	Total No. of S.C. Students	84654
11.4	Male S.C. Students	45272
11.5	Female S.C. Students	39382
	Upper Primary (State Govt.)	
12	Total No. of Students	72747
12.1	Male Students	40262
12.2	Female Students	32485
12.3	Total No. of S.C. Students	29786
12.4	Male S.C. Students	16901
12.5	Female S.C. Students	12885
	Out of School Children	
13	No. of Out of School Children Total	36762
13.1	No. of Out of School Children Male	17314
13.2	No. of Out of School Children Female	19448
13.3	No. of EGS Centres (Proposed)	1683
	No. of Handicapped Children	
14	Total No. of Handicapped Children	3728
14.1	Male Handicapped Children	2263
14.2	Female Handicapped Children	1465

District - Amritsar			
Blockwise list of BRC and CRC			
PEBlock Code & Name			
		CRC	BRC
001	AMRITSAR-I	2	
002	AMRITSAR-II	4	
003	AMRITSAR-III	3	
004	AMRITSAR-IV	10	
005	AMRITSAR-V	3	
006	AMRITSAR-VI	2	1
007	VERKA	4	1
008	AJNALA-I	9	1
009	AJNALA-II	9	
010	BHIKHIWIND	8	1
011	CHOUGAWAN-I	7	
012	CHOUGAWAN-II	8	1
013	CHOHLA SAHIB	7	1
014	GANDIWIND	8	1
015	JANDIALA GURU	5	1
016	KHADOOR SAHIB	7	1
017	MAJITHA-I	6	
018	MAJITHA-II	6	1
019	NAUSHERA PANNUAN	7	1
020	PATTI	7	1
021	RAYYA-I	8	
022	RAYYA-II	7	1
023	TARN TARAN-I	7	
024	TARN TARAN-II	3	1
025	TARSIKA	6	1
026	VALTOHA	6	1
	Total	159	16

District wise list of PEBlocks	
PEBLOCK	CODE
AMRITSAR	
AMRITSAR-I	001
AMRITSAR-II	002
AMRITSAR-III	003
AMRITSAR-IV	004
AMRITSAR-V	005
AMRITSAR-VI	006
VERKA	007
AJNALA-I	008
AJNALA-II	009
BHIKHIWIND	010
CHOUGAWAN-I	011
CHOUGAWAN-II	012
CHOHLA SAHIB	013
GANDIWIND	014
JANDIALA GURU	015
KHADOOR SAHIB	016
MAJITHA-I	017
MAJITHA-II	018
NAUSHERA PANNUAN	019
PATTI	020
RAYYA-I	021
RAYYA-II	022
TARN TARAN-I	023
TARN TARAN-II	024
TARSIKA	025
VALTOHA	026

Source : Sarva Shiksha Abhiyan

<i>District - Amritsar</i>		
<i>Blockwise Distribution of Villages</i>		
PEBlock Code & Name		Villages
001	AMRITSAR-I	7
002	AMRITSAR-II	21
003	AMRITSAR-III	13
004	AMRITSAR-IV	10
005	AMRITSAR-V	12
006	AMRITSAR-VI	8
007	VERKA	23
008	AJNALA-I	73
009	AJNALA-II	95
010	BHIKHIWIND	65
011	CHOUGAWAN-I	64
012	CHOUGAWAN-II	67
013	CHOHLA SAHIB	56
014	GANDIWIND	79
015	JANDIALA GURU	38
016	KHADOOR SAHIB	67
017	MAJITHA-I	48
018	MAJITHA-II	51
019	NAUSHERA PANNUAN	61
020	PATTI	66
021	RAYYA-I	54
022	RAYYA-II	59
023	TARN TARAN-I	54
024	TARN TARAN-II	31
025	TARSIKA	55
026	VALTOHA	60
	Total	1237

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

DISTRICT - AMRITSAR

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE001 AMRITSAR-I	19	0	0	0	19	2	0	5	0	1	11	19	38
PE002 AMRITSAR-II	35	0	0	0	35	2	1	2	0	0	26	31	66
PE003 AMRITSAR-III	26	0	0	0	26	3	6	3	0	1	15	28	54
PE004 AMRITSAR-IV	27	0	0	0	27	4	3	0	0	0	25	32	59
PE005 AMRITSAR-V	26	0	0	0	26	2	1	3	0	0	11	17	43
PE006 AMRITSAR-VI	19	0	0	0	19	2	3	0	0	0	24	29	48
PE007 VERKA	38	0	0	0	38	0	2	4	0	0	25	31	69
PE008 AJNALA-I	80	0	0	0	80	0	1	0	0	0	7	8	88
PE009 AJNALA-II	95	0	0	0	95	1	0	1	0	0	4	6	101
PE010 BHIKHIWIND	70	0	0	0	70	1	0	0	1	0	28	30	100
PE011 CHOUGAWAN-I	57	0	0	0	57	0	0	1	0	0	22	23	80
PE012 CHOUGAWAN-II	75	0	0	0	75	0	0	0	0	0	16	16	91
PE013 CHOHLA SAHIB	64	0	0	0	64	0	1	1	0	0	12	14	78
PE014 GANDIWIND	82	0	0	0	82	0	0	3	0	0	19	22	104
PE015 JANDIALA GURU	42	0	0	0	42	1	0	0	0	0	20	21	63
PE016 KHADOOR SAHIB	71	0	0	0	71	0	0	0	0	0	2	2	73
PE017 MAJITHA-I	51	0	0	0	51	2	1	0	0	0	6	9	60
PE018 MAJITHA-II	54	0	0	0	54	0	0	0	0	0	2	2	56
PE019 NAUSHERA PANNUAN	69	0	0	0	69	0	0	5	0	0	23	28	97
PE020 PATTI	72	0	0	0	72	1	1	0	2	0	28	32	104
PE021 RAYYA-I	65	0	0	0	65	0	0	4	0	0	31	35	100
PE022 RAYYA-II	63	0	0	0	63	0	0	0	0	0	11	11	74
PE023 TARN TARAN-I	60	0	0	0	60	2	1	1	0	0	14	18	78
PE024 TARN TARAN-II	39	0	0	0	39	0	0	1	1	0	27	29	68
PE025 TARSIKA	53	0	0	0	53	0	0	2	1	0	6	9	62
PE026 VALTOHA	64	0	0	0	64	0	0	0	0	0	29	29	93
TOTAL	1416	0	0	0	1416	23	21	36	5	2	444	531	1947

LEGEND:-

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B.

P4 AFFILIATED WITH C.B.S.E.

P5 AFFILIATED WITH I.C.S.E.

P6 ANY OTHER

District - Amritsar					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name					
		JBT	HT	CHT	Total
001	AMRITSAR-I	131	15	2	148
002	AMRITSAR-II	193	27	4	224
003	AMRITSAR-III	101	18	3	122
004	AMRITSAR-IV	138	21	10	169
005	AMRITSAR-V	120	19	3	142
006	AMRITSAR-VI	106	12	2	120
007	VERKA	228	30	4	262
008	AJNALA-I	249	55	9	313
009	AJNALA-II	204	51	9	264
010	BHIKHIWIND	225	45	8	278
011	CHOUGAWAN-I	177	34	7	218
012	CHOUGAWAN-II	210	43	8	261
013	CHOHLA SAHIB	246	43	7	296
014	GANDIWIND	267	52	8	327
015	JANDIALA GURU	193	29	5	227
016	KHADOOR SAHIB	244	46	7	297
017	MAJITHA-I	176	36	6	218
018	MAJITHA-II	187	38	6	231
019	NAUSHERA PANNUAN	216	50	7	273
020	PATTI	243	49	7	299
021	RAYYA-I	250	50	8	308
022	RAYYA-II	214	46	7	267
023	TARN TARAN-I	230	39	7	276
024	TARN TARAN-II	161	32	3	196
025	TARSIKA	154	37	6	197
026	VALTOHA	162	37	6	205
	Total	5025	954	159	6138
	Unadjusted Teachers in Peblocks	16			16
	New Teachers				42
	Grand Total	5041	954	159	6196

CD Block wise enrollment March'2002						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
1	AMRITSAR	Ajnala	119	1967	1874	3841
		Amritsar (U)	111	1805	1677	3482
		Bhikhiwind	91	1692	1551	3243
		Chohla Sahib	72	1406	1287	2693
		Chowgawan	41	1601	1477	3078
		Gandiwind	95	1686	1626	3312
		Harsha Chhina	70	1272	1182	2454
		Jandiala Guru	107	1859	1677	3536
		Khadoor Shahib	129	2127	2002	4129
		Majitha	104	1952	1770	3722
		Naushehra Pannua	59	1241	1147	2388
		Patti	92	2340	2210	4550
		Rayya	121	5120	4206	9326
		Tarn Taran	151	3145	2535	5680
		Tarsika	92	1836	1657	3493
		Valtoha	60	777	629	1406
		Verka	139	2095	1935	4030
District Total			1653	33921	30442	64363

Source : SW Department

District-Amritsar							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
001	AMRITSAR-I	1374	1173	2547	675	556	1231
002	AMRITSAR-II	2378	2173	4551	1522	1401	2923
003	AMRITSAR-III	1444	1307	2751	880	774	1654
004	AMRITSAR-IV	2091	1733	3824	1353	1102	2455
005	AMRITSAR-V	1260	1064	2324	885	773	1658
006	AMRITSAR-VI	1451	1329	2780	1063	947	2010
007	VERKA	2805	2525	5330	1721	1441	3162
008	AJNALA-I	4362	3866	8228	2069	1802	3871
009	AJNALA-II	3440	2604	6044	1044	934	1978
010	BHIKHIWIND	4142	3635	7777	2156	1894	4050
011	CHOUGAWAN-I	3095	3032	6127	1631	1364	2995
012	CHOUGAWAN-II	3970	3038	7008	1703	1491	3194
013	CHOHLA SAHIB	4578	4142	8720	2302	2032	4334
014	GANDIWIND	4905	4298	9203	2921	2534	5455
015	JANDIALA GURU	3288	2830	6118	2086	1813	3899
016	KHADOOR SAHIB	4831	3785	8616	2547	2175	4722
017	MAJITHA-I	3024	2585	5609	1746	1489	3235
018	MAJITHA-II	2475	2434	4909	1312	1214	2526
019	NAUSHERA PANNUAN	4431	4153	8584	2130	1934	4064
020	PATTI	4524	3997	8521	1999	1644	3643
021	RAYYA-I	4211	3749	7960	2691	2392	5083
022	RAYYA-II	3707	3324	7031	2373	2111	4484
023	TARN TARAN-I	4030	3175	7205	2087	1659	3746
024	TARN TARAN-II	3754	3229	6983	1586	1485	3071
025	TARSIKA	3018	2812	5830	1676	1561	3237
026	VALTOHA	2386	2061	4447	1114	860	1974
TOTAL		84974	74053	159027	45272	39382	84654

District-Amritsar							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
001	AMRITSAR-I	753	618	1371	260	237	497
002	AMRITSAR-II	1257	1061	2318	627	590	1217
003	AMRITSAR-III	792	705	1497	425	343	768
004	AMRITSAR-IV	1240	1063	2303	792	633	1425
005	AMRITSAR-V	401	336	737	227	181	408
006	AMRITSAR-VI	671	553	1224	401	339	740
007	VERKA	1453	1254	2707	656	494	1150
008	AJNALA-I	2083	1630	3713	682	507	1189
009	AJNALA-II	1509	942	2451	462	269	731
010	BHIKHIWIND	1977	1429	3406	663	387	1050
011	CHOUGAWAN-I	1543	1225	2768	556	377	933
012	CHOUGAWAN-II	1636	1273	2909	654	446	1100
013	CHOHLA SAHIB	2202	2001	4203	809	710	1519
014	GANDIWIND	2202	1747	3949	971	706	1677
015	JANDIALA GURU	1647	1435	3082	779	738	1517
016	KHADOOR SAHIB	2157	1770	3927	902	722	1624
017	MAJITHA-I	1363	1232	2595	646	556	1202
018	MAJITHA-II	1393	1125	2518	655	429	1084
019	NAUSHERA PANNUAN	2266	1763	4029	746	518	1264
020	PATTI	2105	1565	3670	646	398	1044
021	RAYYA-I	2443	2007	4450	1363	1027	2390
022	RAYYA-II	1674	1517	3191	933	824	1757
023	TARN TARAN-I	1733	1310	3043	599	478	1077
024	TARN TARAN-II	1543	1304	2847	543	410	953
025	TARSIKA	1235	994	2229	573	381	954
026	VALTOHA	984	626	1610	331	185	516
TOTAL		40262	32485	72747	16901	12885	29786

District - AMRITSAR

Blockwise Enrollment in (Primary) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
001	AMRITSAR-I	2547	3816	1143	7506
002	AMRITSAR-II	4501	3615	2191	10307
003	AMRITSAR-III	2751	3696	1385	7832
004	AMRITSAR-IV	3824	2940	2523	9287
005	AMRITSAR-V	2324	2561	416	5301
006	AMRITSAR-VI	2780	1243	1319	5342
007	VERKA	5330	5195	1645	12170
008	AJNALA-I	8228	2915	1843	12986
009	AJNALA-II	6044	1919	1927	9890
010	BHIKHIWIND	7777	1074	4756	13607
011	CHOUGAWAN-I	6527	1706	2769	11002
012	CHOUGAWAN-II	7008	1677	2284	10969
013	CHOHLA SAHIB	8720	2374	3802	14896
014	GANDIWIND	9253	1662	3699	14614
015	JANDIALA GURU	6118	2313	1481	9912
016	KHADOOR SAHIB	8166	2540	1024	11730
017	MAJITHA-I	5609	1846	679	8134
018	MAJITHA-II	4909	2280	2073	9262
019	NAUSHERA PANNUAN	8584	1525	3069	13178
020	PATTI	8521	2422	4443	15386
021	RAYYA-I	8010	4582	2598	15190
022	RAYYA-II	7031	2108	2746	11885
023	TARN TARAN-I	7205	2858	1578	14641
024	TARN TARAN-II	6983	1607	1052	9642
025	TARSIKA	5830	2008	1384	9222
026	VALTOHA	4447	1446	4294	10187
Grand Total		159027	63928	58123	281078

Source : Family Survey 2002

District - AMRITSAR

Blockwise Enrollment in (Middle) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
001	AMRITSAR-I	1371	2151	493	4015
002	AMRITSAR-II	2318	1579	790	4687
003	AMRITSAR-III	1497	1830	627	3954
004	AMRITSAR-IV	2303	1362	922	4587
005	AMRITSAR-V	737	1416	161	2314
006	AMRITSAR-VI	1224	600	515	2339
007	VERKA	2707	2218	460	5385
008	AJNALA-I	3713	1073	577	5363
009	AJNALA-II	2451	686	540	3677
010	BHIKHIWIND	3406	391	1332	5129
011	CHOUGAWAN-I	2768	509	635	3912
012	CHOUGAWAN-II	2909	632	894	4435
013	CHOHLA SAHIB	4203	859	1201	6263
014	GANDIWIND	3949	698	1092	5739
015	JANDIALA GURU	3082	1085	396	4563
016	KHADOOR SAHIB	3927	878	331	5136
017	MAJITHA-I	2595	783	243	3621
018	MAJITHA-II	2518	1029	1093	4640
019	NAUSHERA PANNUAN	4029	601	961	5591
020	PATTI	3670	1162	1584	6416
021	RAYYA-I	4450	1937	973	7360
022	RAYYA-II	3191	1024	1035	5250
023	TARN TARAN-I	3043	1502	429	4974
024	TARN TARAN-II	2847	529	513	3889
025	TARSIKA	2229	1107	671	4007
026	VALTOHA	1610	492	1369	3471
Grand Total		72747	28133	19837	120717

Source : Family Survey 2002

District-Amritsar							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
001	AMRITSAR-I	207	194	401	113	120	233
002	AMRITSAR-II	450	415	865	362	348	710
003	AMRITSAR-III	340	333	673	246	272	518
004	AMRITSAR-IV	651	601	1252	281	287	568
005	AMRITSAR-V	279	301	580	222	255	477
006	AMRITSAR-VI	291	326	617	256	309	565
007	VERKA	429	439	868	349	346	695
008	AJNALA-I	758	824	1582	508	559	1067
009	AJNALA-II	1412	1819	3231	283	322	605
010	BHIKHIWIND	1155	1387	2542	799	960	1759
011	CHOUGAWAN-I	1395	1486	2881	731	692	1423
012	CHOUGAWAN-II	1250	1511	2761	427	445	872
013	CHOHLA SAHIB	921	1135	2056	619	756	1375
014	GANDIWIND	1160	1348	2508	850	1022	1872
015	JANDIALA GURU	477	470	947	389	397	786
016	KHADOOR SAHIB	545	535	1080	404	383	787
017	MAJITHA-I	237	279	516	155	203	358
018	MAJITHA-II	366	339	705	279	244	523
019	NAUSHERA PANNUAN	654	809	1463	417	582	999
020	PATTI	881	1049	1930	603	684	1287
021	RAYYA-I	337	370	707	250	272	522
022	RAYYA-II	409	380	789	320	292	612
023	TARN TARAN-I	663	771	1434	364	486	850
024	TARN TARAN-II	477	515	992	347	400	747
025	FARSHKA	292	272	564	209	187	396
026	VALTOHA	1278	1540	2818	926	1021	1947
Total		17314	19448	36762	10709	11844	22553

Blockwise Handicapped Children						
District : Amritsar - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
AMRITSAR-I	5	14	19	6	8	14
AMRITSAR-II	25	31	56	12	10	22
AMRITSAR-III	22	16	38	1	0	1
AMRITSAR-IV	10	11	21	0	0	0
AMRITSAR-V	22	16	38	8	10	18
AMRITSAR-VI	10	12	22	3	5	8
VERKA	19	35	54	6	3	9
AJNALA-I	59	37	96	17	10	27
AJNALA-II	19	21	40	21	29	50
BHIKHIWIND	94	33	127	11	10	21
CHOUGAWAN-I	40	20	60	10	19	29
CHOUGAWAN-II	32	27	59	18	14	32
CHOHLA SAHIB	47	31	78	8	8	16
GANDIWIND	67	48	115	18	9	27
JANDIALA GURU	51	43	94	6	15	21
KHADOOR SAHIB	67	27	94	10	2	12
MAJITHA-I	39	22	61	12	4	16
MAJITHA-II	24	30	54	0	32	32
NAUSHERA PANNUAN	84	24	108	19	5	24
PATTI	49	53	102	12	12	24
RAYYA-I	75	41	116	11	2	13
RAYYA-II	77	38	115	13	3	16
TARN TARAN-I	51	34	85	24	12	36
TARN TARAN-II	61	42	103	10	11	21
TARSIKA	39	32	71	10	3	13
VALTOHA	34	24	58	11	9	20
TOTAL	1122	762	1884	277	245	522

Blockwise Handicapped Children

District : Amritsar - 6-14 Years (Total)

PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
AMRITSAR-I	1	15	1	15	21	4	57
AMRITSAR-II	3	9	6	41	30	21	110
AMRITSAR-III	3	3	2	18	16	2	44
AMRITSAR-IV	2	2	2	19	7	3	35
AMRITSAR-V	5	15	2	22	8	0	52
AMRITSAR-VI	4	2	1	20	12	2	41
VERKA	9	9	3	32	26	17	96
AJNALA-I	9	25	2	92	43	21	192
AJNALA-II	10	14	4	86	29	19	162
BHIKHIWIND	10	23	6	138	55	10	242
CHOUGAWAN-I	17	22	7	82	27	5	160
CHOUGAWAN-II	6	13	4	107	19	2	151
CHOHLA SAHIB	3	12	2	81	42	10	150
GANDIWIND	9	37	12	107	47	14	226
JANDIALA GURU	9	21	2	67	42	11	152
KHADOOR SAHIB	12	30	12	102	31	13	200
MAJITHA-I	3	8	4	63	25	6	109
MAJITHA-II	0	13	0	69	22	0	104
NAUSHERA PANNUAN	3	28	5	143	34	33	246
PATTI	8	24	1	118	39	8	198
RAYYA-I	8	31	3	97	45	12	196
RAYYA-II	11	3	2	121	46	9	192
TARN TARAN-I	8	13	11	87	34	14	167
TARN TARAN-II	7	11	1	120	33	15	187
TARSIKA	6	14	7	57	35	11	130
VALTOHA	7	17	4	72	19	10	129
TOTAL	173	414	106	1976	787	272	3728

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - AMRITSAR							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	39.312	1.91	14.700	2.16	54.012	1.958
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	81.407	3.95	151.201	22.20	232.608	8.477
6.0	Civil Works	681.868	33.05	131.700	19.33	813.568	29.649
7.0	Maintenance and repair of school buildings	102.550	4.97	0.000	0.00	102.550	3.737
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	2.100	0.31	2.100	0.077
9.0	TLE for upper-primary and quality improvement	0.000	0.00	266.000	39.05	266.000	9.694
10.0	School grant	41.020	1.99	0.000	0.00	41.020	1.495
11.0	TLM grant	50.030	2.43	14.340	2.11	64.370	2.346
12.0	Teacher training	140.084	6.79	0.000	0.00	140.084	5.105
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	9.845	0.48	0.000	0.00	9.845	0.359
15.0	Provision for disabled children (IED)	44.915	2.18	19.667	2.89	64.582	2.354
16.0	Research, evaluation, supervision and monitoring	28.732	1.39	0.100	0.01	28.832	1.051
17.0	Management cost	124.010	6.01	11.000	1.61	135.010	4.920
18.0	Innovative activities	49.995	2.42	28.467	4.18	78.462	2.859
18.1	Computer Education	-				15.000	
18.2	Girls child education	-				10.002	
18.3	ECCE	-				14.996	
18.4	SC/ST	-				9.997	
19.0	Block resource centres	265.840	12.89	26.000	3.82	291.840	10.635
19.1	Cluster resource centres	9.381	0.45	15.900	2.33	25.281	0.921
20.0	Intervention for out of school children	393.876	19.09	0.000	0.00	393.876	14.354
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	2062.865	100.00	681.175	100.00	2744.040	100.00

Annual Work Plan 2002-03, District Amritsar, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Teacher				(in lacs)
1.0	Salary for primary teachers 42 x 12	0.078	504	39.312
Subtotal				39.312
Intervention Name : Free textbooks				(in lacs)
5.0	Free text books for Non SC girls (34671+19600)	0.0015	54271	81.407
Subtotal				81.407
Intervention Name : Civil works				(in lacs)
6.0	Buildings for building less school	2.910		0.000
6.0	Block Resource centre buildings	5.820	5	29.100
6.0	New Primary school buildings Branch Schools	2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	616	209.132
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	17	32.980
6.0	Additional Class rooms for primary schools	1.160	212	245.920
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	102	118.320
6.0	Headmaster's room for upper primary sections	1.160	34	39.440
6.0	Compound Wall	1.160		0.000
6.0	Verandah	1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 1406	0.00032	5624	1.800
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (280+10)	0.00068	1160	0.789
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x 2051 schools	0.00047	4102	1.928
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
Subtotal				681.868
Intervention Name : Maintenance and repair of school buildings				(in lacs)
7.0	Repairs and maintenance of school Primary and upper primary sections (1416+635)	0.050	2051	102.550
Subtotal				102.550

Annual Work Plan 2002-03, District Amritsar, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : TLE				(in lacs)
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000
	Subtotal			0.000
Intervention Name : TLE for upper-primary				(in lacs)
9.0	TLE for Upper Primary Schools	0.500		0.000
	Subtotal			0.000
Intervention Name : School Grant				(in lacs)
10.0	School grants for existing schools (1416 primary + 635 upper primary)	0.020	2051	41.020
	Subtotal			41.020
Intervention Name : Teacher Grant				(in lacs)
11.0	TLM grant for teachers of primary and upper primary schools (6196+3810)	0.005	10006	50.030
	Subtotal			50.030
Intervention Name : Teacher Training				(in lacs)
12.0	Teachers training for primary and upper primary= 10006 x 20 days The details of various trainings and training schedule has been given in the chapter of Training Programme	0.0140	10006	140.084
	Subtotal			140.084
Intervention Name : Training of Community Leaders				(in lacs)
14.0	Orientation to VEDC Members 2051 x 8 members x 2	0.0003	32816	9.845
	Subtotal			9.845
Intervention Name : Provision for disabled children(IED)				(in lacs)
15.0	IED Training to BRC staff 16 x10 x 5	0.0007	800	0.560
15.0	IED assessment camps 2 x 16	0.020	32	0.640
15.0	One Resource person honorarium 16 Blocks x 12 months	0.050	192	9.600
15.0	Manual for disability in Indian content A Teacher's Role for 2051 schools	0.00022	2051	0.451
15.0	Manual for teachers about physically challenged children for 2051 schools	0.00032	2051	0.656
15.0	Manual for Teachers about visually impaired children for 2051 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 2051 schools	0.00028	2051	0.574
15.0	Manual for Teachers about mentally challenged children for 2051 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 2051 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 3728	0.0087	3728	32.434
	Subtotal			44.915

Annual Work Plan 2002-03, District Amritsar, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)				
16.0	Annual School, Block and district planning for 2051 Primary and Upper Primary schools @ Rs. 30/-	0.0003	2051	0.615
16.0	Annual School Gradation and Evaluation process for 2051 Primary & Upper primary schools @ Rs.30/-	0.00030	2051	0.615
16.0	Conduct of Pupil Achievement Survey 5% of schools 102 @ Rs. 2000/-	0.02	102	2.040
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x 12 @ Rs. 1000/-	0.01	24	0.240
16.0	Academic supervision by BRCs 16 x 5 units @ Rs 1000/-	0.01	80	0.800
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits x 12 months @ Rs. 1000/-	0.01	60	0.600
16.0	Annual Household survey @ Rs.3/- per household for 482462 households	0.00003	482462	14.474
16.0	MIS Data collection and processing of data for 1416 primary schools at State/District office	0.0017	1416	2.407
16.0	MIS Data collection and processing of data for 635, upper primary, schools/sections, at State/District office	0.0018	635	1.143
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for 2051 schools	0.001	2051	2.051
16.0	Development and supply of material for Diagnostic-prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 2051 primary and upper primary schools	0.00031x3	2051	1.907
16.0	Development and supply of material for evaluation of Instructional improvement in 2051 primary and upper primary schools	0.00029	2051	0.595

Annual Work Plan 2002-03, District Amritsar, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
16.0	Development and supply of material for evaluation of learning in 635 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028×7	635	1.245
16.0	Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies			0.000
	Subtotal			28.732
Intervention Name : Management Cost		(in lacs)		
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	84	5.880
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of Blocks 16 × 2	0.030	32	0.960
17.0	Development and printing of modules on planning and management by State/District office	0.00036	2051	0.738

Annual Work Plan 2002-03, District Amritsar, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
17.0	Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management training District 8×12×8000 Block 3 ×12 ×8000×16	0.08 0.08	96 576	7.68 46.08
17.0	Circulation of material prepared by the experts to school/ VEDC level			21.780
17.0	News letter	0.00025	2051	0.510
17.0	Media Activity			9.340
	Subtotal			124.01
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer (in lacs)				
a) Girl Child Education				
18.1	Remedial coaching for girls students for two months in 1416 primary schools	0.003	708	2.124
18.1	Remedial coaching for girls students for two months in 635 upper primary schools	0.003	317	0.951
18.1	Development of supplement reading material and item Bank for 74053 girl student of primary students for use in remedial coaching	0.00038	13790	5.240
18.1	Development of supplement reading material and item Bank for 57959 girl student of upper primary students for use in remedial coaching	0.00057	2959	1.687
	Subtotal			10.002
b) ECCE				
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	15747	11.810
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 1416 schools x 3	0.00075	4248	3.186
	Subtotal			14.996
c) SC/ST				
18.3	Remedial coaching for 3 months in 1025 schools	0.0030	1025	3.075
18.3	Supplementary reading material for remedial coaching of primary SC children 84654	0.0005	8304	4.152
18.3	Question Bank for SC children of 4616 upper primary classes for remedial coaching	0.0006	4616	2.770
	Subtotal			9.997
d) Computer Education				
18.4	Cost of running of computer education centres at block/cluster level	15 000		15.000

Annual Work Plan 2002-03, District Amritsar, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
	Subtotal			15.000
Intervention Name: Block Resource Centres (in lacs)				
19.0	BRC Contingency grant for 16 CD Blocks @ Rs.12500/- P.A.	0.125	16	2.000
19.0	TLM grant for 16 CD Blocks @ Rs.5000/- P.A.	0.050	16	0.80
19.0	Meetings, Travel allowance for 16 CD Blocks @Rs.500 x 12 P.A.	0.005	192	0.96
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 12 Blocks @ Rs.7800/- x 12 P.A. 20 x12 x 12	0.078	2880	224.640
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 4 Block @ Rs. 7800 x 12 4x10x12	0.078	480	37.440
	Subtotal			265.840
Intervention Name: Cluster Resource Centres (in lacs)				
19.1	CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	159	3.975
19.1	TLM grant for 159 CRCs @ Rs.1000/- P.A.	0.010	159	1.590
19.1	Meetings, Travel allowance for 159 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1908	3.816
	Subtotal			9.381
Intervention Name: Out of School children (in lacs)				
20.0	Cost of running of EGS centres for 13315 out of school children of 6-10 age group	0.00845	13315	112.512
20.0	Cost of running of EGS centres for 15258 out of school children of 11-13 age group	0.012	15258	183.096
20.0	Cost of running of EGS centres for 8189 out of school children of 14 age group	0.012	8189	98.268
	Subtotal			393.876
Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)				
21.0				
	Subtotal			0.000

PART - V

District : Amritsar
Perspective 2002-2007

District Data Summary

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	16
1.1	No. of B.R. & D.R. Personnels (12x20+4x10)+10	290
2	No. of P E Blocks	26
3	No. of CRC's	159
4	No. of Villages	1237
4.1	No. of VEDC's	2241
4.2	No. of VEDC's Members	17928
5	No. of Habitations/Wards (Unservd)	11952
5.1	No. of S.C. Bastis	889
6	No. of House Holds	482462
	No. of Schools	
7	No. of Primary Schools (State Govt.)	1416
7.1	Non State Govt. Primary Schools	87
7.2	Unrecognised Primary Schools	444
8	No. of Middle Schools/Sections (State Govt.)	825
8.1	Non State Govt. Middle Schools/Sections	202
8.2	Unrecognised Middle Schools/Sections	414
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	6196
9.1	No. of JBT Teachers + New	5083
9.2	No. of HT	954
9.3	No. of CHT's	159
10	No. of Teachers Middle Schools/Sections	4380
	Primary (State Govt.)	
11	Total No. of Students	254443
11.1	Male Students	135958
11.2	Female Students	118485
11.3	Total No. of S.C. Students	135446
11.4	Male S.C. Students	72435
11.5	Female S.C. Students	63011
	Upper Primary (State Govt.)	
12	Total No. of Students	116395
12.1	Male Students	64419
12.2	Female Students	51976
12.3	Total No. of S.C. Students	47658
12.4	Male S.C. Students	27042
12.5	Female S.C. Students	20616
	Out of School Children	
13	No. of Out of School Children Total	0
13.1	No. of Out of School Children Male	0
13.2	No. of Out of School Children Female	0
13.3	No. of EGS Centres (Proposed)	0
	No. of Handicapped Children	
14	Total No. of Handicapped Children	6519
14.1	Male Handicapped Children	4465
14.2	Female Handicapped Children	2054

District - Amritsar
Blockwise list of BRC and CRC
Perspective 2002-2007

PEBlock Code & Name		CRC	BRC
001	AMRITSAR-I	2	
002	AMRITSAR-II	4	
003	AMRITSAR-III	3	
004	AMRITSAR-IV	10	
005	AMRITSAR-V	3	
006	AMRITSAR-VI	2	1
007	VERKA	4	1
008	AJNALA-I	9	1
009	AJNALA-II	9	
010	BHIKHIWIND	8	1
011	CHOUGAWAN-I	7	
012	CHOUGAWAN-II	8	1
013	CHOHLA SAHIB	7	1
014	GANDIWIND	8	1
015	JANDIALA GURU	5	1
016	KHADOOR SAHIB	7	1
017	MAJITHA-I	6	
018	MAJITHA-II	6	1
019	NAUSHERA PANNUAN	7	1
020	PATTI	7	1
021	RAYYA-I	8	
022	RAYYA-II	7	1
023	TARN TARAN-I	7	
024	TARN TARAN-II	3	1
025	TARSIKA	6	1
026	VALTOHA	6	1
Total		159	16

Disrtictwise list of Peblock	
AMRITSAR	
PEBLOCK NAME	CODE
AMRITSAR-I	001
AMRITSAR-II	002
AMRITSAR-III	003
AMRITSAR-IV	004
AMRITSAR-V	005
AMRITSAR-VI	006
VERKA	007
AJNALA-I	008
AJNALA-II	009
BHIKHIWIND	010
CHOUGAWAN-I	011
CHOUGAWAN-II	012
CHOHLA SAHIB	013
GANDIWIND	014
JANDIALA GURU	015
KHADOOR SAHIB	016
MAJITHA-I	017
MAJITHA-II	018
NAUSHERA PANNUAN	019
PATTI	020
RAYYA-I	021
RAYYA-II	022
TARN TARAN-I	023
TARN TARAN-II	024
TARSIKA	025
VALTOHA	026

Blockwise count of Villages
Perspective 2002-2007

PEBlock Code & Name		Villages
<i>District - Amritsar</i>		
001	AMRITSAR-I	7
002	AMRITSAR-II	21
003	AMRITSAR-III	13
004	AMRITSAR-IV	10
005	AMRITSAR-V	12
006	AMRITSAR-VI	8
007	VERKA	23
008	AJNALA-I	73
009	AJNALA-II	95
010	BHIKHIWIND	65
011	CHOUGAWAN-I	64
012	CHOUGAWAN-II	67
013	CHOHLA SAHIB	56
014	GANDIWIND	79
015	JANDIALA GURU	38
016	KHADOOR SAHIB	67
017	MAJITHA-I	48
018	MAJITHA-II	51
019	NAUSHERA PANNUAN	61
020	PATTI	66
021	RAYYA-I	54
022	RAYYA-II	59
023	TARN TARAN-I	54
024	TARN TARAN-II	31
025	TARSIKA	55
026	VALTOHA	60
	Total	1237

District-Amritsar														
Perspective 2002-2007														
Blockwise count of - Primary - (Primary Sections)														
PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
001	AMRITSAR-I	19	0	0	0	19	2	0	5	0	1	11	19	38
002	AMRITSAR-II	35	0	0	0	35	2	1	2	0	0	26	31	66
003	AMRITSAR-III	26	0	0	0	26	3	6	3	0	1	15	28	54
004	AMRITSAR-IV	27	0	0	0	27	4	3	0	0	0	25	32	59
005	AMRITSAR-V	26	0	0	0	26	2	1	3	0	0	11	17	43
006	AMRITSAR-VI	19	0	0	0	19	2	3	0	0	0	24	29	48
007	VERKA	38	0	0	0	38	0	2	4	0	0	25	31	69
008	AJNALA-I	80	0	0	0	80	0	1	0	0	0	7	8	88
009	AJNALA-II	95	0	0	0	95	1	0	1	0	0	4	6	101
010	BHIKHIWIND	70	0	0	0	70	1	0	0	1	0	28	30	100
011	CHOUGAWAN-I	57	0	0	0	57	0	0	1	0	0	22	23	80
012	CHOUGAWAN-II	75	0	0	0	75	0	0	0	0	0	16	16	91
013	CHOHLA SAHIB	64	0	0	0	64	0	1	1	0	0	12	14	78
014	GANDIWIND	82	0	0	0	82	0	0	3	0	0	19	22	104
015	JANDIALA GURU	42	0	0	0	42	1	0	0	0	0	20	21	63
016	KHADOOR SAHIB	71	0	0	0	71	0	0	0	0	0	2	2	73
017	MAJITHA-I	51	0	0	0	51	2	1	0	0	0	6	9	60
018	MAJITHA-II	54	0	0	0	54	0	0	0	0	0	2	2	56
019	NAUSHERA PANNUAN	69	0	0	0	69	0	0	5	0	0	23	28	97
020	PATTI	72	0	0	0	72	1	1	0	2	0	28	32	104
021	RAYYA-I	65	0	0	0	65	0	0	4	0	0	31	35	100
022	RAYYA-II	63	0	0	0	63	0	0	0	0	0	11	11	74
023	TARN TARAN-I	60	0	0	0	60	2	1	1	0	0	14	18	78
024	TARN TARAN-II	39	0	0	0	39	0	0	1	1	0	27	29	68
025	TARSIKA	53	0	0	0	53	0	0	2	1	0	6	9	62
026	VALTOHA	64	0	0	0	64	0	0	0	0	0	29	29	93
TOTAL		1416	0	0	0	1416	23	21	36	5	2	444	531	1947

LEGEND:-

G1	STATE GOVT.	P1	AIDED AND RECOGNISED
G2	CENTER GOVT.	P2	RECOGNISED
G3	OTHER ORG. OF STATE GOVT.	P3	AFFILIATED WITH P.S.E.B.
G4	OTHER ORG. OF CENTER GOVT.	P4	AFFILIATED WITH C.B.S.E.
		P5	AFFILIATED WITH I.C.S.E.
		P6	ANY OTHER

District-Amritsar
Perspective 2002-2007

Blockwise count of - Middle - (Middle Sections)

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
001 AMRITSAR-I	20	0	1	0	21	3	5	7	1	0	17	33	54
002 AMRITSAR-II	27	1	0	0	28	5	4	14	4	1	37	65	93
003 AMRITSAR-III	23	0	0	0	23	5	2	5	0	0	8	20	43
004 AMRITSAR-IV	26	0	1	0	27	2	2	3	1	0	11	19	46
005 AMRITSAR-V	17	0	0	0	17	4	1	8	2	0	18	33	50
006 AMRITSAR-VI	20	0	0	0	20	7	1	3	9	0	31	51	71
007 VERKA	34	0	0	0	34	2	3	2	0	0	39	46	80
008 AJNALA-I	33	0	0	0	33	1	0	3	0	0	7	11	44
009 AJNALA-II	26	0	0	0	26	1	1	0	0	0	8	10	36
010 BHIKHIWIND	34	0	0	0	34	1	0	1	2	0	34	38	72
011 CHOUGAWAN-I	35	0	0	0	35	1	1	2	0	0	12	16	51
012 CHOUGAWAN-II	33	0	0	0	33	1	0	5	0	0	14	20	53
013 CHOHLA SAHIB	43	0	0	0	43	1	0	2	0	0	14	17	60
014 GANDIWIND	47	0	1	0	48	2	1	2	1	0	8	14	62
015 JANDIALA GURU	31	0	0	0	31	1	1	1	1	0	14	18	49
016 KHADOOR SAHIB	38	0	0	0	38	1	1	1	0	0	5	8	46
017 MAJITHA-I	23	0	0	0	23	3	1	3	0	0	6	13	36
018 MAJITHA-II	26	0	0	0	26	1	0	0	0	0	4	5	31
019 NAUSHERA PANNUAN	44	0	0	0	44	1	1	1	0	0	22	25	69
020 PATTI	42	0	0	0	42	3	2	2	0	0	25	32	74
021 RAYYA-I	43	0	1	0	44	2	1	6	2	0	28	39	83
022 RAYYA-II	33	0	0	0	33	2	1	0	0	0	12	15	48
023 TARN TARAN-I	35	1	0	0	36	3	2	3	1	1	6	16	52
024 TARN TARAN-II	21	0	0	0	21	0	1	0	0	0	8	9	30
025 TARSIKA	35	0	0	0	35	1	1	5	0	0	8	15	50
026 VALTOHA	36	0	0	0	36	1	1	2	0	0	18	22	58
TOTAL	825	2	4	0	831	55	34	81	24	2	414	610	1444

LEGEND:-

S1 STATE GOVT.	P1 AIDED AND RECOGNISED
S2 CENTER GOVT.	P2 RECOGNISED
S3 OTHER ORG. OF STATE GOVT.	P3 AFFILIATED WITH P.S.E.B.
S4 OTHER ORG. OF CENTER GOVT.	P4 AFFILIATED WITH C.B.S.E.
	P5 AFFILIATED WITH I.C.S.E.
	P6 ANY OTHER

District - Amritsar
Blockwise Breakup of Primary Teachers
Perspective 2002-2007

	PEBlock Code & Name	JBT	HT	CHT	Total
001	AMRITSAR-I	131	15	2	148
002	AMRITSAR-II	193	27	4	224
003	AMRITSAR-III	101	18	3	122
004	AMRITSAR-IV	138	21	10	169
005	AMRITSAR-V	120	19	3	142
006	AMRITSAR-VI	106	12	2	120
007	VERKA	228	30	4	262
008	AJNALA-I	249	55	9	313
009	AJNALA-II	204	51	9	264
010	BHIKHIWIND	225	45	8	278
011	CHOUGAWAN-I	177	34	7	218
012	CHOUGAWAN-II	210	43	8	261
013	CHOHLA SAHIB	246	43	7	296
014	GANDIWIND	267	52	8	327
015	JANDIALA GURU	193	29	5	227
016	KHADOOR SAHIB	244	46	7	297
017	MAJITHA-I	176	36	6	218
018	MAJITHA-II	187	38	6	231
019	NAUSHERA PANNUAN	216	50	7	273
020	PATTI	243	49	7	299
021	RAYYA-I	250	50	8	308
022	RAYYA-II	214	46	7	267
023	TARN TARAN-I	230	39	7	276
024	TARN TARAN-II	161	32	3	196
025	TARSIKA	154	37	6	197
026	VALTOHA	162	37	6	205
	Total	5025	954	159	6138
	Unadjusted Teachers in Peblocks	16			16
	New Teachers				42
	Grand Total	5041	954	159	6196

		CD Block wise enrollment		March'2002		
		Perspective 2002-2007				
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
1	AMRITSAR	Ajnala	119	1967	1874	3841
		Amritsar (U)	111	1805	1677	3482
		Bhikhiwind	91	1692	1551	3243
		Chohla Sahib	72	1406	1287	2693
		Chowgawan	41	1601	1477	3078
		Gandiwind	95	1686	1626	3312
		Harsha Chhina	70	1272	1182	2454
		Jandiala Guru	107	1859	1677	3536
		Khadoor Shahib	129	2127	2002	4129
		Majitha	104	1952	1770	3722
		Naushehra Pannua	59	1241	1147	2388
		Patti	92	2340	2210	4550
		Rayya	121	5120	4206	9326
		Tarn Taran	151	3145	2535	5680
		Tarsika	92	1836	1657	3493
Valtoha	60	777	629	1406		
	Verka	139	2095	1935	4030	
District Total			1653	33921	30442	64363

Source : SW Department

District-Amritsar							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
001	AMRITSAR-I	2198	1877	4075	1080	890	1970
002	AMRITSAR-II	3805	3477	7282	2435	2242	4677
003	AMRITSAR-III	2310	2091	4402	1408	1238	2646
004	AMRITSAR-IV	3346	2773	6118	2165	1763	3928
005	AMRITSAR-V	2016	1702	3718	1416	1237	2653
006	AMRITSAR-VI	2322	2126	4448	1701	1515	3216
007	VERKA	4488	4040	8528	2754	2306	5059
008	AJNALA-I	6979	6186	13165	3310	2883	6194
009	AJNALA-II	5504	4166	9670	1670	1494	3165
010	BHIKHIWIND	6627	5816	12443	3450	3030	6480
011	CHOUGAWAN-I	4952	4851	9803	2610	2182	4792
012	CHOUGAWAN-II	6352	4861	11213	2725	2386	5110
013	CHOHLA SAHIB	7325	6627	13952	3683	3251	6934
014	GANDIWIND	7848	6877	14725	4674	4054	8728
015	JANDIALA GURU	5261	4528	9789	3338	2901	6238
016	KHADOOR SAHIB	7730	6056	13786	4075	3480	7555
017	MAJITHA-I	4838	4136	8974	2794	2382	5176
018	MAJITHA-II	3960	3894	7854	2099	1942	4042
019	NAUSHERA PANNUAN	7090	6645	13734	3408	3094	6502
020	PATTI	7238	6395	13634	3198	2630	5829
021	RAYYA-I	6738	5998	12736	4306	3827	8133
022	RAYYA-II	5931	5318	11250	3797	3378	7174
023	TARN TARAN-I	6448	5080	11528	3339	2654	5994
024	TARN TARAN-II	6006	5166	11173	2538	2376	4914
025	TARSIKA	4829	4499	9328	2682	2498	5179
026	VALTOHA	3818	3298	7115	1782	1376	3158
TOTAL		135958	118485	254443	72435	63011	135446

District-Amritsar							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock	Total			- SC			
	Male	Female	Total	Male	Female	Total	
001	AMRITSAR-I	1205	989	2194	416	379	795
002	AMRITSAR-II	2011	1698	3709	1003	944	1947
003	AMRITSAR-III	1267	1128	2395	680	549	1229
004	AMRITSAR-IV	1984	1701	3685	1267	1013	2280
005	AMRITSAR-V	642	538	1179	363	290	653
006	AMRITSAR-VI	1074	885	1958	642	542	1184
007	VERKA	2325	2006	4331	1050	790	1840
008	AJNALA-I	3333	2608	5941	1091	811	1902
009	AJNALA-II	2414	1507	3922	739	430	1170
010	BHIKHIWIND	3163	2286	5450	1061	619	1680
011	CHOUGAWAN-I	2469	1960	4429	890	603	1493
012	CHOUGAWAN-II	2618	2037	4654	1046	714	1760
013	CHOHLA SAHIB	3523	3202	6725	1294	1136	2430
014	GANDIWIND	3523	2795	6318	1554	1130	2683
015	JANDIALA GURU	2635	2296	4931	1246	1181	2427
016	KHADOOR SAHIB	3451	2832	6283	1443	1155	2598
017	MAJITHA-I	2181	1971	4152	1034	890	1923
018	MAJITHA-II	2229	1800	4029	1048	686	1734
019	NAUSHERA PANNUAN	3626	2821	6446	1194	829	2022
020	PATTI	3368	2504	5872	1034	637	1670
021	RAYYA-I	3909	3211	7120	2181	1643	3824
022	RAYYA-II	2678	2427	5106	1493	1318	2811
023	TARN TARAN-I	2773	2096	4869	958	765	1723
024	TARN TARAN-II	2469	2086	4555	869	656	1525
025	TARSIKA	1976	1590	3566	917	610	1526
026	VALTOHA	1574	1002	2576	530	296	826
TOTAL		64419	51976	116395	27042	20616	47658

District-Amritsar					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
001	AMRITSAR-I	4075	6106	1829	12010
002	AMRITSAR-II	7202	5784	3506	16491
003	AMRITSAR-III	4402	5914	2216	12531
004	AMRITSAR-IV	6118	4704	4037	14859
005	AMRITSAR-V	3718	4098	666	8482
006	AMRITSAR-VI	4448	1989	2110	8547
007	VERKA	8528	8312	2632	19472
008	AJNALA-I	13165	4664	2949	20778
009	AJNALA-II	9670	3070	3083	15824
010	BHIKHIWIND	12443	1718	7610	21771
011	CHOUGAWAN-I	10443	2730	4430	17603
012	CHOUGAWAN-II	11213	2683	3654	17550
013	CHOHLA SAHIB	13952	3798	6083	23834
014	GANDIWIND	14805	2659	5918	23382
015	JANDIALA GURU	9789	3701	2370	15859
016	KHADOOR SAHIB	13066	4064	1638	18768
017	MAJITHA-I	8974	2954	1086	13014
018	MAJITHA-II	7854	3648	3317	14819
019	NAUSHERA PANNUAN	13734	2440	4910	21085
020	PATTI	13634	3875	7109	24618
021	RAYYA-I	12816	7331	4157	24304
022	RAYYA-II	11250	3373	4394	19016
023	TARN TARAN-I	11528	4573	2525	18626
024	TARN TARAN-II	11173	2571	1683	15427
025	TARSIKA	9328	3213	2214	14755
026	VALTOHA	7115	2314	6870	16299
GRAND TOTAL		254443	102285	92997	449725

District-Amritsar					
Perspective 2002-2007					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
001	AMRITSAR-I	2194	3442	789	6424
002	AMRITSAR-II	3709	2526	1264	7499
003	AMRITSAR-III	2395	2928	1003	6326
004	AMRITSAR-IV	3685	2179	1475	7339
005	AMRITSAR-V	1179	2266	258	3702
006	AMRITSAR-VI	1958	960	824	3742
007	VERKA	4331	3549	736	8616
008	AJNALA-I	5941	1717	923	8581
009	AJNALA-II	3922	1098	864	5883
010	BHIKHIWIND	5450	626	2131	8206
011	CHOUGAWAN-I	4429	814	1016	6259
012	CHOUGAWAN-II	4654	1011	1430	7096
013	CHOHLA SAHIB	6725	1374	1922	10021
014	GANDIWIND	6318	1117	1747	9182
015	JANDIALA GURU	4931	1736	634	7301
016	KHADOOR SAHIB	6283	1405	530	8218
017	MAJITHA-I	4152	1253	389	5794
018	MAJITHA-II	4029	1646	1749	7424
019	NAUSHERA PANNUAN	6446	962	1538	8946
020	PATTI	5872	1859	2534	10266
021	RAYYA-I	7120	3099	1557	11776
022	RAYYA-II	5106	1638	1656	8400
023	TARN TARAN-I	4869	2403	686	7958
024	TARN TARAN-II	4555	846	821	6222
025	TARSIKA	3566	1771	1074	6411
026	VALTOHA	2576	787	2190	5554
GRAND TOTAL		116395	45013	31739	193147

District-Amritsar							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
001	AMRITSAR-I	2198	1877	4075	1080	890	1970
002	AMRITSAR-II	3805	3477	7282	2435	2242	4677
003	AMRITSAR-III	2310	2091	4402	1408	1238	2646
004	AMRITSAR-IV	3346	2773	6118	2165	1763	3928
005	AMRITSAR-V	2016	1702	3718	1416	1237	2653
006	AMRITSAR-VI	2322	2126	4448	1701	1515	3216
007	VERKA	4488	4040	8528	2754	2306	5059
008	AJNALA-I	6979	6186	13165	3310	2883	6194
009	AJNALA-II	5504	4166	9670	1670	1494	3165
010	BHIKHIWIND	6627	5816	12443	3450	3030	6480
011	CHOUGAWAN-I	4952	4851	9803	2610	2182	4792
012	CHOUGAWAN-II	6352	4861	11213	2725	2386	5110
013	CHOHLA SAHIB	7325	6627	13952	3683	3251	6934
014	GANDIWIND	7848	6877	14725	4674	4054	8728
015	JANDIALA GURU	5261	4528	9789	3338	2901	6238
016	KHADOOR SAHIB	7730	6056	13786	4075	3480	7555
017	MAJITHA-I	4838	4136	8974	2794	2382	5176
018	MAJITHA-II	3960	3894	7854	2099	1942	4042
019	NAUSHERA PANNUAN	7090	6645	13734	3408	3094	6502
020	PATTI	7238	6395	13634	3198	2630	5829
021	RAYYA-I	6738	5998	12736	4306	3827	8133
022	RAYYA-II	5931	5318	11250	3797	3378	7174
023	TARN TARAN-I	6448	5080	11528	3339	2654	5994
024	TARN TARAN-II	6006	5166	11173	2538	2376	4914
025	TARSIKA	4829	4499	9328	2682	2498	5179
026	VALTOHA	3818	3298	7115	1782	1376	3158
TOTAL		135958	118485	254443	72435	63011	135446

District-Amritsar							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			-SC		
		Male	Female	Total	Male	Female	Total
001	AMRITSAR-I	1205	989	2194	416	379	795
002	AMRITSAR-II	2011	1698	3709	1003	944	1947
003	AMRITSAR-III	1267	1128	2395	680	549	1229
004	AMRITSAR-IV	1984	1701	3685	1267	1013	2280
005	AMRITSAR-V	642	538	1179	363	290	653
006	AMRITSAR-VI	1074	885	1958	642	542	1184
007	VERKA	2325	2006	4331	1050	790	1840
008	AJNALA-I	3333	2608	5941	1091	811	1902
009	AJNALA-II	2414	1507	3922	739	430	1170
010	BHIKHIWIND	3163	2286	5450	1061	619	1680
011	CHOUGAWAN-I	2469	1960	4429	890	603	1493
012	CHOUGAWAN-II	2618	2037	4654	1046	714	1760
013	CHOHLA SAHIB	3523	3202	6725	1294	1136	2430
014	GANDIWIND	3523	2795	6318	1554	1130	2683
015	JANDIALA GURU	2635	2296	4931	1246	1181	2427
016	KHADOOR SAHIB	3451	2832	6283	1443	1155	2598
017	MAJITHA-I	2181	1971	4152	1034	890	1923
018	MAJITHA-II	2229	1800	4029	1048	686	1734
019	NAUSHERA PANNUAN	3626	2821	6446	1194	829	2022
020	PATTI	3368	2504	5872	1034	637	1670
021	RAYYA-I	3909	3211	7120	2181	1643	3824
022	RAYYA-II	2678	2427	5106	1493	1318	2811
023	TARN TARAN-I	2773	2096	4869	958	765	1723
024	TARN TARAN-II	2469	2086	4555	869	656	1525
025	TARSIKA	1976	1590	3566	917	610	1526
026	VALTOHA	1574	1002	2576	530	296	826
TOTAL		64419	51976	116395	27042	20616	47658

District-Amritsar					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
001	AMRITSAR-I	4075	6106	1829	12010
002	AMRITSAR-II	7202	5784	3506	16491
003	AMRITSAR-III	4402	5914	2216	12531
004	AMRITSAR-IV	6118	4704	4037	14859
005	AMRITSAR-V	3718	4098	666	8482
006	AMRITSAR-VI	4448	1989	2110	8547
007	VERKA	8528	8312	2632	19472
008	AJNALA-I	13165	4664	2949	20778
009	AJNALA-II	9670	3070	3083	15824
010	BHIKHIWIND	12443	1718	7610	21771
011	CHOUGAWAN-I	10443	2730	4430	17603
012	CHOUGAWAN-II	11213	2683	3654	17550
013	CHOHLA SAHIB	13952	3798	6083	23834
014	GANDIWIND	14805	2659	5918	23382
015	JANDIALA GURU	9789	3701	2370	15859
016	KHADOOR SAHIB	13066	4064	1638	18768
017	MAJITHA-I	8974	2954	1086	13014
018	MAJITHA-II	7854	3648	3317	14819
019	NAUSHERA PANNUAN	13734	2440	4910	21085
020	PATTI	13634	3875	7109	24618
021	RAYYA-I	12816	7331	4157	24304
022	RAYYA-II	11250	3373	4394	19016
023	TARN TARAN-I	11528	4573	2525	18626
024	TARN TARAN-II	11173	2571	1683	15427
025	TARSIKA	9328	3213	2214	14755
026	VALTOHA	7115	2314	6870	16299
GRAND TOTAL		254443	102285	92997	449725

District-Amritsar					
Perspective 2002-2007					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
001	AMRITSAR-I	2194	3442	789	6424
002	AMRITSAR-II	3709	2526	1264	7499
003	AMRITSAR-III	2395	2928	1003	6326
004	AMRITSAR-IV	3685	2179	1475	7339
005	AMRITSAR-V	1179	2266	258	3702
006	AMRITSAR-VI	1958	960	824	3742
007	VERKA	4331	3549	736	8616
008	AJNALA-I	5941	1717	923	8581
009	AJNALA-II	3922	1098	864	5883
010	BHIKHIWIND	5450	626	2131	8206
011	CHOUGAWAN-I	4429	814	1016	6259
012	CHOUGAWAN-II	4654	1011	1430	7096
013	CHOHLA SAHIB	6725	1374	1922	10021
014	GANDIWIND	6318	1117	1747	9182
015	JANDIALA GURU	4931	1736	634	7301
016	KHADOOR SAHIB	6283	1405	530	8218
017	MAJITHA-I	4152	1253	389	5794
018	MAJITHA-II	4029	1646	1749	7424
019	NAUSHERA PANNUAN	6446	962	1538	8946
020	PATTI	5872	1859	2534	10266
021	RAYYA-I	7120	3099	1557	11776
022	RAYYA-II	5106	1638	1656	8400
023	TARN TARAN-I	4869	2403	686	7958
024	TARN TARAN-II	4555	846	821	6222
025	TARSIKA	3566	1771	1074	6411
026	VALTOHA	2576	787	2190	5554
GRAND TOTAL		116395	45013	31739	193147

District-Amritsar							
Perspective 2002-2007							
Blockwise Out of Schools Children							
Peblock	Age Group (6-14)						
	Total			SC			
	Male	Female	Total	Male	Female	Total	
001	AMRITSAR-I	0	0	0	0	0	0
002	AMRITSAR-II	0	0	0	0	0	0
003	AMRITSAR-III	0	0	0	0	0	0
004	AMRITSAR-IV	0	0	0	0	0	0
005	AMRITSAR-V	0	0	0	0	0	0
006	AMRITSAR-VI	0	0	0	0	0	0
007	VERKA	0	0	0	0	0	0
008	AJNALA-I	0	0	0	0	0	0
009	AJNALA-II	0	0	0	0	0	0
010	BHIKHIWIND	0	0	0	0	0	0
011	CHOUGAWAN-I	0	0	0	0	0	0
012	CHOUGAWAN-II	0	0	0	0	0	0
013	CHOHLA SAHIB	0	0	0	0	0	0
014	GANDIWIND	0	0	0	0	0	0
015	JANDIALA GURU	0	0	0	0	0	0
016	KHADOOR SAHIB	0	0	0	0	0	0
017	MAJITHA-I	0	0	0	0	0	0
018	MAJITHA-II	0	0	0	0	0	0
019	NAUSHERA PANNUAN	0	0	0	0	0	0
020	PATTI	0	0	0	0	0	0
021	RAYYA-I	0	0	0	0	0	0
022	RAYYA-II	0	0	0	0	0	0
023	TARN TARAN-I	0	0	0	0	0	0
024	TARN TARAN-II	0	0	0	0	0	0
025	TARSIKA	0	0	0	0	0	0
026	VALTOHA	0	0	0	0	0	0
	Total	0	0	0	0	0	0

Blockwise Handicapped Children

Perspective 2002-2007

District : Amritsar - 6-14 Years (Total)

PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
AMRITSAR-I	2	26	2	26	37	7	100
AMRITSAR-II	5	16	11	72	53	37	193
AMRITSAR-III	5	5	4	32	28	4	77
AMRITSAR-IV	4	4	4	33	12	5	61
AMRITSAR-V	9	26	4	39	14	0	91
AMRITSAR-VI	7	4	2	35	21	4	72
VERKA	16	16	5	56	46	30	168
AJNALA-I	16	44	4	160	75	37	335
AJNALA-II	18	25	7	151	51	33	284
BHIKHIWIND	18	40	11	240	96	18	422
CHOUGAWAN-I	30	39	12	144	47	9	280
CHOUGAWAN-II	11	23	7	187	33	4	264
CHOHLA SAHIB	5	21	4	142	74	18	263
GANDIWIND	16	65	21	187	82	25	396
JANDIALA GURU	16	37	4	117	74	19	266
KHADOOR SAHIB	21	53	21	179	54	23	350
MAJITHA-I	5	14	7	110	44	11	191
MAJITHA-II	0	23	0	121	39	0	182
NAUSHERA PANNUAN	5	49	9	249	60	58	429
PATTI	14	42	2	207	68	14	347
RAYYA-I	14	54	5	170	79	21	343
RAYYA-II	19	5	4	212	81	16	336
TARN TARAN-I	14	23	19	152	60	25	292
TARN TARAN-II	12	19	2	209	58	26	326
TARSIKA	11	25	12	100	61	19	228
VALTOHA	12	30	7	126	33	18	226
TOTAL	303	725	186	3452	1377	476	6519

Blockwise Handicapped Children						
Perspective 2002-2007						
District : Amritsar - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
AMRITSAR-I	8	22	30	10	13	22
AMRITSAR-II	40	50	90	19	16	35
AMRITSAR-III	35	26	61	2	0	2
AMRITSAR-IV	16	18	34	0	0	0
AMRITSAR-V	35	26	61	13	16	29
AMRITSAR-VI	16	19	35	5	8	13
VERKA	30	56	86	10	5	14
AJNALA-I	94	59	154	27	16	43
AJNALA-II	30	34	64	34	46	80
BHIKHIWIND	150	53	203	18	16	34
CHOUGAWAN-I	64	32	96	16	30	46
CHOUGAWAN-II	51	43	94	29	22	51
CHOHLA SAHIB	75	50	125	13	13	26
GANDIWIND	107	77	184	29	14	43
JANDIALA GURU	82	69	150	10	24	34
KHADOOR SAHIB	107	43	150	16	3	19
MAJITHA-I	62	35	98	19	6	26
MAJITHA-II	38	48	86	0	51	51
NAUSHERA PANNUAN	134	38	173	30	8	38
PATTI	78	85	163	19	19	38
RAYYA-I	120	66	186	18	3	21
RAYYA-II	123	61	184	21	5	26
TARN TARAN-I	82	54	136	38	19	58
TARN TARAN-II	98	67	165	16	18	34
TARSIKA	62	51	114	16	5	21
VALTOHA	54	38	93	18	14	32
TOTAL	1795	1219	3014	443	392	835

Summary

District Amritsar

S.No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Teacher Salary	39.312	1.91	40.824	2.14	42.336	2.28	43.848	2.42	45.360	2.58	211.680	2.25
2	School/Alternative schooling facility		0.00		0.00		0.00		0.00		0.00	0.000	0.00
3	Upper Primary schools/sections		0.00		0.00		0.00		0.00		0.00	0.000	0.00
4	Classrooms		0.00		0.00		0.00		0.00		0.00	0.000	0.00
5	Free textbooks	81.407	3.95	93.618	4.90	105.830	5.69	118.041	6.53	130.253	7.42	529.148	5.63
6	Civil Works	681.868	33.05	629.984	32.99	613.349	33.00	596.573	32.99	579.599	33.01	3101.373	33.01
7	Maintenance and repair of school buildings	102.550	4.97	107.300	5.62	108.900	5.86	110.500	6.11	112.050	6.38	541.300	5.76
8	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
9	TLE for upper-primary and quality improvement	0.000	0.00	47.500	2.49	63.500	3.42	79.500	4.40	95.000	5.41	285.500	3.04
10	School grant	41.020	1.99	42.920	2.25	43.560	2.34	44.200	2.44	44.820	2.55	216.520	2.30
11	TLM grant	50.030	2.43	51.455	2.69	51.935	2.79	52.415	2.90	52.880	3.01	258.715	2.75
12	Teacher training	140.084	6.79	144.074	7.54	145.418	7.82	146.762	8.12	148.064	8.43	724.402	7.71
13	State Institute of Educational Management and Training (SIEMAT)		0.00		0.00		0.00		0.00		0.00	0.000	0.00
14	Training for community leaders	9.845	0.48	10.301	0.54	10.454	0.56	10.608	0.59	10.757	0.61	51.965	0.55
15	Provision for disabled children (IED)	44.915	2.18	50.894	2.66	58.463	3.15	67.490	3.73	75.990	4.33	297.752	3.17
16	Research, evaluation, supervision and monitoring	28.732	1.39	30.028	1.57	30.682	1.65	30.862	1.71	30.385	1.73	150.690	1.60
17	Management cost	124.010	6.01	114.613	6.00	111.49	6.00	108.52	6.00	105.42	6.00	564.053	6.00
18	Innovative activities	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
18.1	Girls child education	10.002	0.48	10.008	0.52	10.008	0.54	10.008	0.55	10.008	0.57	50.034	0.53
18.2	ECCE	14.996	0.73	14.996	0.79	14.996	0.81	14.996	0.83	14.996	0.85	74.981	0.80
18.3	SC/ST	9.997	0.48	9.997	0.52	9.997	0.54	9.997	0.55	9.997	0.57	49.983	0.53
18.4	Computer Education	15.000	0.73	15.000	0.79	15.000	0.81	15.000	0.83	15.000	0.85	75.000	0.80
19	Block resource centres	265.840	12.89	265.840	13.92	265.840	14.30	265.840	14.70	265.840	15.14	1329.200	14.15
19.1	Cluster resource centres	9.381	0.45	9.381	0.49	9.381	0.50	9.381	0.52	9.381	0.53	46.905	0.50
20	Intervention for out of school children	393.876	19.09	221.088	11.58	147.406	7.93	73.724	4.08	0.000	0.00	836.094	8.90
21	Preparatory activities for micro-planning, household surveys studies	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
TOTAL		2062.865	100.00	1909.821	100.00	1858.545	100.00	1808.266	100.00	1755.798	100.00	9395.295	100.00

Perspective Work Plan 2002-07, District Amritsar, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
(in lacs)																
Intervention Name : Teacher																
1.0	Salary for primary teachers 42 x 12	0.078	504	39.312	0.081	504	40.824	0.084	504	42.336	0.087	504	43.848	0.090	504	45.360
	Subtotal			39.312			40.824			42.336			43.848			45.360
(in lacs)																
Intervention Name : Free textbooks																
5.0	Free text books for Non SC girls	0.0015	54271	81.407	0.0015	62412	93.618	0.0015	70553	105.830	0.0015	78694	118.041	0.0015	86835	130.253
	Subtotal			81.407			93.618			105.830			118.041			130.253
(in lacs)																
Intervention Name : Civil works																
6.0	Buildings for building less school	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000
6.0	Block Resource centre buildings	5.820	5	29.100	5.820	5	29.10	5.820	5	29.10	5.820	5	29.10	5.820	5	29.100
6.0	New Primary school buildings Branch Schools	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	616	209.132	0.340	644	218.638	0.340	653	221.694	0.340	665	225.768	0.340	673	228.484
6.0	Buildings for schools having unsafe buildings	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000
6.0	Cluster Resource Centres	1.940	17	32.980	1.940	17	32.980	1.940	17	32.980	1.940	17	32.980	1.940	17	32.980
6.0	Additional Class rooms for primary schools	1.160	212	245.920	1.160	195	226.200	1.160	178	206.480	1.160	160	185.600	1.160	143	165.880
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	102	118.320	1.160	80	92.800	1.160	70	81.200	1.160	70	81.200	1.160	70	81.200
6.0	Headmaster's room for upper primary sections	1.160	34	39.440	1.160	20	23.200	1.160	30	34.800	1.160	30	34.800	1.160	30	34.800
6.0	Compound Wall	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000
6.0	Verandah	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 1406	0.00032	5624	1.800	0.00032	5624	1.800	0.00032	5624	1.800	0.00032	5624	1.800	0.00032	5624	1.800
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (280+10)	0.00068	1160	0.789	0.00068	1160	0.789	0.00068	1160	0.789	0.00068	1160	0.789	0.00068	1160	0.789

Perspective Work Plan 2002-07, District Amritsar, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts in primary+upper primary schools	0.00047	4102	1.928	0.00047	4292	2.017	0.00047	4356	2.047	0.00047	4420	2.077	0.00047	4482	2.107
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
	Subtotal			681.868			629.984			613.349			596.573			579.599
Intervention Name : Maintenance and repair of school buildings													(in lacs)			
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	2051	102.550	0.050	2146	107.300	0.050	2178	108.900	0.050	2210	110.500	0.050	2241	112.050
	Subtotal			102.550			107.300			108.900			110.500			112.050
Intervention Name : TLE													(in lacs)			
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000
	Subtotal			0.000			0.000			0.000			0.000			0.000
Intervention Name : TLE for upper-primary													(in lacs)			
9.0	TLE for Upper Primary Schools	0.500		0.000	0.500	95	47.500	0.500	127	63.500	0.500	159	79.500	0.500	190	95.000
	Subtotal			0.000			47.500			63.500			79.500			95.000
Intervention Name : School Grant													(in lacs)			
10.0	School grants for existing schools (primary + upper primary)	0.020	2051	41.020	0.020	2146	42.920	0.020	2178	43.560	0.020	2210	44.200	0.020	2241	44.820
	Subtotal			41.020			42.920			43.560			44.200			44.820

Perspective Work Plan 2002-07, District Amritsar, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name : Teacher Grant															(in lacs)		
11.0	TLM grant for teachers of primary and upper primary schools	0.005	10006	50.030	0.005	10291	51.455	0.005	10387	51.935	0.005	10483	52.415	0.005	10576	52.880	
	Subtotal			50.030			51.455			51.935			52.415			52.880	
Intervention Name : Teacher Training															(in lacs)		
12.0	Teachers training for primary and upper primary for 20 days The details of various trainings and training schedule has been given in the chapter of Training Programme	0.0140	10006	140.084	0.0140	10291	144.074	0.0140	10387	145.418	0.0140	10483	146.762	0.0140	10576	148.064	
	Subtotal			140.084			144.074			145.418			146.762			148.064	
Intervention Name : Training of Community Leaders															(in lacs)		
14.0	Orientation to VEDC Members No. of Schools x 8 members x 2	0.0003	32816	9.845	0.0003	34336	10.301	0.0003	34848	10.454	0.0003	35360	10.608	0.0003	35856	10.757	
	Subtotal			9.845			10.301			10.454			10.608			10.757	
Intervention Name : Provision for disabled children(IED)															(in lacs)		
15.0	IED Training to BRC staff 16 x10 x 5	0.0007	800	0.560	0.0007	800	0.560	0.0007	800	0.560	0.0007	800	0.560	0.0007	800	0.560	
15.0	IED assessment camps 2 x 16	0.020	32	0.640	0.020	32	0.640	0.020	32	0.640	0.020	32	0.640	0.020	32	0.640	
15.0	One Resource person honorarium 16 Blocks x 12 months	0.050	192	9.600	0.050	192	9.600	0.050	192	9.600	0.050	192	9.600	0.050	192	9.600	
15.0	Manual for disability in Indian content A Teacher's Role for 2051 schools	0.00022	2051	0.451	0.00022		0.000	0.00022		0.000	0.00022		0.000	0.00022		0.000	
15.0	Manual for teachers about physically challenged children for 2051 schools	0.00032	2051	0.656	0.00032		0.000	0.00032		0.000	0.00032		0.000	0.00032		0.000	
15.0	Manual for Teachers about visually impaired children for primary & upper primary schools	0.00034		0.000	0.00034	2146	0.730	0.00034		0.000	0.00034		0.000	0.00034		0.000	

Perspective Work Plan 2002-07, District Amritsar, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
15.0	Manual for Teachers about hearing impaired children for primary & upper primary schools	0.00028	2051	0.574	0.00028		0.000	0.00028		0.000	0.00028		0.000	0.00028		0.000
15.0	Manual for Teachers about mentally challenged children for primary & Upper primary schools	0.00036		0.000	0.00036	2145	0.773	0.00036		0.000	0.00036		0.000	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for primary & upper primary schools	0.00038		0.000	0.00038		0.000	0.00038	2178	0.828	0.00038		0.000	0.00038		0.000
15.0	Special assistance and TLM to disabled children	0.0087	3728	32.434	0.009	4288	38.592	0.0095	4930	46.835	0.01	5669	56.69	0.01	6519	65.190
	Subtotal			44.915			50.894			58.463			67.490			75.990
Intervention Name : Research, Evaluation, supervision and monitoring											(in lacs)					
16.0	Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	2051	0.615	0.0003	2146	0.644	0.0003	2178	0.653	0.0003	2210	0.663	0.0003	2241	0.672
16.0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.00030	2051	0.615	0.00030	2146	0.644	0.00030	2178	0.653	0.00030	2210	0.663	0.00030	2241	0.672
16.0	Conduct of Pupil Achievement Survey 5% of primary+upper primary schools @ Rs. 2000/-	0.02	102	2.040	0.02	107	2.140	0.02	109	2.180	0.02	110	2.200	0.02	112	2.240
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x 12 @ Rs. 1000/-	0.01	24	0.240	0.01	24	0.240	0.01	48	0.480	0.01	48	0.480	0.01	48	0.480
16.0	Academic supervision by BRCs 16 x 5 units @ Rs 1000/-	0.01	80	0.800	0.01	160	1.600	0.01	160	1.600	0.01	160	1.600	0.01	160	1.600

Perspective Work Plan 2002-07, District Amritsar, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.01	60	0.600	0.01	120	1.200	0.01	120	1.200	0.01	120	1.200	0.01	120	1.200
16.0	Annual Household survey @ Rs.3/- per household for 482462 households	0.00003	482462	14.474	0.00003	482462	14.474	0.00003	482462	14.474	0.00003	482462	14.474	0.00003	482462	14.474
16.0	MIS Data collection and processing of data for 1416 primary schools at State/District office	0.0017	1416	2.407	0.0017	1416	2.407	0.0017	1416	2.407	0.0017	1416	2.407	0.0017	1416	2.407
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	635	1.143	0.0018	730	1.314	0.0018	762	1.372	0.0018	794	1.429	0.0018	825	1.485
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for primary+upper primary schools	0.001	2051	2.051	0.0019	2146	4.077	0.002	2178	4.356	0.002	2210	4.420	0.002	2241	4.482
16.0	Development and supply of material for Diagnostic-prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for primary and upper primary schools	0.00031 x3	2051	1.907			0.000			0.000			0.000			0.000
16.0	Development and supply of material for evaluation of Instructional improvement in primary and upper primary schools	0.00029	2051	0.595			0.000			0.000			0.000			0.000

Perspective Work Plan 2002-07, District Amritsar, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Development and supply of material for evaluation of learning in 635 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028 ×7	635	1.245	.	.	0.000	.	.	0.000	.	.	0.000	.	.	0.000
16.0	Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	.	.	0.000	0.00030 ×2	2146	1.288	0.00030 ×2	2178	1.307	0.00030 ×2	2210	1.326	0.00030 ×2	2241	0.672
	Subtotal			28.732			30.028			30.682			30.862			30.385
Intervention Name : Management Cost																
(in lacs)																
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200

Perspective Work Plan 2002-07, District Amritsar, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
17.0	Documentation at DPO/State	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800	1.500	12	18.000	1.550	12	18.600	1.600	12	19.200	1.650	12	19.800
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of Blocks 16 x 2	0.030	32	0.960	0.030	32	0.960	0.032	32	1.024	0.032	32	1.024	0.035	32	1.120
17.0	Development and printing of modules on planning and management by State/District office	0.00036	2051	0.738	0.00036	2146	0.773	0.00036	2178	0.784	0.00036	2210	0.796	0.00036	2241	0.807
17.0	Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management training District 8x12x8000 Block 3 x12 x8000x16	0.08	96	7.68	0.08	96	7.68	0.08	96	7.68	0.08	96	7.68	0.08	96	7.68
		0.08	576	46.08	0.08	576	46.08	0.08	576	46.08	0.08	576	46.08	0.08	576	46.08
17.0	Circulation of material prepared by the experts to school/ VEDC level			21.780			14.343			11.684			9.176			6.511
17.0	News letter	0.00025	2051	0.510	0.00025	2051	0.510	0.00025	2051	0.510	0.00025	2051	0.510	0.00025	2051	0.510
17.0	Media Activity			9.340			6.147			5.008			3.933			2.790
	Subtotal			124.010			114.61			111.49			108.52			105.42

Perspective Work Plan 2002-07, District Amritsar, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer Educatidn															(In lacs)		
a) Girl Child Education																	
18.1	Remedial coaching for girls students for two months in 1416 primary schools	0.003	708	2.124	0.003	708	2.124	0.003	708	2.124	0.003	708	2.124	0.003	708	2.124	
18.1	Remedial coaching for girls students for two months in 635 upper primary schools	0.003	317	0.951	0.003	317	0.951	0.003	317	0.951	0.003	317	0.951	0.003	317	0.951	
18.1	Development of supplement reading material and item Bank for 74053 girl student of primary students for use in remedial coaching in parts	0.00038	13790	5.240	0.00038	9368	3.560	0.00038	9368	3.560	0.00038	9368	3.560	0.00038	9368	3.560	
18.1	Development of supplement reading material and item Bank for 57959 girl student of upper primary students for use in remedial coaching in parts	0.00057	2959	1.687	0.00057	5918	3.373	0.00057	5918	3.373	0.00057	5918	3.373	0.00057	5918	3.373	
Subtotal				10.002			10.008			10.008			10.008			10.008	
b) ECCE																	
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	15747	11.810	0.00075	15747	11.810	0.00075	15747	11.810	0.00075	15747	11.810	0.00075	15747	11.810	
18.2	School readiness kits for first generation learners in primary schools of 5 year age for No. of primary schools x 3	0.00075	4248	3.186	0.00075	4248	3.186	0.00075	4248	3.186	0.00075	4248	3.186	0.00075	4248	3.186	
Subtotal				14.996			14.996			14.996			14.996			14.996	
c) SC/ST																	
18.3	Remedial coaching for 3 months in primary & upper primary schools in parts	0.0030	1025	3.075	0.0030	1025	3.075	0.0030	1025	3.075	0.0030	1025	3.075	0.0030	1025	3.075	
18.3	Supplementary reading material for remedial coaching of primary SC children 84654	0.0005	8304	4.152	0.0005	8304	4.152	0.0005	8304	4.152	0.0005	8304	4.152	0.0005	8304	4.152	

Perspective Work Plan 2002-07, District Amritsar, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
18.3	Question Bank for SC children of 4616 upper primary classes for remedial coaching	0.0006	4616	2.770	0.0006	4616	2.770	0.0006	4616	2.770	0.0006	4616	2.770	0.0006	4616	2.770
	Subtotal			9.997			9.997			9.997			9.997			9.997
d) Computer Education																
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000
	Subtotal			15.000			15.000			15.000			15.000			15.000
Intervention Name: Block Resource Centres (in lacs)																
19.0	BRC Contingency grant for 16 CD Blocks @ Rs.12500/- P.A.	0.125	16	2.000	0.125	16	2.000	0.125	16	2.000	0.125	16	2.000	0.125	16	2.000
19.0	TLM grant for 16 CD Blocks @ Rs.5000/- P.A.	0.050	16	0.80	0.050	16	0.80	0.050	16	0.80	0.050	16	0.80	0.050	16	0.80
19.0	Meetings, Travel allowance for 16 CD Blocks @Rs.500 x 12 P.A.	0.005	192	0.96	0.005	192	0.96	0.005	192	0.96	0.005	192	0.96	0.005	192	0.96
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 12 Blocks @ Rs.7800/- x 12 P.A. 20 x12 x 12	0.078	2880	224.640	0.078	2880	224.640	0.078	2880	224.640	0.078	2880	224.640	0.078	2880	224.640
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 4 Block @ Rs. 7800 x 12 4x10x12	0.078	480	37.440	0.078	480	37.440	0.078	480	37.440	0.078	480	37.440	0.078	480	37.440
	Subtotal			265.840			265.840			265.840			265.840			265.840
Intervention Name: Cluster Resource Centres (in lacs)																
19.1	CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	159	3.975	0.025	159	3.975	0.025	159	3.975	0.025	159	3.975	0.025	159	3.975
19.1	TLM grant for 159 CRCs @ Rs.1000/- P.A.	0.010	159	1.590	0.010	159	1.590	0.010	159	1.590	0.010	159	1.590	0.010	159	1.590

Perspective Work Plan 2002-07, District Amritsar, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
19.1	Meetings, Travel allowance for 159 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1908	3.816	0.002	1908	3.816	0.002	1908	3.816	0.002	1908	3.816	0.002	1908	3.816
	Subtotal			9.381			9.381			9.381			9.381			9.381
Intervention Name: Out of School children																
(in lacs)																
20.0	Cost of running of EGS centres for 13315 out of school children of 6-10 age group declining by 25%	0.00845	13315	112.512	0.00845	9987	84.390	0.00845	6659	56.269	0.00845	3331	28.147	0.00845	0	0.000
20.0	Cost of running of EGS centres for 15258 out of school children of 11-13 age group declining by 25%	0.012	15258	183.096	0.00845	11444	96.702	0.00845	7630	64.474	0.00845	3816	32.245	0.00845	0	0.000
20.0	Cost of running of EGS centres for 8189 out of school children of 14 age group declining by 25%	0.012	8189	98.268	0.012	6142	39.996	0.012	4095	26.664	0.012	2048	13.332	0.012	0	0.000
	Subtotal			393.876			221.088			147.406			73.724			0.000
Intervention Name: Preparatory activities for micro-planning, household surveys studies																
(in lacs)																
21.0																
	Subtotal			0.000			0.000			0.000			0.000			0.000

Government of Punjab
Education- 7 Branch
Education Department
ORDER

Subject: *Reorganisation and Restructuring of School Education System of the state.*

1. The Need

To increase the efficiency of the present school system and to ensure its optimum utilisation to enable the Government to achieve the twin targets of Universalization of Elementary Education by 2007 and Universalization of Secondary Education by 2015, it has been decided to reorganise the School Education system of the state.

However, these orders will be deemed to come into effect on 1st Nov., 2002.

- 1.1 The present system of school education in the state is divided into four levels namely; Primary, consisting of first-fifth classes; Middle, consisting of sixth-eighth classes; High, consisting of ninth-tenth classes and Senior Secondary consisting of eleventh-twelfth classes. As is the number of levels, so is the type of schools i.e. Primary, Middle, High and Senior Secondary schools. Out of these four, Primary schools and Middle schools are stand-alone units and admit students of their respective levels only. But High and Senior Secondary schools have overlapping levels where High schools have simultaneous Middle and High levels and Senior Secondary schools have three levels simultaneously i.e. Middle, High and Senior Secondary.
- 1.2 Like division of school education in various levels and division of schools in various types, there is a variation in teaching staff also. There is a lot of variation in teachers' training and basic qualification of teachers. To teach different classes in different schools, there are teachers of varying qualifications, training levels and types.

- 1.3 For administrative reasons academic reasons and considering judicious deployment of teaching staff and physical infrastructure, this multiplicity of school levels and teacher types is not viable. Thus the restructuring of levels of education, school levels and the staff deployed in these schools is highly desirable. Restructuring will increase the access at both Elementary and Secondary levels. It will also result in improvement of quality of education with increased availability of teachers at Elementary level.

2. Two Levels of School Education

- 2.1 The present four levels of school education are being restructured into two levels i.e. Elementary and Secondary level.
- 2.2 Elementary level will consist of first-eighth classes.
- 2.3 Secondary level will consist of ninth-twelfth classes. The system of common syllabi for ninth, tenth classes and streams for eleventh, twelfth classes will continue. There will be a special emphasis on vocational streams.

3. Rechristening of School Directorates

- 3.1 Directorate of Primary Education will henceforth be called Directorate of Elementary Education. All offices and officers under the administration, superintendence and control of Directorate of Elementary Education will also be suffixed with "Elementary Education" instead of the prevalent usage of "Primary Education".
- 3.2 Directorate of School Education will henceforth be called Directorate of Secondary Education. All offices and officers under the administration, superintendence and control of Directorate of Secondary Education will also be suffixed with "Secondary Education" instead of the prevalent usage of "School Education"
- 3.3 The nomenclature and function of State Council of Educational Research and Training (SCERT) and the wings working under it will remain the same.

4. Heads of the Department

- 4.1 Director Public Instruction (Secondary Education) will be the Head of the Department of Directorate of Secondary Education.
- 4.2 Director Public Instruction (Elementary Education) will be the Head of the Department of Directorate of Elementary Education.
- 4.3 Director, State Council of Educational Research and Training will as usual be the Head of Department of SCERT.

5. Implementation

- 5.1 Keeping in view the practical aspects and inherent problems thereof in mind. It has been decided that reorganization/restructuring of school education system will be in phases.

The following provisions will come into effect from the date of this order except wherever a prior approval of Planning or Finance department may be required. It may be noted that presently there will be no change in the administrative/financial control of the staff in any of the Directorates on its nomenclature. There will only be a functional reorganisation of the school system.

- 5.2 **New Nomenclature of Directorates, subordinate offices, schools, officers and staff**
 - 5.2.1 Directorate of 'School' education will henceforth be called Directorate of Secondary Education
 - 5.2.2 Directorate of Primary Education will henceforth be called Directorate of Elementary Education.
 - 5.2.3 Director Public Instruction (Schools) will henceforth be designated as Director Public Instruction (Secondary Education)
 - 5.2.4 Director Public Instruction (Primary) will henceforth be designated as Director Public Instruction (Elementary Education)
 - 5.2.5 All Primary and Middle Schools under the control of Government of Punjab will henceforth be called Government Elementary Schools.
 - 5.2.6 All High and Senior Secondary Schools under the control of Government of Punjab will henceforth be called Government Secondary

Schools.

5.2.7 All offices and officers and related staff in the directorate and field offices will henceforth be accordingly called and designated as per their controlling directorate.

5.3 Staff Salaries

5.3.1 There will not be any change in DDOs and all members of staff will continue to draw their salaries from wherever they are drawing their salary at present.

5.3.2 Government will make an endeavour to draft the necessary rules and instructions to bring in a change of DDOs for smooth functioning of the restructured departments by 31st March of 2003.

5.4 Two Levels of Schools

5.4.1 All existing Primary and Middle schools operating from the same campus will merge into a single Elementary school and their separate entity and identity will cease to exist. Staff working in these Primary and Middle schools will merge and will frame a common time-table, mark attendance on a single register and will redistribute the workload accordingly. These instructions will be followed in all the cases mentioned in sub clause 5.4.2 to 5.4.6

5.4.2 All Primary and Middle schools operating in a village within one kilometer of each other will merge into a single Elementary school. However, they may continue to operate from two premises for the time being but eventually they will operate from common premises which are larger. The premises made vacant will be used to start pre-primary classes like ECCE or as ICDS (Anganwari) centre. The procedure laid down in clause 5.4.8 will be followed.

5.4.3 All Primary and Middle schools operating in a village but having a distance of more than one kilometer from each other will evolve as two independent Elementary schools. A Primary School will start Upper Primary classes whenever it has more than 20 primary graduates available to move into sixth class. A Middle School will start Primary

classes from 1st of April, 2003 if more than 20 students become available for admission in Class I. Thus, in due course, both the schools will become independent Elementary schools. The procedure laid down in clause 5.4.8 will be followed.

- 5.4.4 In a village which has only a Primary school but does not have any Middle, High or Senior Secondary School, the Primary School will start its Upper Primary section whenever it has more than 20 primary graduates available for admission to VIth class, subject to clause 5.4.8
- 5.4.5 In villages where Primary schools are operating in the premises of High or Senior Secondary Schools, Upper Primary section will be separated from High/Senior Secondary School which will merge with the Primary school to form Elementary school. Premises it will also be divided as per the respective strength of the classes.
- 5.4.6 In villages where Primary schools are operating in independent premises but within one kilometer of High/Senior Secondary School, Upper Primary Section will initially detach itself from the High/Senior Secondary School but operate from the same premises, but after the availability of premises in the Primary school it will move itself there. But even operating from different premises it will form one Elementary school.
- 5.4.7 All High Schools as henceforth will be designated as Secondary Schools but their Senior Secondary Sections will start only when they have more than twenty tenth pass graduates available to start eleventh class per stream. Similarly, High and Senior Secondary Schools will start or continue any stream in eleventh-twelfth class if more than twenty students are available and opting that stream. The procedure laid in clause 5.4.8 will be followed.
- 5.4.8 The recommendation to start Upper Primary section in Primary schools, Senior Secondary section in High schools or any stream of eleventh-twelfth will be done jointly by the Educational Development

Committee of the school, Parent Teacher Association and School Head unanimously and jointly. Similarly any unviable section and stream where available/opting students are less than twenty, will be accordingly recommended for closure by an unanimous decision of the VEDC, PTA and School Head. Such recommendation will be communicated by School Head to the DPI(E) through respective District Education Officer for concurrence and approval. Decision to start sixth class in any Elementary school will be taken by the respective District Education Officer with the concurrence of DPI(Elementary Education) while decision to start eleventh class in Secondary Schools will be taken by DPI (Secondary Education) with concurrence of the Government.

5.5 Redeployment of Staff

- 5.5.1 Teaching cadre presently working in the Directorate of Primary Education will in entirety become the part of Directorate of Elementary Education.
- 5.5.2 JBT teachers presently working in the Directorate of School Education will become part of the Directorate of Elementary Education but for the time being they will remain under the administrative control of DPI(SE).
- 5.5.3 All C&V teachers and Master cadre and other teachers working against Middle section posts under Directorate of Schools will nominally become part of the Directorate of Elementary Education, even while their salary will continue to be drawn as at present till an alternative arrangement comes in to existence. All administrative work and control of these teachers for the time being will remain under DPI (Secondary Education) except their transfers which will continue to be done by DPI (Secondary Education) in consultation with DPI(Elementary Education). Administrative control of these teachers, in due course, will pass on to DPI(EE).
- 5.5.4 All Master cadre and other teacher's posts sanctioned against High

school posts will presently remain under DPI (SE). However these posts will be ultimately shifted to DPI (EE) or converted to Lecturer cadre as per the requirement of teachers in Elementary and Secondary schools.

- 5.5.5. Any vocational or technical teacher's posts specifically sanctioned for any trade or vocational course being run in High schools will remain as such.
- 5.5.6. All ministerial and class four posts against High school posts will be apportioned to Elementary Schools on need basis, in due course.
- 5.5.7. A committee will be set up by Principal Secretary School Education to permanently apportion ministerial staff among all the directorates which is presently under the administrative control of DPI(S.E). However, the present arrangement will continue without change unless otherwise ordered specifically for by the Government.

5.6 School Heads

- 5.6.1 Secondary Schools will remain under the control of Headmaster/ Principals as at present.
- 5.6.2 Senormost teacher (length of service in teaching cadre) in Elementary school will work as Headmaster of the Elementary school (without any extra allowance or pay) till regular arrangement for appointment of Headmaster in Elementary Schools comes into existence.
- 5.6.3 Head Teachers working in Primary Schools will continue working as at present without any change except now they will be working under the composite Elementary School and under the control of Headmaster of Elementary School as laid in clause 5.6.2.
- 5.6.4 Centre Head Teachers working in Primary Schools will continue working as at present except that now they will work in the composite Elementary Schools. They will work under Headmaster of Elementary Schools as given in clause 5.6.2.

5.6.5. All teachers will ensure the smooth transition to Two Levels of School Education. Any problem arising out of mergers and redeployment will be solved in the most cordial and amicable atmosphere.

5.6.6. Principal Secretary, School Education will form a committee to prepare fresh guidelines for induction and restructuring of personnel to management cadre of all levels.

5.7 Anomalies and Local Specific Problems

There will be a number of probabilities which could not have been covered under the present order. In certain cases there can be practical difficulties in implementing the order in some particular school /village or area. To meet such eventualities the following procedure is laid down:-

5.7.1 Utmost efforts will be made by the staff at the school level to sort out any problem arising out of the reorganization of school system.

5.7.2 In the event school staff is not able to solve any problem or find any solution which is satisfactory for all the staff, it will be referred to the respective District Education Officer. Both the District Education Officers i.e. that is Elementary and Secondary will form a committee by taking three senior persons from the Teachers, Headmasters and Principals on priority basis. This committee will deliberate on the problem and will try to find an amicable solution.

5.7.3 In the event the District Committee is unable to solve a particular problem or identifies any anomaly or local/specific problem, it will refer the matter to the respective Directorate. Directorates of Elementary and Secondary Education will form a joint committee with other suitable members on priority and will look into the problem. In case, the committee is not able to resolve the issue it will be finally referred to Government for proper orders.

Dated, Chandigarh
the 25th, October, 2002

K.K. Bhatnagar
Principal Secretary to Govt. of Punjab

No. 10/6/2002-3Edu. 724/32 Dated, Chandigarh, the 28th, October 2002

A copy is forwarded to the following for information

and necessary action:-

1. Principal Secretary to Government of Punjab, Department of Finance.
2. Secretary to Government of Punjab, Department of Personnel.
3. Principal Secretary to Government of Punjab, Department of Co-Ordination.
4. Secretary, Punjab Public Service Commission, Patiala.
5. Director Public Instruction (S), Punjab.
6. Director Public Instruction (P), Punjab.
7. Director S.C.E.R.T., Punjab.

Bibek Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.

No. 106/2002-Edu. 7/ Dated Chandigarh, the 28th, October 2002

A copy is forwarded to the:

1. Secretary to Chief Minister, Punjab.
2. Secretary to Chief Secretary Punjab.

for the kind information of Hon'ble C.M./C.S. Punjab.

B. Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.