

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



**Annual Work Plan
2002-2003**

&

**Perspective Plan
2002-2007**

District

FARIDKOT

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:

-) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged sections of the society.*
- i) 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.*
- ii) ensuring that learning needs of either 'all people' or 'children' are met through equitable access to appropriate learning and life skills.*
- iii) 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.*
- iv) improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all.*
- v) 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. Annexure -I to Annexure - 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. Annal 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 Faridkot

Location

Faridkot is located in the south-western part of Punjab state between 29°-54' to 30°-54' north latitude and 74°-15' to 75°-25' east longitude. It shares common boundaries with Ludhiana, Sangrur and Bathinda districts in the east; Ferozpur district in the north and west; and Sirsa district of Haryana State and Ganganagar district of Rajasthan State in the south. It is located in Malwa region of the State and forms part of the Ferozpur Revenue Division.

Origin of Name

It takes its name from Faridkot town, which now serves as the district headquarters, but earlier served as capital of Faridkot State, one of the eight States integrated into PEPSU (Patiala and East Punjab States Union) after independence in 1948. Faridkot according to a legend, was founded by Raja Mokalsi who built a fort named Mokal Har some 700 years ago. Some describe the founding of the place even earlier when Bhattis came to occupy this place from the south. The name of the place was changed to its present name after the name of Baba Farid, a Muslim Sufi Saint of repute. The story goes that while the fort was under construction/repairs, Baba Farid was forced to work on it. During the course of work it was noticed that the basket of mud, which was supposed to be carried by the Baba, remained a foot higher and gave no burden to the Saint. On being informed the Raja begged pardon from the saint and thereafter the place became known as Faridkot after the name of Baba Farid whose Dera was located near the town.

Area

Faridkot district is the 3rd smallest in area in the State having an area of 1459 Kms. next to Nawan Shaher (1267 sq. km) and Fatehgarh Sahib (1180 Kms) (*Annexure-I*).

Climate

The district is situated in the dry region of the state. The climate is extremely hot and dry in summer and severe cold in winter. The rainy season is mild as the region is situated far away from the hills. It begins to warm up in the middle of March, though the nights are cool. It goes on getting hotter till early July when the mercury on many days crosses 45°C. Dust storms are frequent during the hot weather, especially in the southern region. The monsoon rains commence in first week of July with erratic spells lasting upto middle of September. The days are hot until middle of October but the nights are comparatively cooler. The cold weather for the next few months is severe and dry but healthy. Some rain may occur from mid-December to mid-February, January is the coldest month when mercury may touch freezing point. Sometimes hailstorms may occur during February and March.

The rainfall in the district increases generally from the south-west towards the north-east. About three fourths of the annual normal rainfall in district is received during the period from July to September, whereas, the remaining rainfall occurs during the winter months, in the period from December to February. However, variation of rainfall from year to year is appreciable. The average rainfall reported in the district was 256.5mm during 2000-01 (*Annexure-I*).

Topography

Faridkot district is a part of Malwa Plain and is known as Faridkot Sandy Plain on the basis of soils, topography, climate and natural vegetation.

Faridkot Sandy Plain: This region had a large number of sand dunes. The wind erosion has its own effect on the fertility of soils, which are Orthids-Fluvents and Orthrepts-Psamments as per 'Soil Map of India'. The natural vegetation includes kikar, beri, mango and thorny bushes. This region has Rajasthan Feeder Canal and a small portion of Abohar branch of Sirhind Canal.

The notable feature about the topography of this district is that due to extension of agriculture and irrigation there is apparent disappearance of sand dunes, which have been leveled up generally. Further the area is most suitable for cotton cultivation and citrus fruit, which are grown in abundance. The nature of its soils and excessive irrigation practices have, however, brought in the problem of water logging in some parts of the district. The remedial measures have already been started which are giving good results.

Rivers and Drains

No river flows through this district but there is a vast network of canals emanating from Sirhind canal system and Sirhind Feeder. Rajasthan Feeder and Sirhind feeder flow through the district after taking off from Harike headworks on the Satluj river after its confluence with Beas river. Sirhind canal, however, takes off from Satluj at Ropar headworks. Besides there are some drains and channels which flow during the rainy season. The more important ones are: Danda Nala, Sota Nala and which serve as natural drainage and in Faridkot tehsils. A number of drains such as Golewala, Mudki, Langiana, Mari, Samadh Bhai etc. had been constructed to meet the flood problem in the low lying areas of the district.

Present Jurisdiction

The district was carved out as a separate district on 17th July 1972 and was inaugurated on 7th August 1972 with headquarter at Faridkot. The district comprised Moga and Mukatsar tehsils from Ferozpur district and Faridkot tehsils from Bathinda district. Since its formation the district gained 3 villages from Ferozpur tehsil of Ferozpur and 1 village from Bathinda district.

At present Faridkot district is sub-divided into two tehsils: namely Faridkot and Jaito the districts constituted of 171 villages. There are two community Development Blocks namely Faridkot and Kotkapura. It has 3 towns and 189 Panchayats (*Annexure-I*).

Land Utilisation

During 2000-01 against a geographical area of 144 thousand hectares, the area of the district according to the village papers is 147 thousand hectare, which shows some difference in the two sets of area arrived at by two different methods of measurement adopted by two agencies. However, for the purpose of discussion here in after we will refer to the area as per village purpose. During 2000-01, out of an area of 147 thousand hectares, 2 thousand hectare is under forests, 11 thousand hectares is put to non-agricultural use and 1 thousand hectares is fallow land. Besides there is 132 thousand hectares 'Net Area Sown' which works out to 90 percent of the total area of the district. Further, out of 132 thousand hect. Net Area Sown, 115 thousand hectares are sown more than once (*Annexure-I*). Thus the total cropped area during 2000-01 is 247 thousand hectares.

Agriculture

There are three agricultural classes of people: proprietors, tenants and agricultural labourers. Most of the cultivators are peasant proprietors, owning and cultivating their own land. This system is known as khud kasht. The abolition of feudal institutions like jagirdari and biswedari has swelled the number of self cultivators. The occupancy tenants and tenants at will, who were bestowed proprietary rights on land under various land reforms have joined the ranks of self cultivators. Further for fear of being deprived of their land many landlords have taken to self-cultivation. The mechanization of various agricultural operations have made this system very popular. In some cases land is leased out to other farmers/persons for cultivation on batai (share cropping) or theka (contract). The general rate of batai is one-half of the share of the crop grown. However, rate of theka may vary from time to time depending upon the quality of land and the period of contract. Since large number of farmers own tractors, they prefer to offer services for various agricultural operations against cash payment. This system is gaining popularity.

Faridkot is mainly an agricultural district as 66.11 percent of its population resided in the rural during 2001 Census (*Annexure-I*). Further agriculture alone provided the single largest source of employment and livelihood to 55.2 percent of its total main workers (cultivators 31.3 percent, agricultural labourers 23.9 percent) during 2001 Census, it is the biggest source of employment in the district.

The two main crop seasons in a year in the district are: kharif and Rabi, which are locally known as sawni and hari. The former is the summer season

harvest, whereas the latter is the winter season harvest. Besides there are another crops which are assessed with Rabi are called 'Zaid Rabi', while those assessed with Kharif are called 'Zaid Kharif'. These are mostly vegetables and fodder crops. The other principal Kharif crops are: cotton, paddy, bajra, maize, sugarcane, whereas minor one are summer vegetables. The important Rabi crops are: wheat, gram, barley, moong, whereas the minor ones are oilseeds (sarson, taramira, alsi, toria) and winter vegetables.

Irrigation

The major sources of irrigation in the district are canals and tubewells. However, wells are also used in areas where water-table is not very deep. The tubewells and pumping sets have been introduced in a big way during the post-independence period in areas where sub-soil water is fit for irrigation. The canal irrigation is done mainly from Abohar branch of Sirhind canal. Though Rajasthan Feeder also passes through this district after taking off from Harike headworkes, no area is irrigated from this canal as its water is earmarked for Indira Gandhi canal (Rajasthan Canal), which irrigates areas in Rajasthan State only. The Sirhind Feeder also passes through the district and irrigates some areas in the district.

During 2000-01, the Net Area Irrigated by Govt. canals was 898 thousand hect. and by wells or tubewells was 39 thousand hect. Thus total Net Area Irrigated works out to be 128.80 thousand hect. and Gross Area Irrigated to 243.4 thousand hect. (*Annexure-I*). The percentage of net area irrigated to net area sown is 97.6 percent for this district during 2000-01. Thus percentage of gross irrigated to gross cropped area works out to 98.5 percent for the district during 2000-01.

Animal Husbandry

Animals, especially the cattle play an important role in the economy of the district, which is natural home to Nili Ravi buffaloes and Sahiwal cows, which are high milk yielding breeds.

In order to tap milk potential of the district, the milkfed started 'Milk Shed' project at Faridkot. Under this project many collection centers and 3 chilling centers in the district are functioning. Also there is another private milk plant in the district run by M/s Road Master Foods Ltd at Kotkapura, which has a capacity to process 1,00,000 litres of milk daily. These plants bring remunerative prices for milk to the dairy farmers of the district.

According to 1997 livestock census there were 312300 one stock in the district the break up of which is as follow; 86000 cattle; 166000 buffaloes; 1000 horses and ponies; 57300 sheep and goats; 1200 pigs and 800 other animals. There are 32 Veterinary hospitals and 36 permanent outlaying dispensaries and Insemination units in the district (*Annexure-I*).

It is interesting to note that fish farming is limited to village ponds, in the control of the local Panchayats. With little extra efforts the fish farming could be popularized which could ensure good returns to private fish farmers as well as Panchayats. However, area stocked with fish reported to be 266 hect. (*Annexure-I*).

Industry

This district is not very important from the industrial point of view as it did not attract many industrialists to set up their units in the district. However, there were certain places in the district which were known for small scale/cottage industries. Kot Kapura was known for khes and chaddar weaving. The desi jutis of Kotkapura and Jaito were in great demand in the district and outside.

In fact every village was a self-sufficient unit in many respects as arrangements existed, in Kharas (bullock/camel driven flour mills) before the advent of electricity operated chakkis. The Kohlus (formerly wooden driven by bullock) were used for oil extraction. The village potters manufactured and supplied pitchers and other earthenware to meet the local demands. Khaddar (coarse cloth) was made by the village weavers out of soot (yarn) supplied by their clients in the village. The agricultural implements were manufactured by the local carpenters, who manufactured charkhas (spinning wheels), wooden boxes and bullock carts at important places. The jutis were manufactured and supplied by the local leather workers.

However, gradually things started changing shape and the consumers went to make purchases of their requirements of all types from the nearby towns, where industries developed fast. With the popularity of sugarcane cultivation many khandsari and shakkar-manufacturing units were established, even though farmers made their own arrangements for gur and shakkar manufacture. With cotton cultivation, the cotton ginning and pressing industrial units mushroomed here and there in the district.

With the growth of urban centers, the modern industries were set up at various places in the district. Some large industrial units located in the district are (1) Roadmaster Food Limited, Kotkapura, (2) Faridkot Co-operative Sugar Mills, Faridkot, (3) Milk Shed, Faridkot, (4) Suraj Textile Mills, Malout.

Besides there are large number of medium and small scale industrial units located in the district which are listed below: (1) Cotton ginning and pressing, (2) Rice Shellers, (3) Steel re-rolling mills, (4) Snuff manufacturing, (5) Radio assembling, (6) Leather tanning, (7) Country Shoes, (8) Tractor parts, (9) Cycle parts, (10) Bus/Truck body building. The State Govt. (Department of Industries) has set up Industrial Focal Point at Kotkapura. The number of Registered Working factories was 291 (*Annexure-I*).

Electricity

The district has no electricity generating station. In the year 2000-01,, Faridkot district consumed 272.24 million units of electricity (*Annexure-I*),, which worked out to 1.42 percent of state's total consumption. The breakup off electricity consumed by various sectors during 2000-01 is as follows: (1) Domestic 83.02 million units; (2) Commercial 15.02 million units; (3) Industrial 47.41 million units; (4) Agricultural 118.20 million units; (5) Others 8.59 million units. There are total 92,556 household in the district out of which 82,751 are electrified, which is 89.41%

Minerals and Mining

This district is not important from the minerals point of view. Some Kankar (Calcareous nodules) is found in the Mudki Plain. It is used for road making or burnt for lime.

Communications

Roads and railways are important for the development of agriculture, industries and solving many economic problems. Faridkot is fortunate in having an efficient network of roads, railways and other system of communications.

Faridkot district falls under the Ferozepur Division of Northern Railway. It is well served by railway network as following two railway lines pass through this district and serve its residents. (1) Ferozepur-Bathinda railway line and (2) Bathinda-Fazilka railway line.

In 2000-01 out of the total road length of 1182 km. (maintained by the Public works Department) 53 km. were National Highways and the remaining 1129 km. were provincial highways. During the year 2000-01 there were 92 km. of roads per 100 sq. km. of area and 245 km of roads per lakh of population. The important roads located in the district are: (1) Faridkot-Ferozepur road, (2) Malout-Fazilka road.

The district is well served in post and telegraph facilities. There are 75 Post Offices (*Annexure-I*) and a number of telephone exchanges are in operation in all the towns of the district. Even some big villages also have telephone exchanges. During the last decade the spread of telephone facilities have taken place even in the remotest part of the district. Moreover, the capacity and efficiency of these telephone exchanges have been vastly improved. The manual exchanges have been replaced by electronic exchanges. However, the policy of liberal grant of STD connections in towns has popularized the use of telephone among the public.

Trade and Commerce

Though trade is mostly in the private hands there is a District Wholesale Co-operative Marketing and Supply Society at Faridkot. This society

undertakes wholesale business of government supplies of agriculture seeds, implements, insecticides, fertilizers and other important goods like sugar, oil. During 2000-01, there were 3 marketing co-operatives, 99 milk co-operative, 103 weavers' cooperative and 2 consumers co-operatives societies in the district. There are number of co-operative and consumer stores in the important towns, which help in making available essential goods at reasonable price.

The state trading was introduced in the district in 1958-59. Under this scheme fair price shops were opened in the urban and rural areas. These supplied wheat, wheat flour, edible oils, kerosene, cheap cloth and other articles to the consumers to save them from unnecessary exploitation by unscrupulous traders and black marketers.

Forestry

Faridkot district falls under the jurisdiction of Divisional Forest Officer, Faridkot. There are no regular forests in the district except protected forests. In view of the shortage of fuel after partition, in 1951, the railway and national highway strips and in 1956 PWD road and canal strips were transferred to Forest department for purposes of plantation.

During 2000-2001, the total area under forests was 20 Sq. Kms (*Annexure-I*) and the total forests were under protected forests.

Medical and Public Health

Ayurvedic and Unani systems of medicine were popular in the district from times immemorial. However, the British brought with them the allopathic system of medicine. The homoeopathic system of medicine did not get any patronage from any quarters but it made a niche for itself in the urban areas of the district. The Unani system which was very popular among the Muslims suffered a great set back after the migration of muslims after partition of the sub-continent. The Ayurvedic system too suffered for absence of any worthwhile patronage before partition. But now all the four systems are being provided with the patronage required for their development. The services of village Sianas and Pahalwans are still being sought for bone fractures and other orthopathic troubles. The opening of medical institutions in the district by the state government and the setting up of the private clinics by the members of the medical fraternity has brought to the door steps the modern medical diagnostic systems and related facilities which has greatly benefited the suffering humanity.

On 1st April 2001, the number of medical institutions was 41 (30 rural, 11 urban). Out of 41 medical institutions, 6 were hospitals (1 rural, 5 urban), 9 primary health centres (all rural), 24 dispensaries (18 rural, 6 urban) and 2 hospitals/CHC, CHC, CHC/PHC in rural area (*Annexure-I*).

The district suffered from scarcity of safe drinking water. The shortage is endemic as at many pockets of the district the water is brackish. In the year 2001 151 water scarcity villages were identified out of which 148 villages were provided safe drinking water facilities. Thus there remained only 3 villages, which are yet to be provided protected drinking water.

Education

Moga gradually emerged as an important centre of education after the taking over by the British, who were instrumental in the introduction of modern education in this area. However, in Faridkot territory the state authorities made all efforts to introduce and popularize modern education. In spite of good work done by the government and voluntary organizations in the field of education, the district remains educationally backward.

As on 30th September 2000, the following number of educational institutions were existing in the district. Baba Farid University of Health Science, Arts, Science, Commerce, Home Science Colleges 2 (2 boys); Medical Colleges (allopathic) 1 (1 boys); Teachers Training Colleges (B.Ed.) 1 (1 boys); Senior Secondary Schools 24 (18 boys, 6 girls); High Schools 53 (52 boys, 1 girls); Middle Schools 96 (93 boys, 3 girls); Primary Schools 225 (225 boys); Teacher's Training Schools (JBT) 1 (1 boys); and Technical Industrial, Arts Craft schools 8 (5 boys, 3 girls) (*Annexure-III to XIV*).

During 2000-01 Census the district reported a literacy rate of 63.34 (rural 58.58 percent and urban 72.71 percent) percent i.e. 68.92 percent for males (rural 64.18 percent and urban 78.35 percent) and 57.09 (rural 52.27 percent and urban 66.49 percent) percent for females (*Annexure-XI*).

Occupation

The district ranks 6th in percentage of urban population (33.89 percent) in the State (*Annexure-I*). The above factors go a long way in influencing occupations of the people.

If we take into consideration percentage of workers we notice that 35.1 percent of population (53.1 percent male, 14.7 percent female) constitute main workers during 2001 Census in the district. The percentage of marginal workers was 7.3 percent (6.4 percent male, 8.3 percent female). The percentage of cultivators and agricultural labourers was 31.3 percent (35.8 percent male, 17.9 percent female) and 23.9 percent (24.4 percent male, 22.5 percent female) respectively.

District:Faridkot Primary Statistics		
S.NO	ITEM	
1	Area	1469 sq. km.
	Tehsils	2
	Blocks	2
	Towns	3
	Inhabited villages	171
2	Population 2001	
	Total population	552466
	Rural population	365224
	Percentage to total Population	66.11 %
	Urban population	187242
	Percentage to total Population	33.89 %
	Density	376 per sq. km.
	Literate and educated persons	307250
	Literacy	63.34 %
	Female per 1000 male	881
	Total Workers	234246
	Main Workers	193916
	Marginal Workers	40330
	Non- Workers	318220
	Break up of Main Workers	
	I) Cultivators	73319
	II) Agriculture Labourer	55985
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	6090
	IV) Other Services	98852
3	Local Bodes(2000-2001)	
	I) Zila Parishads	1
	II) Municipal Committees	3
4	Climate	
	Average Rainfall	256.5 mm.
5	Agriculture (2000-2001)	
	Net Area Sown	132000 hect.
	Area Sown more than once	115000 hect.
6	Irrigation (2000-2001)	
	Net Area Irrigated by:	
	Govt. Canals	89800 hect.
	Wells/Tubewells	39000 hect.
	Total	128800 hect.
	Gross Area Irrigated	243400 hect.
7	Animal Husbandry (2000-2001)	
	Veterinary Hospitals	32
	Permanent Outlaying Dispensaries & Insemination Units	36
	Area Stocked with fish	266 hect.
	Total Live Stock (Live Stock Census 1997)	312300
	Total Poultry (Live Stock Census 1997)	277300
8	Energy (1999-2000)	
	Consumption of Electricity	272.24 million units
9	Forest (2000-2001)	
	Area under Forests	20 sq. km.
10	Industries (2000)	
	Regd. Working Factories	291
11	Medical and Health (1.4.2001)	

District:Faridkot Primary Statistics		
S.NO	ITEM	
	Hospitals	6
	Dispensaries	24
	P.H.Cs.	9
	Ayurvedic and Unani Institution	9
	Homoeopathic Institutions	4
	Beds installed in Medical Institutions (Allopathy)	790
12	Co-operation (2000-2001)	
	Co-operative Societies	530
	Primary Agricultural Credit Societies	76
13	Banking (2000)	
	Scheduled Banks	47
14	Miscellaneous(2000-2001)	
	Post Offices	75
	Police-Stations/ Police Posts	6

Source:Statistical Abstract of Punjab

**District: Faridkot
Demographic Profile**

	1991	2001
Population-Total	451406	552466
Male	239800	293637
Female	211606	258829
Rural	301501	365224
Male	160223	194666
Female	141278	170558
Urban	149905	187242
Male	79577	98971
Female	70328	88271
Sex Ratio-Total	883	881
Rural	882	876
Urban	884	892
No. of Literates-Total	188506	307250
Male	114287	176638
Female	74219	130612
Rural	106961	188495
Male	66485	109474
Female	40476	79021
Urban	81545	118755
Male	47802	67164
Female	33743	51591
0-6 Population-Total	278066	67396
Male	149260	37333
Female	128806	30063
Rural	204702	43476
Male	109719	24087
Female	94983	19389
Urban	73364	23920
Male	39541	13246
Female	33823	10674
SC Total-1991	158233	N/A
Male	84195	N/A
Female	74038	N/A
Rural	115134	N/A
Male	61355	N/A
Female	53779	N/A
Urban	43099	N/A
Male	22840	N/A
Female	20259	N/A

District Faridkot
No. of Recognised Institutions

Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities											1				1	
Art, Science, Commerce and Home Science Colleges.	2		2	0.00	2		2	0.00	2		2	0.00	2		2	0.00
Engineering, Technology and Architecture Colleges.	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Medical Colleges (Allopathic Only)	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Teacher's Training Colleges (B.Ed.)	1		1	0.00	1		1	0.00	1							
Senior Secondary Schools	18	6	24	25.00	18	6	24	25.00	18	6	24	25.00	18	6	24	25.00
High Schools	48	1	49	2.04	48	1	49	2.04	52	1	53	1.89	52	1	53	1.89
Middle Schools	96	2	98	2.04	96	3	99	3.03	93	3	96	3.13	93	3	96	3.13
Primary Schools	230		230	0.00	226		226	0.00	224		224	0.00	225		225	0.00
Pre-Primary Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions																
Technical Industrial Art Craft Schools	3	3	6	50.00	3	3	6	50.00	3	3	6	50.00	5	3	8	37.50

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 taken as per survey figures

District Faridkot																
No. of Working Teachers in Recognised Schools																
Type	1997				1998				1999				2000			
	Males	Females	Total	% of Female to total Teachers	Males	Females	Total	% of Female to total Teachers	Males	Females	Total	% of Female to total Teachers	Males	Females	Total	% of Female to total Teachers
Universities																
Art, Science, Commerce and Home Science Colleges.	74	34	108	31.48	65	34	99	34.34	63	34	97	35.05	58	34	92	36.96
Engineering, Technology and Architecture Colleges.	11	4	15	26.67	11	4	15	26.67	23	12	35	34.29	28	9	37	24.32
Medical Colleges (Allopathic Only)	85	17	102	16.67	80	25	105	23.81	82	33	115	28.70	109	33	142	23.24
Teacher's Training College (B.Ed.)	5	5	10	50.00	5	5	10	50.00	5	5	10	50.00	5	6	11	54.55
Senior Secondary Schools	477	446	923	48.32	472	453	925	48.97	438	462	900	51.33	434	478	912	52.41
High Schools	419	429	848	50.59	423	430	853	50.41	432	450	882	51.02	434	440	874	50.34
Middle Schools	229	348	577	60.31	232	368	600	61.33	258	342	600	57.00	246	340	586	58.02
Primary Schools	426	690	1116	61.83	367	698	1065	65.54	386	678	1064	63.72	357	659	1016	64.86
Pre-Primary Schools		4	4	100.00		4	4	100.00		4	4	100.00		4	4	100.00
Elementary Teacher's Training Schools	14	6	20	30.00	15	5	20	25.00	15	5	20	25.00	15	6	21	28.57
Polytechnic Institutions																
Technical Industrial Art Craft Schools	41	15	56	26.79	43	13	56	23.21	42	14	56	25.00	44	14	58	24.14

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 taken as per survey figures

District Faridkot																
No. of Students																
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																
M. Phil.																
M.A.	10	8	18	44.44	34	32	66	48.48	48	44	92	47.83	44	45	89	50.56
M.Sc.																
M.Com.																
B.A / B.A. (HONS.)	1606	525	2131	24.64	1737	566	2303	24.58	1753	618	2371	26.06	1436	467	1903	24.54
B.Sc./ B.Sc. (HONS.)	99	134	233	57.51	111	133	244	54.51	66	93	159	58.49	115	130	245	53.06
B.Com./ B.Com. (HONS.)	201	161	362	44.48	167	143	310	46.13	189	105	294	35.71	497	227	724	31.35
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	128	52	180	28.89	86	34	120	28.33	418	137	555	24.68	566	194	760	25.53
M. B. B. S	120	97	217	44.70	125	125	250	50.00	122	125	247	50.61	109	97	206	47.09
B. Ed.	82	98	180	54.44	44	46	90	51.11	60	78	138	56.52	35	45	80	56.25
Senior Secondary School	13177	11082	24259	45.68	13477	11404	24881	45.83	12437	10572	23009	45.95	12651	10376	23027	45.06
High School	10690	7074	17764	39.82	10822	7426	18248	40.69	10864	7920	18784	42.16	10534	7543	18077	41.73
Middle School	5807	4058	9865	41.14	6248	4359	10607	41.10	5637	4385	10022	43.75	6029	4749	10778	44.06
Primary School	23945	21905	45850	47.78	24739	22924	47663	48.10	25423	22891	48314	47.38	24795	21677	46472	46.65
Pre - Primary School	40	24	64	37.50	75	48	123	39.02	58	60	118	50.85	51	57	108	52.78
Elementary Teacher's Training School J.B.T.	93	162	255	63.53	106	199	305	65.25	151	99	250	39.60	55	56	111	50.45
Polytechnic Institutions																
Technical Industrial Art and Craft School	292	161	453	35.54	353	149	502	29.68	394	165	559	29.52	396	181	577	31.37

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 taken as per survey figures

District Faridkot

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.																
M. Phil.																
M.A.					6		6	9.09	4		4	4.35	5	4	9	10.11
M.Sc.																
M.Com.																
B.A / B.A. (HONS)	212	44	256	12.01	154	79	233	10.12	194	69	263	11.09	285	75	360	18.92
B.Sc./ B.Sc. (HONS)	4	6	10	4.29	10	9	19	7.79	5	3	8	5.03	10	7	17	6.94
B.Com./ B.Com. (HONS.)	9		9	2.49	11	11	22	7.10	6	3	9	3.06	209	59	268	37.02
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	2		2	1.11	1		1	0.83	19	6	25	4.50	34	10	44	5.79
M. B. B. S	28	18	46	21.20	33	20	53	21.20	33	18	51	20.65	22	22	44	21.36
B. ed.	30	10	40	22.22	8	6	14	15.56	18	11	29	21.01	8	5	13	16.25
Senior Secondary School	2613	2029	4642	19.14	2761	2051	4812	19.34	2707	2351	5058	21.98	2671	2282	4953	21.51
High School	2776	1782	4558	25.66	2903	1864	4767	26.12	2710	1750	4460	23.74	2676	1776	4452	24.63
Middle School	1480	966	2446	24.79	1707	1157	2864	27.00	1368	893	2261	22.56	1427	1002	2429	22.54
Primary School	12503	11537	24030	52.41	13401	12534	25935	54.41	14752	13206	27958	57.87	14054	12296	26350	56.70
Pre - Primary School	25	12	37	57.81	50	28	78	63.41	36	40	76	64.41	28	37	65	60.19
Elementary Teacher's Training School J.B.T.	26	37	63	24.71	26	49	75	24.59	26	37	63	25.20	13	12	25	22.52
Polytechnic Institutions																
Technical Industrial Art and Craft School	83	39	122	26.93	72	47	119	23.71	85	30	115	20.57	83	38	121	20.97

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 taken as per survey figures

District Faridkot						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	23685	21035	44720	30429	25226	55655
Middle	9429	8729	18158	12862	11121	23983
Elementary	33114	29764	62878	43291	36347	79638
High School	4564	3946	8510	6444	5067	11511
Sr. Secondary	2623	1953	4576	3362	2312	5674
Secondary	7187	5899	13086	9806	7379	17185
Total (I-XII)	40301	35663	75964	53097	43726	96823

Source : Statistical Abstract of Punjab

Annexure -VIII

District Faridkot						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	24441	22254	46695	30322	26286	56608
Middle	9812	8877	18689	12982	11229	24211
Elementary	34253	31131	65384	43304	37515	80819
High School	4901	4099	9000	6589	5200	11789
Sr. Secondary	2488	2041	4529	3194	2302	5496
Secondary	7389	6140	13529	9783	7502	17285
Total (I-XII)	41642	37271	78913	53087	45017	98104

Source : Statistical Abstract of Punjab

Annexure -IX

District Faridkot						
Enrolment in rural schools (Recognised -total)						
Year	Enrolment in Rural School			% of Enrolment in Rural to total enrolment		
	Male	Female	Total	Male	Female	Total
Primary	23678	18680	42358	73.68	75.15	74.32
Middle	9645	7690	17335	69.42	70.12	69.73

Source : Statistical Abstract

District Faridkot			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	451406	188506	41.76
Male	239800	114287	47.66
Female	211606	74219	35.07
Scheduled Caste Population			
Total	158233	115515	73
Male	84195	80770	95.93
Female	74038	34745	46.93
Non-Scheduled Caste Population			
Total	293173	72991	24.9
Male	155605	33517	21.54
Female	137568	39474	28.69

Source : Census of Punjab, 1991 |

Annexure -XI

District : Faridkot

Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
063	Faridkot	62.73	68.72	55.97	56.35	62.76	49.03	73.10	78.56	67.07
064	Jaitu	64.96	69.44	60.03	63.29	67.21	58.96	70.92	77.38	63.81
03	<i>District</i>	<i>63.34</i>	<i>68.92</i>	<i>57.09</i>	<i>58.58</i>	<i>64.18</i>	<i>52.27</i>	<i>72.71</i>	<i>78.35</i>	<i>66.49</i>
	<i>State</i>	<i>69.95</i>	<i>75.63</i>	<i>63.55</i>	<i>65.16</i>	<i>71.70</i>	<i>57.91</i>	<i>79.13</i>	<i>82.97</i>	<i>74.63</i>

Census Data

Annexure -XII

District Faridkot						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	31962	28125	60087	18546	16389	34935
2000	32302	28352	60654	18455	16367	34822
2001	32446	25624	58070	18205	15788	33993
2006	27762	25242	53004	19908	17343	37251
2011	27195	24970	52165	15595	14392	29987
2016	28012	25719	53731	16616	15232	31848

Source : RGI Estimates

Annexure - XIII

District Faridkot							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	33.90	31.10	29.50	36.65	34.77	35.80
	2000	24.37	20.41	22.17	36.52	34.69	35.71
Middle	1999	34.50	33.83	33.51	36.51	44.08	54.05
	2000	40.20	38.27	37.48	61.18	63.03	62.00

Family Survey 2002

Annexure - XIV

District Faridkot						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	109.76	106.27	108.21	104.09	99.00	101.74
Middle	82.64	78.61	80.81	68.1	63.20	65.84
High	80.99	73.05	77.39	60.30	49.27	55.19
SR.Sec	49.62	51.6	50.51	24.22	23.41	23.86

Source :Family Survey 2002

Classification of Nutritional Status (%)				March'2002			
Sr. No.	District	Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+	Total children covered
3	FARIDKOT	Faridkot	70.03	24.79	4.25	0.94	100.00
		Kotkapura	64.57	31.89	3.11	0.43	100.00
District Total			67.03	28.69	3.62	0.66	100.00

Source : SW Depa

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.

- 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 Performa 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 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 proforma 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 programmes 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 acquisitions 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

- 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 graduation 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

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	2days	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 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.

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.

District 03 FARIDKOT

**Jan Samparak Abhiyan
Blockwise Percentage of Schools Visited**

Block	Primary Schools			Middle Schools			High Schools			Sr.Sec. Schools			Total Schools		
	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%
FARIDKOT-I	36	6	16.67	15	3	20.00	3			5	2	40.00	59	11	18.64
FARIKOT - II	68	15	22.06	29	7	24.14	14	2	14.29	7			118	24	20.34
FARIDKOT-III	36	10	27.78	16	4	25.00	2			3	3	100.00	57	17	29.82
KOT KAPURA	69	11	15.94	10	2	20.00	12	2	16.67	11	4	36.36	102	19	18.63
JAITU	52	9	17.31	6	2	33.33	19	2	10.53	7	1	14.29	84	14	16.67
Grand Total	261	51	19.54	76	18	23.68	50	6	12.00	33	10	30.30	420	85	20.24

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 - 051 FARIDKOT-I														
03-051-0233R201 G.P.S. MACHKI KALAN-1	200		183		13	24	5		5				Y	Behtar
03-051-0233R501 G.S.S.S. MACHKI KALAN		183		158	24	13		8		7		1	Y	Behtar
03-051-0234R201 G.P.S. MEHMUIANA	300		223		22	24	7		7				Y	Kushal
03-051-0234R301 G.M.S. MEHMUIANA		98		91	22	24		6		5		1	Y	Kushal
03-051-0236R501 G.S.S.S. SHER SINGH WALA		180		157	5	16		4		2		2	Y	Kushal
03-051-0245R201 G.P.S. CHANIANA	148		130		42	33	3		3				Y	Uttam
03-051-0247R201 G.P.S. GUJJAR	129		100		33	26	3		2		1		Y	Behtar
03-051-0247R301 G.M.S. GUJJAR		68		62	33	26		6		4		2	Y	Behtar
03-051-0253R201 G.P.S. DOAD	116		70		22	21	3		2		1		Y	Behtar
03-051-0253R303 G.M.S. DOAD		31		30	22	21		1		1			Y	Ausat
03-051-0257R201 G.P.S. MUMARA	122		70		15	5	3		3				N	Kushal
Total	1015	560	776	498	253	233	24	25	22	19	2	6		
Block - 052 FARIKOT - II														
03-052-0270R201 G.P.S. BIR SIKHAN WALA	92		80		2	10	3		3				Y	Kushal
03-052-0272R201 G.P.S. DHIMAN WALI	271		238		9	33	8		7		1		Y	Behtar
03-052-0273R201 G.P.S. DUAREANA	174		146		13	38	5		5				Y	Kushal
03-052-0273R301 G.M.S. DUAREANA		66		60	13	38		7		7			Y	Uttam
03-052-0274R201 G.P.S. JALALEANA	145		137		26	17	4		4				Y	Behtar
03-052-0279R201 G.P.S. MACHAKI MAL SINGH	304		272		29	25	8		8				Y	Uttam
03-052-0280R401 G.H.S. QILA NAU		122		109	7	5		5		5			Y	Kushal
03-052-0281R201 G.P.S. HARIA WALA	108		90		8	14	3		2		1		Y	Kushal
03-052-0281R301 G.M.S. HARIA WALA		72		61	8	14		6		5		1	Y	Uttam
03-052-0282R201 G.P.S. SUKHAN WALA	261		232		40	42	6		6				Y	Uttam
03-052-0282R401 G.H.S. SUKHAN WALA		181		169	40	42		10		9		1	Y	Uttam
03-052-0283R201 G.P.S. RATTI RORI	93		83		14		3		3				Y	Shiromani
03-052-0287R201 G.P.S. DANA ROMANA	141		116		34	18	3		3				Y	Kushal
03-052-0287R301 G.M.S. DANA ROMANA		69		68	34	18		3		3			Y	Kushal
03-052-0288R201 G.P.S. KAMIANA	242		215		7	5	6		6				N	Behtar

District -03-FARIDKOT

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	Maintenace	LEVEL
03-052-0289R201 G.P.S. CHANDBAJA		181				40		9		9			N	Uttam
03-052-0291R201 G.P.S. PACCA	396		294		50	33	8		8				N	Kushal
03-052-0291R301 G.M.S. PACCA		110		95	50	33		8		8			N	Kushal
03-052-0292R201 G.P.S. MISHRI WALA	142		122		6	5	4		4				Y	Kushal
03-052-0292R301 G.M.S. MISHRI WALA		44		55		11		7		7			Y	Uttam
03-052-0295R201 G.P.S. GHUMIARA	115		93		6	6	3		3				N	Behtar
03-052-0295R301 G.M.S. GHUMIARA		52			3	6		6		5		1	Y	Behtar
03-052-0307R201 G.P.S. TEHNA	331		280		36	38	8		8				Y	Behtar
03-052-0311R301 G.M.S. VIRE WALA KHURD		31		25	1	8		4		4			Y	Ausat
Total	2815	928	2398	642	436	499	72	65	70	62	2	3		
Block - 053 FARIDKOT-III														
03-053-0037U201 G.P.S. COLONY BHAN SINGH, WARD NO-1, FARIDKOT	192		175		5	9	5		5				Y	Kushal
03-053-0316R201 G.P.S. PIPLI NEW	270		228		20		7		7				N	Behtar
03-053-0316R301 G.M.S. PIPLI NEW		86		79		54		6		6			N	Ausat
03-053-0317R201 G.P.S. ARAYAN WALA KALAN	558		467		74	99	13		12		1		Y	Kushal
03-053-0317R501 G.S.S.S. ARAYAN WALA KALAN		316		271	74	99		9		8		1	Y	Uttam
03-053-0321R201 G.P.S. GHUGIANA	199		162		52	36	4		4				Y	Kushal
03-053-0325R201 G.P.S. BURAJ MASTA	54		51		12	9	2		2				Y	Uttam
03-053-0325R301 G.M.S. BURAJ MASTA		35		33	12	9		6		5		1	N	Uttam
03-053-0326R201 G.P.S. PAKHI KALAN	404		325		51	87	10		9		1		N	Kushal
03-053-0326R501 G.S.S.S. PAKHI KALAN		238		209	51	87		8		7		1	N	Behtar
03-053-0328R201 G.P.S. BHAGTHLA KALAN	172		136		8	16	4		3		1		N	Behtar
03-053-0328R301 G.M.S. BHAGTHLA KALAN		95		79	8	16		6		6			N	Uttam
03-053-0334R201 G.P.S. BHAGTHALA KHURD	64		45		1	7	2		2				N	Kushal
03-053-0336R201 G.P.S. GOLEWALA	403		318		50	68	10		9		1		Y	Behtar
03-053-0336R501 G.S.S.S. GOLEWALA		211		191	50	68		6		6			Y	Adarsh
03-053-0345R201 G.P.S. BEGUWALA	144		114		35	24	3		2		1		Y	Behtar
03-053-0345R501 G.M.S. BEGUWALA		64		54	35	24		6		5		1	Y	Behtar

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	Maintenance	LEVEL
Block - 054 KOT KAPURA														
03-054-0050U201 G.P.S. KILA, WARD NO-8, KOTKAPURA	186		166		5	5	7		7				Y	Uttam
03-054-0050U301 G.M.S. KILA PURANA, WARD NO-8, KOT KAPURA		115		102	5	5		6		6			N	Uttam
03-054-0056U201 G.P.S. (B) WARD NO-3, KOTKAPURA	211		193		3		5		5				N	Kushal
03-054-0056U501 G.S.S.S. DR. HARI SINGH SEWAK, KOT KAPURA		390		323	90	91		18		18			N	Shiromani
03-054-0068U501 G.S.S.S. (G) KOTKAPURA													Y	Shiromani
03-054-0348R203 G.P.S. BARGARI-2	323		239		99	85	7		7				Y	Kushal
03-054-0354R201 G.P.S. RAN SINGH WALA	238		198		21	27	5		5				Y	Niman
03-054-0355R401 G.H.S. DHAB GURU KI		66		62	7	20		6		6			N	
03-054-0358R201 G.P.S. LALEANA	148		128		3	3	4		4				N	Uttam
03-054-0363R501 G.S.S.S. (G) PANJ GRAIN KALAN		182		158	12	44		8		8			N	Shiromani
03-054-0363R502 G.S.S.S. (B) PANJ GRAIN KALAN		208		176	12	44		8		8			N	Uttam
03-054-0374R201 G.P.S. WANDER JATANA	276		199		29	54	8		7		1		Y	Kushal
03-054-0377R201 G.P.S. GONDARA	260		200		13	18	6		6				N	Kushal
03-054-0377P301 G.M.S. GONDARA	103		86		13	18		6		6			N	Kushal
03-054-0379R201 G.P.S. BURJ JAWAHAR SINGH WALA	164	134	5		2		5		5				N	Uttam
03-054-0380R201 G.P.S. BEHBAL KHURD	238		184		28	2	6		6				Y	Ausat
03-054-0380R401 G.H.S. BEHBAL KHURD		130		117	28	2		5		5			Y	Behtar
03-054-0383R201 G.P.S. DHILLWAN KALAN	547		395		20	7	12		12				Y	Kushal
Total	2694	1225	1993	938	390	425	65	57	64	57	1			
Block - 055 JAITU														
03-055-0077U201 G.P.S. (B) WARD NO-1, JAITU	83		74		17	24	5		3		2		Y	Behtar
03-055-0078U201 G.P.S. (G) WARD NO-2-10, JAITU	398		358		17	24	12		11		1		N	Kushal
03-055-0079U201 G.P.S. WARD NO-3, JAITU	168		149		12	14	4		3		1		Y	Ausat
03-055-0081U201 G.P.S. WARD NO-2, JAITU	124		110		13	18	4		3		1		N	Behtar
03-055-0082U201 G.P.S. JAITU PIND, JAITU	104		77		4	14	3		3				N	Behtar
03-055-0084U201 G.P.S. BASTI HIMMATPURA, WARD NO-11,12, JAITU	241		211		26	25	6		6					Kushal
03-055-0084U301 G.M.S. BASTI HIMMATPURA, WARD NO-11,12, JAITU		176		163				8		7		1	Y	Behtar
03-055-0086U201 G.P.S. (BRANCH KOTHE CHAND SINGH), KUDO PATI, WARD NO-5, JAI	38		30		4	14		2		2			N	Ausat

District -03--FARIDKOT

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	Maintenacance	LEVEL
03-055-0209R201 G.P.S. CHANDBHAN	446		392		49	75	9		9				Y	Behtar
03-055-0209R501 G.S.S.S. CHANDBHAN		212		200		75		8		8			Y	Uttam
03-055-0210R401 G.H.S. GUMTI KHURD		184		168	9	8		6		6			Y	Behtar
03-055-0219R201 G.P.S. BAJA KHANA MAIN	218		138		41	34	6		6				N	Uttam
03-055-0219R202 G.P.S. BUS STAND, BAJA KHANA	365		282		41	34	9		9				N	Kushal
03-055-0219R301 G.M.S. BAJA KHANA		72		58	50	7		2		2			N	Behtar
03-055-0223R401 G.H.S. JHAKHAR WALA		256		238		26		6		5		1	Y	
Total	2185	900	1821	827	283	392	58	32	53	30	5	2		
Grant Total	11169	4658	9009	3821	1900	2261	279	226	264	211	15	15		

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

Activity 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	Leamer-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

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 Distt level/Districts/In-Service Training
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

Serial code	Title/Description	Objective	Language	Source material	Circulation
7.01	Educational Planning Diagnosis of Educational Development	Planning & Management	Punjabi	NIEPA	School level
7.01	District level Educational Planning	Planning & Management	Punjabi	NIEPA	Distt. Level
7.01	National Educational Policy meaning & scope for teachers Institutional Planning	School Planning and management	Punjabi	NCERT	
7.01	National Educational Policy-1986 Punjabi Translation of the original document	Teacher Training	Punjabi	NCERT	School level
7.01	School Planning	Planning & Management (work book)	Punjabi	SSA, Punjab	School level
7.01	School Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level
7.01	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 1 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

Project 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 Class wise/Genderwise/Casteswise
 - 1.2 Class wise/Genderwise/Casteswise/State Govt. Schools
 - 1.3 Class wise/Genderwise/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 district Faridkot.

Enrolment (Survey) - 2002				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	34336	18585	4071	56992
Upper primary	16624	7064	1171	24859

Enrolment (State Abstract) - 2000				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	42183	13472	-	55655
Upper primary	21325	2658	-	23983

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

District - 03 - FARIDKOT

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	8035	5777	13812	2971	2443	5414	873	582	1455
Pre Primary Total	8035	5777	13812	2971	2443	5414	873	582	1455
I	8299	6151	14450	3480	2770	6250	899	631	1530
II	6401	4885	11286	2864	2311	5175	667	526	1193
III	5971	4683	10654	2604	2151	4755	649	505	1154
IV	5797	4662	10459	2564	2141	4705	613	563	1176
V	5667	4476	10143	2209	1809	4018	700	539	1239
Primary Total	32135	24857	56992	13721	11182	24903	3528	2764	6292
VI	5332	4073	9405	2018	1587	3605	644	559	1203
VII	4291	3533	7824	1461	1225	2686	589	469	1058
VIII	4270	3360	7630	1351	1024	2375	554	456	1010
Midlle Total	13893	10966	24859	4830	3836	8666	1787	1484	3271
IX	3328	2675	6003	957	746	1703	394	365	759
X	4399	3107	7506	1344	879	2223	571	442	1013
Secondary Total	7727	5782	13509	2301	1625	3926	965	807	1772
XI	1573	1245	2818	338	256	594	216	200	416
XII	1915	1728	3643	340	259	599	249	287	536
Sr. Secondary Total	3488	2973	6461	678	515	1193	465	487	952
Technical Education	209	334	543	30	30	60	18	36	54
Technical Education Total	209	334	543	30	30	60	18	36	54

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	3204	2693	5897	1900	1684	3584	258	207	465
Pre Primary Total	3204	2693	5897	1900	1684	3584	258	207	465
I	3901	3340	7241	2563	2151	4714	359	277	636
II	3691	3093	6784	2354	1936	4290	319	299	618
III	3676	3142	6818	2204	1868	4072	360	298	658
IV	3643	3194	6837	2161	1866	4027	338	376	714
V	3528	3128	6656	1842	1594	3436	404	352	756
Primary Total	18439	15897	34336	11124	9415	20539	1780	1602	3382
VI	3479	2870	6349	1668	1359	3027	415	395	810
VII	2788	2511	5299	1226	1057	2283	394	339	733
VIII	2672	2304	4976	1107	865	1972	361	326	687
Midlle Total	8939	7685	16624	4001	3281	7282	1170	1060	2230
IX	2161	1848	4009	801	634	1435	278	281	559
X	2775	2093	4868	1065	718	1783	385	324	709
Secondary Total	4936	3941	8877	1866	1352	3218	663	605	1268
XI	1105	795	1900	269	200	469	161	144	305
XII	1257	981	2238	270	182	452	173	201	374
Sr. Secondary Total	2362	1776	4138	539	382	921	334	345	679
Technical Education	140	138	278	26	19	45	13	23	36
Technical Education Total	140	138	278	26	19	45	13	23	36

District - 03 - FARIDKOT

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	3746	2302	6048	800	566	1366	439	271	710
Pre Primary Total	3746	2302	6048	800	566	1366	439	271	710
I	3575	2270	5845	733	499	1232	411	293	704
II	2204	1444	3648	404	299	703	267	178	445
III	1862	1229	3091	331	217	548	233	166	399
IV	1813	1244	3057	334	230	564	222	154	376
V	1817	1127	2944	323	179	502	250	144	394
Primary Total	11271	7314	18585	2125	1424	3549	1383	935	2318
VI	1564	1010	2574	292	194	486	183	136	319
VII	1292	887	2179	203	146	349	166	109	275
VIII	1394	917	2311	211	135	346	169	109	278
Middle Total	4250	2814	7064	706	475	1181	518	354	872
IX	1023	742	1765	130	93	223	102	76	178
X	1438	869	2307	236	138	374	164	106	270
Secondary Total	2461	1611	4072	366	231	597	266	182	448
XI	422	394	816	62	51	113	51	48	99
XII	561	663	1224	61	67	128	72	76	148
Sr. Secondary Total	983	1057	2040	123	118	241	123	124	247
Technical Education	52	140	192	2	5	7	2	7	9
Technical Education Total	52	140	192	2	5	7	2	7	9

District - 03 - FARIDKOT

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	1085	782	1867	271	193	464	176	104	280
Pre Primary Total	1085	782	1867	271	193	464	176	104	280
I	823	541	1364	184	120	304	129	61	190
II	506	348	854	106	76	182	81	49	130
III	433	312	745	69	66	135	56	41	97
IV	341	224	565	69	45	114	53	33	86
V	322	221	543	44	36	80	46	43	89
Primary Total	2425	1646	4071	472	343	815	365	227	592
VI	289	193	482	58	34	92	46	28	74
VII	211	135	346	32	22	54	29	21	50
VIII	204	139	343	33	24	57	24	21	45
Middle Total	704	467	1171	123	80	203	99	70	169
IX	144	85	229	26	19	45	14	8	22
X	186	145	331	43	23	66	22	12	34
Secondary Total	330	230	560	69	42	111	36	20	56
XI	46	56	102	7	5	12	4	8	12
XII	97	84	181	9	10	19	4	10	14
Sr. Secondary Total	143	140	283	16	15	31	8	18	26
Technical Education	17	56	73	2	6	8	3	6	9
Technical Education Total	17	56	73	2	6	8	3	6	9

District - 03 - FARIDKOT

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/7

Report : 01

Year : 2001-2002

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	1766	1279	3045	601	496	1097	180	147	327
4	3359	2428	5787	1124	959	2083	382	259	641
5	4671	3340	8011	1811	1380	3191	552	342	894
Sub Total	9796	7047	16843	3536	2835	6371	1114	748	1862
6	4952	3846	8798	2163	1734	3897	526	385	911
7	5341	4142	9483	2246	1938	4184	553	426	979
8	5725	4476	10201	2450	2018	4468	644	492	1136
9	5004	4120	9124	2053	1773	3826	530	473	1003
10	6095	4738	10833	2514	2100	4614	694	593	1287
Sub Total	27117	21322	48439	11426	9563	20989	2947	2369	5316
11	5264	3982	9246	2006	1541	3547	629	456	1085
12	5054	4220	9274	1986	1612	3598	655	609	1264
13	4459	3611	8070	1543	1236	2779	586	488	1074
Sub Total	14777	11813	26590	5535	4389	9924	1870	1553	3423
14	4040	3129	7169	1335	979	2314	477	425	902
15	3081	2472	5553	874	696	1570	368	334	702
Sub Total	7121	5601	12722	2209	1675	3884	845	759	1604
16	2480	1909	4389	704	507	1211	318	278	596
17	1963	1443	3406	555	342	897	271	214	485
Sub Total	4443	3352	7795	1259	849	2108	589	492	1081
18	1701	1187	2888	411	250	661	214	184	398
19	532	367	899	155	70	225	57	55	112

02 - School Going Children (State Govt.) - (Agewise)-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	814	653	1467	420	362	782	65	54	119
4	1221	1027	2248	674	617	1291	110	96	206
5	1808	1507	3315	1135	944	2079	166	110	276
Sub Total	3843	3187	7030	2229	1923	4152	341	260	601
6	2433	2179	4612	1656	1379	3035	221	185	406
7	2934	2540	5474	1804	1613	3417	274	244	518
8	3387	2923	6310	2045	1686	3731	324	282	606
9	3034	2760	5794	1730	1528	3258	278	300	578
10	3759	3229	6988	2082	1838	3920	376	371	747
Sub Total	15547	13631	29178	9317	8044	17361	1473	1382	2855
11	3291	2770	6061	1642	1344	2986	384	303	687
12	3281	2954	6235	1660	1397	3057	439	443	882
13	2893	2575	5468	1297	1082	2379	381	348	729
Sub Total	9465	8299	17764	4599	3823	8422	1204	1094	2298
14	2678	2213	4891	1125	836	1961	344	327	671
15	2007	1729	3736	747	592	1339	243	258	501
Sub Total	4685	3942	8627	1872	1428	3300	587	585	1172
16	1643	1268	2911	565	407	972	237	197	434
17	1359	931	2290	430	270	700	190	152	342
Sub Total	3002	2199	5201	995	677	1672	427	349	776
18	1117	662	1779	315	188	503	150	130	280
19	361	210	571	129	50	179	36	42	78
Sub Total	1478	872	2350	444	238	682	186	172	358
Grand Total	38020	32130	70150	19456	16133	35589	4218	3842	8060

District - 03 - FARIDKOT

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. : SSA/FS/IV/7
Report : 03
Year : 2001-2002

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	701	451	1152	125	95	220	78	62	140
4	1680	1063	2743	340	261	601	195	135	330
5	2291	1426	3717	540	339	879	281	173	454
Sub Total	4672	2940	7612	1005	695	1700	554	370	924
6	2016	1318	3334	375	282	657	228	153	381
7	1954	1281	3235	363	263	626	222	147	369
8	1928	1261	3189	332	266	598	259	173	432
9	1651	1138	2789	274	199	473	204	136	340
10	1949	1263	3212	369	215	584	262	179	441
Sub Total	9498	6261	15759	1713	1225	2938	1175	788	1963
11	1688	1030	2718	311	164	475	202	128	330
12	1476	1084	2560	274	179	453	168	139	307
13	1368	903	2271	206	130	336	182	118	300
Sub Total	4532	3017	7549	791	473	1264	552	385	937
14	1209	808	2017	186	123	309	118	83	201
15	949	648	1597	108	88	196	113	67	180
Sub Total	2158	1456	3614	294	211	505	231	150	381
16	734	561	1295	122	86	208	74	76	150
17	522	439	961	107	63	170	70	53	123
Sub Total	1256	1000	2256	229	149	378	144	129	273
18	504	438	942	72	50	122	55	43	98
19	143	126	269	18	16	34	20	8	28
Sub Total	647	564	1211	90	66	156	75	51	126

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	251	175	426	56	39	95	37	31	68
4	458	338	796	110	81	191	77	28	105
5	572	407	979	136	97	233	105	59	164
Sub Total	1281	920	2201	302	217	519	219	118	337
6	503	349	852	132	73	205	77	47	124
7	453	321	774	79	62	141	57	35	92
8	410	292	702	73	66	139	61	37	98
9	319	222	541	49	46	95	48	37	85
10	387	246	633	63	47	110	56	43	99
Sub Total	2072	1430	3502	396	294	690	299	199	498
11	285	182	467	53	33	86	43	25	68
12	297	182	479	52	36	88	48	27	75
13	198	133	331	40	24	64	23	22	45
Sub Total	780	497	1277	145	93	238	114	74	188
14	153	108	261	24	20	44	15	15	30
15	125	95	220	19	16	35	12	9	21
Sub Total	278	203	481	43	36	79	27	24	51
16	103	80	183	17	14	31	7	5	12
17	82	73	155	18	9	27	11	9	20
Sub Total	185	153	338	35	23	58	18	14	32
18	80	87	167	24	12	36	9	11	20
19	28	31	59	8	4	12	1	5	6
Sub Total	108	118	226	32	16	48	10	16	26
Grand Total	4704	3321	8025	953	679	1632	687	445	1132

District - 03 - FARIDKOT

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	B	G	
3	1748	1270	18	9									18	9																							
4	2785	1984	571	443	3	1							574	444																							
5	2579	1855	1932	1359	158	125	2	1					2092	1485																							
6	865	625	3168	2480	822	654	96	74	1	3			4087	3221																							
7	45	31	2297	1637	2323	1871	599	536	77	67			5296	4111																							
8	9	10	214	143	2747	1971	2195	1781	500	491	59	80	5715	4466	1						1																
9	4	1	52	38	208	155	2593	1955	1611	1464	472	447	4936	4059	63	59	1	1			64	60															
10			32	27	99	70	337	236	3156	2330	1917	1614	5541	4277	489	411	64	49	1	1	554	461															
11		1	10	9	21	11	95	64	283	204	2824	2063	3233	2351	1570	1211	389	358	71	61	2030	1630	1														
12			4	4	16	10	42	30	109	83	274	193	445	320	2820	2167	1330	1226	414	441	4564	3834	44	65	1	1	45	66									
13			1	2	3	6	7	2	40	18	86	52	137	80	260	171	2227	1714	1431	1228	3918	3113	359	362	45	56	404	418									
14					1		4	2	16	1	20	19	41	22	89	36	211	137	2075	1446	2375	1619	1174	1002	392	429	1566	1431	53	52	4	5	57	57	1		
15						1	1		2	1	8	4	11	6	28	13	41	29	194	146	263	188	1559	1121	1005	857	2564	1978	200	244	43	56	243	300			
16							1	1		2	2	3	3	3	5	2	20	15	58	18	83	35	120	86	1494	1037	1614	1123	514	452	248	274	762	726	18	22	
17											1	1	5	1	6	3	15	12	26	16	49	23	812	462	861	485	469	311	574	552	1043	863	33	78			
18							1		3	1	3	2	2	2	2	2	2		8	6	12	8	18	15	522	202	540	217	277	164	769	645	1046	809	100	151	
19								1	2		3					1	3	1	3	2	4	1	128	63	132	64	60	22	277	196	337	218	57	83			
Total	8035	5777	8299	6151	6401	4885	5971	4683	5797	4662	5667	4476	32135	24857	5332	4073	4291	3533	4270	3360	13893	10966	3328	2675	4399	3107	7727	5782	1573	1245	1915	1728	3488	2973	209	334	

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																
3	598	495	3	1											3	1																																
4	986	815	137	144	1											138	144																															
5	1032	815	727	533	52	32											779	565																														
6	325	297	146	1153	342	264	35	20											1838	1437																												
7	21	17	970	801	1009	881	230	212	16	27											2225	1921																										
8	5	4	115	89	1263	989	894	745	157	169	16	22	2445	2014																																		
9	7		25	105	83	1178	948	594	581	139	123	2047	1760	9	13											9	13																					
10	1		25	16	62	45	169	152	1464	1185	641	581	2361	1979	136	106	15	15	1	152		121																										
11	1		13	4	17	7	60	48	208	109	1150	888	1448	1056	473	381	69	82	15	22	557		485																									
12			3	2	9	4	31	20	75	55	204	145	322	226	1194	954	371	345	86	74	1651		1373	13	13	13		13																				
13			2	3	5	4	4	32	10	41	31	80	52	125	102	879	710	377	306	1381		1118	73	55	9	11	82	66																				
14			1		2		12	2	13	14	28	16	61	17	98	46	777	566	936	629		285	250	79	72	364	322	7	12	7		12																
15			1	1	6	3	5	3	12	7	12	10	16	19	56	26	84	55	504	374		222	215	726	589	44	31	8	14	52	45																	
16					1		2		3	4	2	10	7	28	15	42	24	49	38	478		327	527	365	99	84	35	29	134	113	1																	
17									3	1	3	1	6	11	12	13	21	12	309		162	330	174	103	75	107	72	210	147	3																		
18					1				1	1	1		3	4	4	5	11	4	191		76	202	80	65	46	124	105	189	151	16																		
19													2		2		1		56		16	57	16	20	8	66	39	86	47	10																		
Total	2971	2443	3480	2770	2864	2311	2604	2151	2564	2141	2209	1809	13721	11182	2018	1587	1461	1225	1351	1024		4830	3836	957	746	1344	879	2301	1625	338	256	340	259	678	515	30	30											

District - 03 - FARIDKOT

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									
3	177	146	3	1									3	1																							
4	239	197	82	62	1								83	62																							
5	281	185	243	141	27	16	1						271	157																							
6	137	50	322	242	83	84	14	9					419	335																							
7	8	3	216	163	231	195	85	57	11	8			545	423																							
8	1	1	22	9	294	209	253	211	67	51	7	11	643	491																							
9			3	5	23	14	269	206	163	190	64	54	522	471	8	2				8	2																
10			6	7	5	6	17	18	348	294	242	187	618	512	66	75	10	6		76	81																
11				1	2		9	2	18	11	329	233	358	247	208	160	56	43	7	6	271	209															
12					1	2			4	8	46	46	51	56	330	301	194	186	72	57	596	544	7	9	1		8	9									
13							1		2	1	9	8	12	9	19	16	294	218	196	169	509	403	64	63	1	13	65	76									
14											2		2		8	3	28	14	261	213	297	230	129	125	45	63	174	188	4	7			4	7			
15											1		1		3	2	3	2	11	8	17	12	173	157	140	119	313	276	33	38	4	8	37	46			
16															1		4		5	1	10	1	13	6	191	141	204	147	70	71	34	56	104	127		3	
17																			2	1	2	1	6	4	106	66	112	70	77	52	74	84	151	136	6	7	
18															1				1	1	1	1	1	1	71	31	72	32	30	28	102	109	132	137	9	14	
19																					1		16	9	17	9	2	4	35	30	37	34	3	12			
Total	873	582	899	631	667	526	649	505	613	563	700	539	3528	2764	644	559	589	469	554	456	1787	1484	394	365	571	442	965	807	216	200	249	287	465	487	18	36	

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	B	G	B	G	
3	812	653	2																																		
4	1104	917	117	110																																	
5	1024	869	739	598	45	40																															
6	246	239	1725	1534	422	375	40	31																													
7	14	12	1135	949	1420	1237	337	304	28	38																											
8	4	3	121	100	1573	1257	1389	1227	272	293	25	43	3383	2920																							
9			27	20	137	117	1585	1329	989	990	265	272	3003	2728	30	31	1	1																			
10			24	19	69	47	220	174	2017	1642	1145	1081	3475	2963	250	241	33	25	1																		
11			7	5	16	9	62	49	208	149	1796	1498	2089	1710	967	819	204	214	31	27	1202	1060															
12			3	3	6	5	34	23	81	70	203	171	327	272	1905	1593	815	804	213	252	2933	2649	21	33													
13			1	2	2	5	4	2	32	11	64	41	103	61	215	139	1514	1322	846	813	2575	2274	194	206	21	34	215	240									
14					1		4	1	13		17	17	35	18	81	31	167	105	1395	1084	1643	1220	740	684	216	255	956	939	40	34	4	2	44	36			
15						1	1		1	1	6	3	8	5	21	13	29	25	128	100	178	138	1056	829	605	573	1661	1402	136	149	24	35	160	184			
16							1	1			1	2	2	3	5	2	17	11	40	13	62	26	94	68	959	735	1053	803	355	274	162	153	517	427	9	9	
17									1						4		6	3	10	9	20	12	37	18	573	330	610	348	319	212	386	326	705	538	24	33	
18							1				2		2	1	1	1	2		5	5	8	6	15	10	326	133	341	143	210	110	486	347	696	457	70	55	
19									1		1		2						1	3	1	3	2	4		75	33	79	33	45	16	195	118	240	134	37	41
Total	3204	2693	3901	3340	3691	3093	3676	3142	3643	3194	3528	3128	18439	15897	3479	2870	2788	2511	2672	2304	8939	7685	2161	1848	2775	2093	4936	3941	1105	795	1257	981	2362	1776	140	138	

District - 03 - FARIDKOT

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	B	G	B	G				
3	419	362	1																																					
4	628	554	49	63																																				
5	656	567	455	360	24	17																																		
6	187	189	1145	966	261	208	25	16																																
7	9	10	745	653	850	757	190	174	10	19																														
8	1	2	55	73	1051	829	761	642	127	124	10	16	2044	1684																										
9			19	95	73	997	831	507	499	111	97	1726	1519	4	9																									
10			15	11	51	37	148	141	1228	1068	531	500	1973	1757	99	72	9	9	1																					
11			5	2	15	7	50	42	196	101	946	794	1212	946	371	321	48	61	11	16	430	398																		
12			2	2	4	3	27	16	58	48	192	142	283	211	1006	834	299	283	61	59	1366	1176	11	10																
13			2	2	4	3	4	24	6	37	27	66	43	115	95	753	636	300	260	1168	991	56	41	7	7	63	48													
14					1		2		10		11	13	24	13	57	16	91	41	655	484	803	541	231	214	64	58	295	272	3	10										
15						1	1		1	1	4	3	6	5	10	10	13	19	53	25	76	54	441	325	184	174	625	499	36	23	4	11	40	34						
16							1					2		3	4	2	10	7	18	10	32	19	41	31	379	270	420	301	82	66	30	17	112	83	1	1				
17															2		3	1	3	7	8	8	15	10	247	134	262	144	78	58	80	56	158	114	2	4				
18							1													3	4	3	4	5	3	145	65	150	68	53	36	96	70	149	106	13	9			
19																					2		2		1		39	10	40	10	17	7	60	28	77	35	10	5		
Total	1900	1684	2563	2151	2354	1936	2204	1868	2161	1866	1842	1594	11124	9415	1668	1359	1226	1057	1107	865	4001	3281	801	634	1065	718	1866	1352	269	200	270	182	539	382	26	19				

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			
3	65	54																																			
4	93	76	17	20								17	20																								
5	74	65	82	40	10	5						92	45																								
6	22	12	155	125	39	44	5	4				199	173																								
7	4		83	134	127	45	29	3	5			270	244																								
8			5	121	112	149	129	36	32	5	4	324	282																								
9			1	10	7	144	124	85	130	32	36	272	298	6	2					6	2																
10			3	3	4	4	10	10	199	195	124	108	340	320	31	48	5	3			36	51															
11					1		6	2	12	7	198	160	217	169	125	101	38	29	4	4	167	134															
12									2	6	39	39	41	45	229	227	125	127	43	38	397	392	1	6			1	6									
13							1		1	1	5	5	7	6	14	12	203	166	117	112	334	290	39	42	1	10	40	52									
14																																					
15																																					
16																																					
17																																					
18																																					
19																																					
Total	258	207	359	277	319	299	360	298	338	376	404	352	1780	1602	415	395	394	339	361	326	1170	1060	278	281	385	324	663	605	161	144	173	201	334	345	13	23	

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								
3	123	94	2	1								2	1																							
4	272	202	68	59								68	59																							
5	296	186	221	142	23	11						244	153																							
6	96	78	209	154	60	46	10	4				279	204																							
7	9	5	189	120	128	98	33	32	4	8		354	258																							
8	2	1	19	12	170	129	108	78	28	41	5	5	330	265																						
9			7	5	8	7	159	97	73	65	22	21	269	195	5	4				5	4															
10	1		9	4	8	6	14	1	198	102	100	67	329	180	33	30	6	5		39	35															
11	1		8	2	1		6	2	6	5	180	80	201	89	88	51	18	20	3	4	109	75														
12			1		5	1	1	3	12	4	11	3	30	11	156	100	64	54	24	12	244	166			2			2								
13					1	1			6	1	2	2	9	4	5	6	109	63	65	41	179	110	16	12	2	4	18	16								
14									2	2	2	1	4	3	3	1	5	4	108	68	116	73	49	34	13	11	62	45	4	2		4	2			
15									5	2	1		6	2			1		3	1	4	1	54	39	33	36	87	75	7	8	4	2	11	10		
16																		6	5	6	5	6	3	88	51	94	54	17	17	5	9	22	26	1		
17															1	1			2	4	3	5	4	2	51	23	55	25	24	16	25	14	49	30	3	
18															1	1				1	1	1	1	36	9	37	10	9	7	23	31	32	38	2	1	
19																								13	4	13	4	1	1	4	11	5	12			
Total	800	566	733	499	404	299	331	217	334	230	323	179	2125	1424	292	194	203	146	211	135	706	475	130	93	236	138	366	231	62	51	61	67	123	118	2	5

District - 03 - FARIDKOT

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	75	61	3	1									3	1																																								
4	148	98	46	37	1								47	37																																								
5	149	85	120	78	12	10							132	88																																								
6	64	25	127	97	29	28	8	3					164	128																																								
7	3	2	106	71	75	51	31	20	7	3			219	145																																								
8			6	3	143	83	82	67	26	15	2	5	259	173																																								
9			2	2	6	4	104	70	60	45	30	15	202	136	2							2																																
10			1	3		1	6	6	124	87	99	58	230	155	27	22	5	2			32	24																																
11				1	1		2		4	3	108	60	115	64	69	48	16	14	2	2			87	64																														
12						1			1	5	5	5	7	79	62	54	49	25	18	158	129	5	3			5	3																											
13								1		4	1	5	1	4	4	83	44	69	46	156	94	21	20			3	21	23																										
14										1		1		1		6		65	39	72	39	30	23	12	21	42	44	3							3																			
15											1		1		1		1		6	3	8	3	45	28	51	28	96	56	7	8	1							8	8															
16																1				1		1	1	45	35	46	36	15	22	12	17	27	39																					
17																				2		2		1	28	13	28	14	19	14	20	23	39	37	1	2																		
18																					1		1		21	5	21	5	6	4	27	31	33	35	1	2																		
19																									7	1	7	1	1		12	5	13	5																				
Total	439	271	411	293	267	178	233	166	222	154	250	144	1383	935	183	136	166	109	169	109	518	354	102	76	164	106	266	182	51	48	72	76	123	124	2	7																		

10 - Total 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	B	G	B	G	B	G	B	G	
3	251	175																																			
4	345	268	113	69		1							113	70																							
5	335	236	209	154	27	17	1						237	171																							
6	140	94	267	179	79	61	17	15					363	255																							
7	9	6	208	116	166	131	58	61	12	7			444	315																							
8	3	3	17	14	212	125	146	110	28	33	4	7	407	289																							
9	2		7	6	14	7	167	100	93	73	35	33	316	219	1	3					1	3															
10			2	3	4	5	28	21	177	94	118	88	329	211	52	33	6	2			58	35															
11					3		9	4	14	8	144	85	170	97	82	56	27	21	6	8	115	85															
12					1	1	5	1	13	4	14	3	33	9	141	93	87	54	34	24	262	171	2	2			2	2									
13							2		2	5	5	4	9	9	6	5	78	50	80	51	164	106	22	16	3	2	25	18									
14									2		1		3	-	3	3	10	6	72	45	85	54	50	29	14	22	64	51		2		1		3	1		
15															4		2	1	5	11	11	12	61	33	43	39	104	72		8	9	2	2	10	11		
16																	1	1	5		6	1	6	4	64	38	70	42		11	19	12	14	23	33	4	4
17																		2		2		2	1	31	20	33	21	14	14	31	30	45	44	2	8		
18											1	1	1	1							1		24	15	25	15	9	11	40	29	49	40	5	31			
19																							7	9	7	9	4	1	12	8	16	9	5	13			
Total	1085	782	823	541	506	348	433	312	341	224	322	221	2425	1646	289	193	211	135	204	139	704	467	144	85	186	145	330	230	46	56	97	84	143	140	17	56	

District - 03 - FARIDKOT

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	B	G	B	G	B	G	B	G		
3	56	39																																		
4	86	59	23	22	1								24	22																						
5	80	62	51	31	5	4							56	35																						
6	42	30	69	33	21	10							90	43																						
7	3	2	36	28	31	26	7	6	2				76	60																						
8	2	1	1	4	42	31	25	25	2	4	1	1	71	65																						
9	2		3	1	2	3	22	20	14	17	6	5	47	46																						
10			1	1	3	2	7	10	38	15	10	14	59	42	4	4		1			4	5														
11					1		4	4	6	3	24	14	35	21	14	9	3	1	1	2	18	12														
12							3	1	5	3	1		9	4	32	20	8	8	1	3	41	31	2	1		2	1									
13							1		2	3	2	2	5	5	5	1	17	11	12	5	34	17	1	2		1	2									
14															1		2	1	14	14	17	15	5	2	2	3	7	5								
15															2		2				4	9	10	5	5	14	15	1			1	1	1	1		
16																			4		4	2	4	11	6	13	10		1		3		4			
17																			1		1	2	11	5	13	5	1	1	2	2	3	3	1	1		
18																					5	10	2	15	2	3	3	5	4	8	7	1	3			
19																							4	2	4	2	2		2		4					2
Total	271	193	164	120	106	76	69	66	69	45	44	36	472	343	58	34	32	22	33	24	123	80	26	19	43	23	69	42	7	5	9	10	16	15	2	6

District - 03 - FARIDKOT

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 12

Year : 2001-2002

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	B	G						
3	37	31																																		
4	58	23	19	5						19	5																									
5	58	35	41	23	5	1	1			47	24																									
6	21	13	40	20	15	12	1	2		56	34																									
7	1	1	24	9	22	17	9	8	1	56	34																									
8	1	1	3	1	30	14	22	15	5	4	2	60	36																							
9				2	7	3	21	14	18	15	2	3	48	37																						
10			2	1	1	1	1	2	25	12	19	21	48	37	8	5	1	8	6																	
11							1	2	1	23	13	26	14	14	11	2	1	17	11																	
12				1	1			2	1	2	2	5	4	22	12	15	10	4	1	41	23	1	1	2												
13										2	2	1	8	8	10	11	19	19	4	1	4	1														
14											1	2	1	9	8	12	9	1	5	2	1	3	6													
15												1	1		1	1	2	6	2	3	3	9	5	2	1	1	2	2								
16												1			1	1	5	3	6	3	1	1	2													
17																		6	3	6	3	2	2	3	3	5	5									
18																	1	4	1	5	1	2	1	3	1	5	3	5								
19																		1	1	1	1	2	2	4												
Total	176	104	129	61	81	49	56	41	53	33	46	43	365	227	46	28	29	21	24	21	99	70	14	8	22	12	36	20	4	8	4	10	8	18	3	6

District - 03 - FARIDKOT

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/9
Report : 01
Year : 2001-2002

01 - Out of School Children Total - Agewise-Total Districtwise

Age ↓ v	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	1172	967	2139	682	625	1307	95	61	156									
4	1177	871	2048	785	604	1389	79	74	153									
5	1006	820	1826	760	640	1400	63	35	98									
6	513	486	999	416	400	816	22	29	51									
7	367	376	743	292	318	610	20	20	40	1		1	1		1			
8	370	396	766	308	339	647	6	14	20	7	1	8	7	1	8			
9	305	270	575	250	221	471	9	11	20	14	1	15	13	1	14	1		1
10	605	541	1146	490	454	944	33	23	56	37	12	49	34	10	44	1		1
11	427	448	875	337	363	700	21	19	40	28	15	43	27	14	41			
12	810	806	1616	612	654	1266	51	39	90	87	21	108	75	18	93	3	2	5
13	798	883	1681	609	664	1273	43	60	103	82	27	109	67	23	90	4	2	6
14	1081	1042	2123	709	741	1450	100	98	198	106	40	146	81	33	114	7	1	8
15	1338	1272	2610	898	882	1780	114	100	214	209	53	262	169	43	212	13	2	15
16	1322	1227	2549	842	750	1592	130	128	258	194	36	230	167	28	195	8	4	12
17	1264	1183	2447	698	601	1299	159	134	293	205	43	248	166	31	197	14	3	17
18	2118	1518	3636	1107	720	1827	254	185	439	301	41	342	242	32	274	24	4	28

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		4	4	7	7	14		2	2	1	5	6	1		1			
4	2	1	3	22	6	28	1		1	12	4	16	1		1	1	1	2
5	10	6	16	25	14	39	6	2	8	15	8	23		1	1	2	1	3
6	12	12	24	22	17	39	6	9	15	17	6	23		1	1	1	1	2
7	37	21	58	22	12	34	18	17	35	7	4	11	4	2	6	3	2	5
8	43	27	70	30	18	48	31	16	47	17	10	27	3	1	4	3	1	4
9	49	33	82	17	14	31	27	22	49	10	6	16	3	3	6	1	2	3
10	61	37	98	30	30	60	41	25	66	17	19	36	5	1	6	3	2	5
11	37	22	59	32	23	55	24	13	37	17	17	34	6	1	7	2	1	3
12	46	22	68	34	27	61	29	12	41	15	16	31	3	2	5	4	2	6
13	39	29	68	31	26	57	23	17	40	20	19	39	5	2	7	3	3	6
14	36	21	57	44	35	79	19	8	27	21	17	38	5	4	9	9	3	12
15	15	12	27	50	35	85	6	5	11	31	21	52		2	2	3	8	11
16	19	10	29	44	32	76	9	6	15	21	19	40		1	1	6	1	7
17	20	9	29	29	26	55	5	4	9	16	13	29	4	1	5		2	2
18	15	7	22	60	32	92	5	4	9	29	15	44	1		1	6	2	8

District - 03 - FARIDKOT

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																		
4	2		2	1		1	1		1	1		1	1		1			
5	1		1		1	1	1		1		1	1						
6		2	2					1	1									
7	3	1	4	2		2				1		1	1		1			
8	3	4	7				2	1	3					1	1			
9	4	2	6	2	1	3	3	1	4	1		1						
10	5	1	6		1	1	3	1	4				1		1			
11	4	1	5	2	2	4	4		4	1	2	3						
12		1	1		1	1		1	1									
13	1		1	3		3				2		2						
14	4	2	6	3		3		1	1	1		1	1	1	2			
15	1	1	2	2	2	4				1	3	4						
16	1	2	3	1		1	1	1	2							1		1
17	1		1		1	1											1	1
18				2	1	3				1		1				1		1

03 - Speech 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	1	2	3				1	1	2						
4				7	1	8				3		3						
5	3	1	4	8	2	10	1	1	2	4	1	5				2	1	3
6	1	1	2	5	6	11				3	2	5				1		1
7	2	3	5	6	4	10		3	3	1		1				1		1
8	2	3	5	5	1	6	2		2	5	1	6				1		1
9	8	4	12	3	1	4	2		2	2		2	2		2			
10	3	2	5	2	3	5	2	1	3	2	2	4						
11	2	3	5	3	1	4				2	1	3	2		2			
12	5	2	7	5	1	6	2		2	2	1	3	2	1	3			
13	4	1	5	4	5	9		1	1	1	2	3	1		1	1		1
14	3		3	4	3	7					1	1	1	1	2	2	1	3
15	1		1	3	4	7	1		1	3	2	5					2	2
16	1		1	5	2	7	1		1	3	1	4				2		2
17	2		2	3	1	4				1	1	2						
18				3	2	5				1	1	2				1		1

05 - Physically Challenged 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		3	3	1	2	3		2	2		1	1						
4				6	2	8				4	1	5						
5	6		6	10	4	14	4		4	7	1	8						
6	9	7	16	10	8	18	6	5	11	11	4	15						
7	18	14	32	5	2	7	12	11	23	2	2	4	1	2	3	1		1
8	27	15	42	8	4	12	20	11	31	6	3	9	3		3			
9	26	21	47	2	5	7	20	19	39	2	4	6	1		1			
10	39	29	68	9	13	22	27	21	48	3	9	12	3		3	2		2
11	23	15	38	12	7	19	18	12	30	6	6	12	1		1	1		1
12	33	10	43	12	6	18	23	5	28	7	4	11		1	1	1		1
13	28	23	51	8	7	15	21	14	35	5	6	11	1	2	3	2	2	4
14	22	14	36	11	13	24	15	6	21	9	7	16	2	1	3	2		2
15	12	7	19	15	9	24	4	3	7	11	8	19		1	1			
16	14	5	19	12	14	26	5	3	8	6	10	16		1	1		1	1
17	13	9	22	14	7	21	2	4	6	11	4	15	3	1	4			
18	15	6	21	30	12	42	5	4	9	20	6	26	1		1	1		1

District - 03 - FARIDKOT

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				3	3	6					2	2						
4				4	2	6				3	2	5				1		1
5		2	2	3	7	10		1	1	1	5	6						
6	2	1	3	6	3	9				2		2		1	1		1	1
7	7	1	8	9	4	13	2	1	3	3	1	4				1	1	2
8	5	1	6	13	9	22	2		2	6	5	11				1	1	2
9	8	1	9	6	6	12	1	1	2	4	1	5		2	2		2	2
10	8	3	11	15	8	23	6		6	9	5	14	1	1	2	1	2	3
11	3		3	11	8	19				7	7	14	2		2	1		1
12	3	5	8	16	13	29	1	4	5	5	8	13				3	1	4
13				13	8	21				9	4	13						
14	3		3	21	14	35	1		1	8	5	13	1		1	4		4
15		2	2	20	15	35		1	1	11	5	16				3	2	5
16	1	1	2	19	10	29				7	6	13				3		3
17				8	9	17				3	4	7					1	1
18		1	1	18	14	32				5	7	12				3	1	4

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

Year : 2001-2002

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	1		1			
4				2	1	3				1		1					1	1
5		2	2	4		4				3		3						
6		1	1	1		1		3	3	1		1						
7	6	2	8		2	2	4	2	6		1	1	1		1		1	1
8	6	3	9	2	3	5	5	3	8							1		1
9	1	4	5	2	1	3	1	1	2	1	1	2						
10	6	2	8	2	1	3	3	2	5	2		2						
11	5	2	7	4	3	7	2	1	3	1		1	1		1			
12	3	4	7		1	1	2	2	4		1	1	1		1			
13	5	4	9	2		2	2	1	3	2	1	3	2		2		1	1
14	3	3	6	2	3	5	2	1	3	1	2	3		1	1	1	2	3
15	1	2	3	4	1	5	1	1	2	2	1	3		1	1		2	2
16	2	1	3	3	4	7	2	1	3	2	1	3						
17	3		3	3	3	6	2		2		2	2	1		1			
18				5	3	8				2	1	3					1	1

District - 03 - FARIDKOT

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	58.17	41.83	100.00	54.33	45.67	100.00	61.94	38.06	100.00	58.11	41.89	100.00
Pre Primary Total	58.17	41.83	100.00	54.33	45.67	100.00	61.94	38.06	100.00	58.11	41.89	100.00
I	57.43	42.57	100.00	53.87	46.13	100.00	61.16	38.84	100.00	60.34	39.66	100.00
II	56.72	43.28	100.00	54.41	45.59	100.00	60.42	39.58	100.00	59.25	40.75	100.00
III	56.04	43.96	100.00	53.92	46.08	100.00	60.24	39.76	100.00	58.12	41.88	100.00
IV	55.43	44.57	100.00	53.28	46.72	100.00	59.31	40.69	100.00	60.35	39.65	100.00
V	55.87	44.13	100.00	53.00	47.00	100.00	61.72	38.28	100.00	59.30	40.70	100.00
Primary Total	56.39	43.61	100.00	53.70	46.30	100.00	60.65	39.35	100.00	59.57	40.43	100.00
VI	56.69	43.31	100.00	54.80	45.20	100.00	60.76	39.24	100.00	59.96	40.04	100.00
VII	54.84	45.16	100.00	52.61	47.39	100.00	59.29	40.71	100.00	60.98	39.02	100.00
VIII	55.96	44.04	100.00	53.70	46.30	100.00	60.32	39.68	100.00	59.48	40.52	100.00
Middle Total	55.89	44.11	100.00	53.77	46.23	100.00	60.16	39.84	100.00	60.12	39.88	100.00
IX	55.44	44.56	100.00	53.90	46.10	100.00	57.96	42.04	100.00	62.88	37.12	100.00
X	58.61	41.39	100.00	57.00	43.00	100.00	62.33	37.67	100.00	56.19	43.81	100.00
Secondary Total	57.20	42.80	100.00	55.60	44.40	100.00	60.44	39.56	100.00	58.93	41.07	100.00
XI	55.82	44.18	100.00	58.16	41.84	100.00	51.72	48.28	100.00	45.10	54.90	100.00
XII	52.57	47.43	100.00	56.17	43.83	100.00	45.83	54.17	100.00	53.59	46.41	100.00
Sr. Secondary Total	53.99	46.01	100.00	57.08	42.92	100.00	48.19	51.81	100.00	50.53	49.47	100.00
Technical Education	38.49	61.51	100.00	50.36	49.64	100.00	27.08	72.92	100.00	23.29	76.71	100.00
Technical Education Total	38.49	61.51	100.00	50.36	49.64	100.00	27.08	72.92	100.00	23.29	76.71	100.00
Grand Total	56.45	43.55	100.00	54.21	45.79	100.00	60.07	39.93	100.00	58.94	41.06	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	58.17	41.83	100.00	23.20	19.50	42.69	27.12	16.67	43.79	7.86	5.66	13.52
Pre Primary Total	58.17	41.83	100.00	23.20	19.50	42.69	27.12	16.67	43.79	7.86	5.66	13.52
I	57.43	42.57	100.00	27.00	23.11	50.11	24.74	15.71	40.45	5.70	3.74	9.44
II	56.72	43.28	100.00	32.70	27.41	60.11	19.53	12.79	32.32	4.48	3.08	7.57
III	56.04	43.96	100.00	34.50	29.49	63.99	17.48	11.54	29.01	4.06	2.93	6.99
IV	55.43	44.57	100.00	34.83	30.54	65.37	17.33	11.89	29.23	3.26	2.14	5.40
V	55.87	44.13	100.00	34.78	30.84	65.62	17.91	11.11	29.02	3.17	2.18	5.35
Primary Total	56.39	43.61	100.00	32.35	27.89	60.25	19.78	12.83	32.61	4.25	2.89	7.14
VI	56.69	43.31	100.00	36.99	30.52	67.51	16.63	10.74	27.37	3.07	2.05	5.12
VII	54.84	45.16	100.00	35.63	32.09	67.73	16.51	11.34	27.85	2.70	1.73	4.42
VIII	55.96	44.04	100.00	35.02	30.20	65.22	18.27	12.02	30.29	2.67	1.82	4.50
Middle Total	55.89	44.11	100.00	35.96	30.91	66.87	17.10	11.32	28.42	2.83	1.88	4.71
IX	55.44	44.56	100.00	36.00	30.78	66.78	17.04	12.36	29.40	2.40	1.42	3.81
X	58.61	41.39	100.00	36.97	27.88	64.85	19.16	11.58	30.74	2.48	1.93	4.41
Secondary Total	57.20	42.80	100.00	36.54	29.17	65.71	18.22	11.93	30.14	2.44	1.70	4.15
XI	55.82	44.18	100.00	39.21	28.21	67.42	14.98	13.98	28.96	1.63	1.99	3.62
XII	52.57	47.43	100.00	34.50	26.93	61.43	15.40	18.20	33.60	2.66	2.31	4.97
Sr. Secondary Total	53.99	46.01	100.00	36.56	27.49	64.05	15.21	16.36	31.57	2.21	2.17	4.38
Technical Education	38.49	61.51	100.00	25.78	25.41	51.20	9.58	25.78	35.36	3.13	10.31	13.44
Technical Education Total	38.49	61.51	100.00	25.78	25.41	51.20	9.58	25.78	35.36	3.13	10.31	13.44
Grand Total	56.45	43.55	100.00	32.76	27.67	60.43	19.64	13.06	32.70	4.05	2.82	6.88

District - 03 - FARIDKOT

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 6-17
	Age →	6	7	8	9	10	6-10	11	12	13	11-13	14	15	14-15	16	17	16-17	
Gross Enrolment in Grade	Boys	8299	6401	5971	5797	5667	32135	5332	4291	4270	13893	3328	4399	7727	1573	1915	3488	57243
	Girls	6151	4885	4683	4662	4476	24857	4073	3533	3360	10966	2675	3107	5782	1245	1728	2973	44578
	Total	14450	11286	10654	10459	10143	56992	9405	7824	7630	24859	6003	7506	13509	2818	3643	6461	101821
Population in the Relevant Age	Boys	6900	5726	6607	6313	6900	32446	5579	6166	6460	18205	7341	6460	13801	7047	5873	12920	77372
	Girls	5228	4711	4970	5228	5487	25624	4659	5694	5435	15788	5694	5953	11647	6212	4918	11130	64189
	Total	12128	10437	11577	11541	12387	58070	10238	11860	11895	33993	13035	12413	25448	13259	10791	24050	141561
Gross Enrolment Ratio	Boys	120.28	111.79	90.37	91.83	82.13	99.04	95.57	69.59	66.10	76.31	45.33	68.10	55.99	22.32	32.61	27.00	73.98
	Girls	117.7	103.69	94.23	89.17	81.57	97.01	87.42	62.05	61.82	69.46	46.98	52.19	49.64	20.04	35.14	26.71	69.45
	Total	119.15	108.13	92.03	90.62	81.88	98.14	91.86	65.97	64.14	73.13	46.05	60.47	53.08	21.25	33.76	26.86	71.93

PART - IV

District:Faridkot

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	2
1.1	No. of B.R. & D.R. Personnels (1x20+1x10)+10	40
2	No. of P E Blocks	5
3	No. of CRC's	27
4	No. of Villages	171
4.1	No. of VEDC's	418
4.2	No. of VEDC's Members	3344
5	No. of Habitations/Wards (Unservd)	1327
5.1	No. of S.C. Bastis	280
6	No. of House Holds	90574
	No. of Schools	
7	No. of Primary Schools (State Govt.)	261
7.1	Non State Govt. Primary Schools	12
7.2	Unrecognised Primary Schools	84
8	No. of Middle Schools/Sections (State Govt.)	157
8.1	Non State Govt. Middle Schools/Sections	43
8.2	Unrecognised Middle Schools/Sections	37
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1140
9.1	No. of JBT Teachers + New	970
9.2	No. of HT	143
9.3	No. of CHT's	27
10	No. of Teachers Middle Schools/Sections	942
	Primary (State Govt.)	
11	Total No. of Students	34336
11.1	Male Students	18439
11.2	Female Students	15897
11.3	Total No. of S.C. Students	20539
11.4	Male S.C. Students	11124
11.5	Female S.C. Students	9415
	Upper Primary (State Govt.)	
12	Total No. of Students	16624
12.1	Male Students	8939
12.2	Female Students	7685
12.3	Total No. of S.C. Students	7282
12.4	Male S.C. Students	4001
12.5	Female S.C. Students	3281
	Out of School Children	
13	No. of Out of School Children Total	10524
13.1	No. of Out of School Children Male	5256
13.2	No. of Out of School Children Female	5268
13.3	No. of EGS Centres (Proposed)	366
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1016
14.1	Male Handicapped Children	608
14.2	Female Handicapped Children	408

District - Faridkot
Blockwise list of BRC and CRC
PEBlock Code & Name

		CRC	BRC
051	FARIDKOT-I	4	
052	FARIKOT - II	5	
053	FARIDKOT-III	5	
054	KOT KAPURA	7	1
055	JAITU	6	1
	Total	27	2

District wise list of PEBlocks	
PEBLOCK	CODE
FARIDKOT	
FARIDKOT-I	051
FARIDKOT - II	052
FARIDKOT-III	053
KOT KAPURA	054
JAITU	055

Source : Sarva Shiksha Abhiyan

<i>District - Faridkot</i>		
<i>Blockwise Distribution of Villages</i>		
	PEBlock Code & Name	Villages
051	FARIDKOT-I	31
052	FARIKOT - II	47
053	FARIDKOT-III	27
054	KOT KAPURA	32
055	JAITU	34
	Total	171

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

DISTRICT - FARIDKOT

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
051 FARIDKOT-I	36	0	0	0	36	0	0	1	0	0	15	16	52
052 FARIDKOT - II	68	0	0	0	68	0	4	1	0	0	6	11	79
053 FARIDKOT-III	36	0	0	0	36	0	1	0	0	0	8	9	45
054 KOT KAPURA	69	0	0	0	69	0	2	1	0	0	36	39	108
055 JAITU	52	0	0	0	52	0	1	1	0	0	19	21	73
TOTAL	261	0	0	0	261	0	8	4	0	0	84	96	357

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

BLOCKWISE COUNT OF - MIDDLE - (MIDDLE SECTIONS)

DISTRICT - FARIDKOT

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE051 FARIDKOT-I	23	0	0	0	23	0	1	1	0	0	5	7	30
PE052 FARIKOT - II	50	1	0	0	51	3	4	4	5	0	3	19	70
PE053 FARIDKOT-III	21	0	0	0	21	0	3	1	0	0	2	6	27
PE054 KOT KAPURA	32	1	0	0	33	1	6	6	1	0	13	27	60
PE055 JAITU	31	0	0	0	31	2	2	0	1	0	14	19	50
TOTAL	157	2	0	0	159	6	16	12	7	0	37	78	237

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

<i>District - Faridkot</i>					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name		JBT	HT	CHT	Total
051	FARIDKOT-I	104	20	4	128
052	FARIKOT - II	246	40	5	291
053	FARIDKOT-III	102	17	4	123
054	KOT KAPURA	229	30	7	266
055	JAITU	195	30	6	231
	Total	876	137	26	1039
	Unadjusted Teachers in Peblocks	44	6	1	51
	New Teachers				50
	Grand Total	920	143	27	1140

CD Block wise enrollment March'2002						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
3	FARIDKOT	Faridkot	138	2296	2174	4470
		Kotkapura	202	2999	2592	5591
District Total			340	5295	4766	10061

Source : SW Departm

District-Faridkot							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
051	FARIDKOT-I	2584	2350	4934	1369	1221	2590
052	FARIKOT - II	4941	4327	9268	3338	2940	6278
053	FARIDKOT-III	2261	1973	4234	1396	1147	2543
054	KOT KAPURA	4223	3516	7739	2453	1961	4414
055	JAITU	4430	3731	8161	2568	2146	4714
	Total	18439	15897	34336	11124	9415	20539

District-Faridkot							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
051	FARIDKOT-I	1063	902	1965	421	293	714
052	FARIKOT - II	2232	1914	4146	1154	991	2145
053	FARIDKOT-III	853	728	1581	373	282	655
054	KOT KAPURA	2390	2085	4475	1057	927	1984
055	JAITU	2401	2056	4457	996	788	1784
	Total	8939	7685	16624	4001	3281	7282

District - FARIDKOT

Blockwise Enrollment in (Primary) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
051	FARIDKOT-I	4934	1238	452	6624
052	FARIKOT - II	9268	6901	750	16919
053	FARIDKOT-III	4234	1165	306	5705
054	KOT KAPURA	7739	5897	1529	15165
055	JAITU	8161	3384	1034	12579
Grand Total		34336	18585	4071	56992

Source : Family Survey 2002

District - FARIDKOT

Blockwise Enrollment in (Middle) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
051	FARIDKOT-I	1965	316	103	2384
052	FARIKOT - II	4146	3070	231	7447
053	FARIDKOT-III	1581	300	48	1929
054	KOT KAPURA	4475	2330	489	7294
055	JAITU	4457	1048	300	5805
Grand Total		16624	7064	1171	24859

Source : Family Survey 200

District-Faridkot							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
051	FARIDKOT-I	659	754	1413	555	330	885
052	FARIKOT - II	1400	1401	2801	1075	672	1747
053	FARIDKOT-III	777	811	1588	549	317	866
054	KOT KAPURA	1294	1281	2575	965	583	1548
055	JAITU	1126	1021	2147	879	520	1399
	Total	5256	5268	10524	4023	2422	6445

Blockwise Handicapped Children

District : Faridkot - 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
FARIKOT-I	10	14	2	62	43	11	142
FARIKOT - II	16	32	18	153	46	38	303
FARIDKOT-III	6	22	3	59	46	6	142
KOT KAPURA	3	39	10	116	42	14	224
JAITU	16	21	9	98	43	18	205
TOTAL	51	128	42	488	220	87	1016

Blockwise Handicapped Children

District : Faridkot - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
FARIDKOT-I	55	34	89	3	1	4
FARIKOT - II	103	81	184	23	7	30
FARIDKOT-III	43	37	80	4	8	12
KOT KAPURA	72	56	128	10	17	27
JAITU	68	54	122	5	6	11
TOTAL	341	262	603	45	39	84

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - FARIDKOT							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	46.800	8.27	21.000	10.06	67.800	8.75
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	16.329	2.89	11.796	5.65	28.125	3.63
6.0	Civil Works	188.369	33.29	18.000	8.62	206.369	26.64
7.0	Maintenance and repair of school buildings	20.900	3.69	0.000	0.00	20.900	2.70
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	2.500	1.20	2.500	0.32
9.0	TLE for upper-primary and quality improvement	0.000	0.00	73.000	34.96	73.000	9.42
10.0	School grant	8.360	1.48	0.000	0.00	8.360	1.08
11.0	TLM grant	10.410	1.84	4.365	2.09	14.775	1.91
12.0	Teacher training	29.148	5.15	0.000	0.00	29.148	3.76
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	2.006	0.35	0.000	0.00	2.006	0.26
15.0	Provision for disabled children (IED)	12.192	2.15	14.297	6.85	26.489	3.42
16.0	Research, evaluation, supervision and monitoring	5.861	1.04	1.575	0.75	7.436	0.96
17.0	Management cost	33.995	6.01	10.900	5.22	44.895	5.80
18.0	Innovative activities	49.996	8.84	42.831	20.51	92.827	11.98
18.1	Computer Education	15.000					
18.2	Girls child education	10.001					
18.3	ECCE	14.996					
18.4	SC/ST	9.999					
19.0	Block resource centres	28.550	5.05	5.840	2.80	34.390	4.44
19.1	Cluster resource centres	1.593	0.28	2.700	1.29	4.293	0.55
20.0	Intervention for out of school children	111.275	19.67	0.000	0.00	111.275	14.37
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	565.784	100.00	208.804	100.00	774.588	100.00

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - FARIDKOT						
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL
1.0	Teacher Salary	46.800	8.27	21.000	10.06	67.800
2.0	School/Alternative schooling facility					
3.0	Upper Primary schools/sections					
4.0	Classrooms					
5.0	Free textbooks	16.329	2.89	11.796	5.65	28.125
6.0	Civil Works	188.369	33.29	18.000	8.62	206.369
7.0	Maintenance and repair of school buildings	20.900	3.69	0.000	0.00	20.900
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	2.500	1.20	2.500
9.0	TLE for upper-primary and quality improvement	0.000	0.00	73.000	34.96	73.000
10.0	School grant	8.360	1.48	0.000	0.00	8.360
11.0	TLM grant	10.410	1.84	4.365	2.09	14.775
12.0	Teacher training	29.148	5.15	0.000	0.00	29.148
13.0	State Institute of Educational Management and Training (SIEMAT)					
14.0	Training for community leaders	2.006	0.35	0.000	0.00	2.006
15.0	Provision for disabled children (IED)	12.192	2.15	14.297	6.85	26.489
16.0	Research, evaluation, supervision and monitoring	5.861	1.04	1.575	0.75	7.436
17.0	Management cost	33.995	6.01	10.900	5.22	44.895
18.0	Innovative activities	49.996	8.84	42.831	20.51	92.827
18.1	Computer Education	15.000				
18.2	Girls child education	10.001				
18.3	ECCE	14.996				
18.4	SC/ST	9.999				
19.0	Block resource centres	28.550	5.05	5.840	2.80	34.390
19.1	Cluster resource centres	1.593	0.28	2.700	1.29	4.293
20.0	Intervention for out of school children	111.275	19.67	0.000	0.00	111.275
21.0	Preparatory activities for micro-planning, household surveys studies					
	TOTAL	565.784	100.00	208.804	100.00	774.588

Annual Work Plan 2002-03, District Faridkot, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Teacher				(in lacs)
1.0	Salary for primary teachers 50 x 12	0.078	600	46.800
	Subtotal			46.800
Intervention Name : Free textbooks				(in lacs)
5.0	Free text books for Non SC girls (6482+4404)	0.0015	10886	16.329
	Subtotal			16.329
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		0.000
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	126	42.84
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	4	7.760
6.0	Additional Class rooms for primary schools	1.160	57	66.120
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	40	46.400
6.0	Headmaster's room for upper primary sections	1.160	19	22.040
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 193	0.00032	772	0.247
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (30+10)	0.00068	160	0.109
6.0	Workshop on Architectural plans and layouts 30 persons 3 x 300	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x 418 schools	0.00047	836	0.393
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
	Sutotal			188.369
Intervention Name : Maintenance and repair of school buildings				(in lacs)
7.0	Repairs and maintenance of school Primary and upper primary sections (261+157)	0.050	418	20.900
	Subtotal			20.900

Annual Work Plan 2002-03, District Faridkot, 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 (261 primary + 157 upper primary)	0.020	418	8.360
	Subtotal			8.360
Intervention Name : Teacher Grant				(in lacs)
11.0	TLM grant for teachers of primary and upper primary schools (1140+942)	0.005	2082	10.410
	Subtotal			10.410
Intervention Name : Teacher Training				(in lacs)
12.0	Teachers training for primary and upper primary=2082 x 20 days The detail of various trainings and training schedule has been given in the chapter of Training Programme	0.0140	2082	29.148
	Subtotal			29.148
Intervention Name : Training of Community Leaders				(in lacs)
14.0	Orientation to VEDC Members 418 x 8 members x 2	0.0003	6688	2.006
	Subtotal			2.006
Intervention Name : Provision for disabled children(IED)				(in lacs)
15.0	IED Training to BRC staff 2 x10 x 5	0.0007	100	0.070
15.0	IED assessment camps 2 x2	0.020	4	0.080
15.0	One Resource person honorarium 2 Blocks x 12 months	0.050	24	1.200
15.0	Manual for disability in Indian content A Teacher's Role for 418 schools	0.00022	418	0.090
15.0	Manual for teachers about physically challenged children for 418 schools	0.00032	418	0.130
15.0	Manual for Teachers about visually impaired children for 418 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 418 schools	0.00028	418	0.120
15.0	Manual for Teachers about mentally challenged children for 418 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 418 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 1016	0.0103	1016	10.500
	Subtotal			12.190

Annual Work Plan 2002-03, District Faridkot, 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 418 Primary and Upper Primary schools @ Rs. 30/-	0.0003	418	0.125
16.0	Annual School Gradation and Evaluation process for 418 Primary & Upper primary schools @ Rs. 30/-	0.0003	418	0.125
16.0	Conduct of Pupil Achievement Survey 5% of schools @ Rs. 2000/-	0.020	21	0.420
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x 12 @ Rs. 1000/-	0.010	24	0.240
16.0	Academic supervision by BRCs 2 x 5 units @ Rs. 1000/-	0.010	10	0.100
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits x 12 months @ Rs. 1000/-	0.010	60	0.600
16.0	Annual Household survey @Rs.3/- per household for 90574 households	0.0003	90574	2.720
16.0	MIS Data collection and processing of data for 261 primary schools at State/District office	0.0017	261	0.440
16.0	MIS Data collection and processing of data for 157 upper primary schools/sections at State/District office	0.0018	157	0.280
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for 418 schools	0.001	418	0.420
16.0	Development and supply of material for Diagnostic-precursive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 418 primary and upper primary schools	0.00031×3	418	0.390
16.0	Development and supply of material for evaluation of Instructional improvement in 418 primary and upper primary schools			
16.0	Development and supply of material for evaluation of learning in 157 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies			

Annual Work Plan 2002-03, District Faridkot, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
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			5.861
Intervention Name : Management Cost (in lacs)				
17.0	Hire charges for vehicles for DPO/State 12 times x 12 months	0.015	147	2.205
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 x 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 x 2	0.030	4	0.120
17.0	Development and printing of modules on planning and management by State/District office	0.00036	418	0.150
17.0	Hiring of experts pedagogy, research, evaluation, community mobilization, gender, sensitization, alternative schooling, planning and management training District 8 x 12 x 8000 Block 3 x 12 x 8000			
17.0	Circulation of material prepared by the experts to school/VFDC level			
17.0	News letter			
17.0	Media activity			
	Subtotal			33.995

Annual Work Plan 2002-03, District Faridkot, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
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 261 primary schools in parts	0.003	261	0.780
18.1	Remedial coaching for girls students for two months in 157 upper primary schools in parts	0.003	157	0.471
18.1	Development of supplement reading material and item Bank for 15897 girl student of primary students for use in remedial coaching in parts	0.00038	10000	3.800
18.1	Development of supplement reading material and item Bank for 13402 girl student of upper primary students for use in remedial coaching in parts	0.00057	8684	4.950
Subtotal				10.001
b) ECCE				
18.2	School readiness kits for 3-5 age children in ICDS Centres for 6404 Centres x 3 in parts	0.00075	19212	14.409
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 261 schools x 3 in parts	0.00075	783	0.587
Subtotal				14.996
c) SC/ST				
18.3	Remedial coaching for 3 months in 209 schools in parts	0.0030	209	0.627
18.3	Supplementary reading material for remedial coaching primary schools SC children 20539 in parts	0.0005	11244	5.622
18.3	Question Bank for SC children of 11421 upper primary classes for remedial coaching in parts	0.0006	6250	3.750
Subtotal				9.999
d) Computer Education				
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000
Subtotal				15.000
Intervention Name: Block Resource Centres (in lacs)				
19.0	BRC Contingency grant for 2 CD Blocks @ Rs.12500/- P.A.	0.125	2	0.250
19.0	TLM grant for 2 CD Blocks @ Rs.5000/- P.A.	0.050	2	0.100
19.0	Meetings, Travel allowance for 2 CD Blocks @Rs 500 x 12 P.A.	0.005	24	0.120

Annual Work Plan 2002-03, District Faridkot, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 1 Blocks @ Rs.7800/- x 12 P.A.	0.078	240	18.720
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ Rs. 7800/-x12 P.A.	0.078	120	9.360
	Subtotal			28.550
Intervention Name: Cluster Resource Centres (in lacs)				
19.1	CRC Contingency grant for 27 CRCs Blocks @ Rs.2500/- P.A.	0.025	27	0.675
19.1	TLM grant for 27 CRCs @ Rs.1000/- P.A.	0.010	27	0.270
19.1	Meetings, Travel allowance for 27 CRCs Blocks @Rs.200 x 12 P.A.	0.002	324	0.648
	Subtotal			1.593
Intervention Name: Out of School children (in lacs)				
20.0	Cost of running of EGS centres for 4229 out of school children of 6-11 age group	0.00845	4229	35.735
20.0	Cost of running of EGS centres for 4172 out of school children of 11-13 age group	0.012	4172	50.064
20.0	Cost of running of EGS centres for 2123 out of school children of 14 age group	0.012	2123	25.476
	Subtotal			111.275
Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)				
21.0				
	Subtotal			0.000

PART - V

District:Faridkot
Perspective 2002-2007

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	2
1.1	No. of B.R. & D.R. Personnels (1x20+1x10)+10	40
2	No. of P E Blocks	5
3	No. of CRC's	27
4	No. of Villages	171
4.1	No. of VEDC's	465
4.2	No. of VEDC's Members	3720
5	No. of Habitations/Wards (Unservd)	1327
5.1	No. of S.C. Bastis	280
6	No. of House Holds	90574
	No. of Schools	
7	No. of Primary Schools (State Govt.)	261
7.1	Non State Govt. Primary Schools	12
7.2	Unrecognised Primary Schools	84
8	No. of Middle Schools/Sections (State Govt.)	204
8.1	Non State Govt. Middle Schools/Sections	42
8.2	Unrecognised Middle Schools/Sections	60
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1140
9.1	No. of JBT Teachers + New	970
9.2	No. of HT	143
9.3	No. of CHT's	27
10	No. of Teachers Middle Schools/Sections	1083
	Primary (State Govt.)	
11	Total No. of Students	54939
11.1	Male Students	29503
11.2	Female Students	25436
11.3	Total No. of S.C. Students	32863
11.4	Male S.C. Students	17799
11.5	Female S.C. Students	15064
	Upper Primary (State Govt.)	
12	Total No. of Students	26599
12.1	Male Students	14303
12.2	Female Students	12296
12.3	Total No. of S.C. Students	11651
12.4	Male S.C. Students	6402
12.5	Female S.C. Students	5250
	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	1777
14.1	Male Handicapped Children	1066
14.2	Female Handicapped Children	711

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

PEBlock Code & Name		CRC	BRC
051	FARIDKOT-I	4	
052	FARIKOT - II	5	
053	FARIDKOT-III	5	
054	KOT KAPURA	7	1
055	JAITU	6	1
Total		27	2

Disrtictwise list of Peblock	
FARIDKOT	
PEBLOCK NAME	CODE
FARIDKOT-I	051
FARIKOT - II	052
FARIDKOT-III	053
KOT KAPURA	054
JAITU	055

Blockwise count of Villages
Perspective 2002-2007

PEBlock Code & Name		Villages
<i>District - Faridkot</i>		
051	FARIDKOT-I	31
052	FARIKOT - II	47
053	FARIDKOT-III	27
054	KOT KAPURA	32
055	JAITU	34
Total		171

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

Perspective 2002-2007

DISTRICT - FARIDKOT

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
E051 FARIDKOT-I	36	0	0	0	36	0	0	1	0	0	15	16	52
E052 FARIDKOT - II	68	0	0	0	68	0	4	1	0	0	6	11	79
E053 FARIDKOT-III	36	0	0	0	36	0	1	0	0	0	8	9	45
E054 KOT KAPURA	69	0	0	0	69	0	2	1	0	0	36	39	108
E055 JAITU	52	0	0	0	52	0	1	1	0	0	19	21	73
TOTAL	261	0	0	0	261	0	8	4	0	0	84	96	357

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-Faridkot					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
051	FARIDKOT-I	7894	1981	723	10598
052	FARIKOT - II	14829	11042	1200	27070
053	FARIDKOT-III	6775	1864	490	9129
054	KOT KAPURA	12382	9435	2446	24264
055	JAITU	13058	5414	1654	20126
Grand Total		54939	29736	6514	91189

District-Faridkot					
Perspective 2002-2007					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
051	FARIDKOT-I	3144	506	165	3814
052	FARIKOT - II	6634	4912	370	11915
053	FARIDKOT-III	2530	480	77	3086
054	KOT KAPURA	7160	3728	782	11670
055	JAITU	7131	1677	480	9288
Grand Total		26599	11302	1874	39775

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

	PEBlock Code & Name	JBT	HT	CHT	Total
051	FARIDKOT-I	104	20	4	128
052	FARIKOT - II	246	40	5	291
053	FARIDKOT-III	102	17	4	123
054	KOT KAPURA	229	30	7	266
055	JAITU	195	30	6	231
	Total	876	137	26	1039
	Unadjusted Teachers in Peblocks	44	6	1	51
	New Teachers				50
	Grand Total	920	143	27	1140

		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
3	FARIDKOT	Faridkot	138	2296	2174	4470
		Kotkapura	202	2999	2592	5591
District Total			340	5295	4766	10061

Source : SW Depart

District Faridkot							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
051	FARIDKOT-I	4134	3760	7894	2190	1954	4144
052	FARIKOT - II	7906	6923	14829	5341	4704	10045
053	FARIDKOT-III	3618	3157	6775	2234	1835	4069
054	KOT KAPURA	6757	5626	12383	3925	3138	7063
055	JAITU	7088	5970	13058	4109	3434	7542
	Total	29503	25436	54939	17799	15064	32863

District-Faridkot							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
051	FARIDKOT-I	1701	1443	3144	674	469	1143
052	FARIKOT - II	3571	3062	6634	1846	1586	3432
053	FARIDKOT-III	1365	1165	2530	597	451	1048
054	KOT KAPURA	3824	3336	7160	1691	1483	3174
055	JAITU	3842	3290	7131	1594	1261	2855
	Total	14303	12296	26599	6402	5250	11652

District-Faridkot							
Perspective 2002-2007							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
051	FARIDKOT-I	0	0	0	0	0	0
052	FARIKOT - II	0	0	0	0	0	0
053	FARIDKOT-III	0	0	0	0	0	0
054	KOT KAPURA	0	0	0	0	0	0
055	JAITU	0	0	0	0	0	0
	Total	0	0	0	0	0	0

Blockwise Handicapped Children							
Perspective 2002-2007							
District : Faridkot - 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
FARIDKOT-I	18	25	4	109	75	19	250
FARIKOT - II	27	56	31	267	80	65	526
FARIDKOT-III	11	39	5	103	81	11	250
KOT KAPURA	5	67	18	202	74	25	391
JAITU	28	37	16	172	75	32	360
TOTAL	89	224	74	853	385	152	1777

Blockwise Handicapped Children

Perspective 2002-2007

District : Faridkot - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
FARIDKOT-I	88	54	142	5	2	6
FARIDKOT - II	165	130	294	37	11	48
FARIDKOT-III	69	59	128	6	13	19
KOT KAPURA	115	90	205	16	27	43
JAITU	109	86	195	8	10	18
TOTAL	546	419	965	72	62	134

Summary

District Faridkot

S.No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Teacher Salary	46.800	8.27	48.600	8.81	50.400	9.58	52.200	10.42	54.000	11.40	252.000	9.62
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	16.329	2.89	18.779	3.40	21.228	4.03	23.678	4.73	26.127	5.52	106.140	4.05
6	Civil Works	188.369	33.29	182.244	33.02	173.990	33.06	166.557	33.25	155.983	32.94	867.143	33.12
7	Maintenance and repair of school buildings	20.900	3.69	22.050	4.00	22.450	4.27	22.850	4.56	23.250	4.91	111.500	4.26
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	11.500	2.08	15.500	2.95	19.500	3.89	23.500	4.96	70.000	2.67
10	School grant	8.360	1.48	8.820	1.60	8.980	1.71	9.140	1.82	9.300	1.96	44.600	1.70
11	TLM grant	10.410	1.84	10.755	1.95	10.875	2.07	10.995	2.19	11.115	2.35	54.150	2.07
12	Teacher training	29.148	5.15	30.114	5.46	30.450	5.79	30.786	6.15	31.122	6.57	151.620	5.79
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	2.006	0.35	2.117	0.38	2.155	0.41	2.194	0.44	2.232	0.47	10.704	0.41
15	Provision for disabled children (IED)	12.190	2.15	14.040	2.54	16.170	3.07	18.345	3.66	21.252	4.49	81.997	3.13
16	Research, evaluation, supervision and monitoring	5.865	1.04	6.140	1.11	6.415	1.22	6.650	1.33	6.555	1.38	31.624	1.21
17	Management cost	33.995	6.01	33.119	6.00	31.870	6.06	30.083	6.00	28.947	6.11	158.014	6.03
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	10.001	1.77	10.001	1.81	10.001	1.90	10.001	2.00	10.001	2.11	50.005	1.91
18.2	ECCE	14.996	2.65	14.996	2.72	14.996	2.85	14.996	2.99	14.996	3.17	74.981	2.86
18.3	SC/ST	9.999	1.77	9.999	1.81	9.999	1.90	9.999	2.00	9.999	2.11	49.995	1.91
18.4	Computer Education	15.000	2.65	15.000	2.72	15.000	2.85	15.000	2.99	15.000	3.17	75.000	2.86
19	Block resource centres	28.550	5.05	28.550	5.17	28.550	5.42	28.550	5.70	28.550	6.03	142.750	5.45
19.1	Cluster resource centres	1.593	0.28	1.593	0.29	1.593	0.30	1.593	0.32	1.593	0.34	7.965	0.30
20	Intervention for out of school children	111.275	19.67	83.467	15.12	55.660	10.58	27.852	5.56	0.000	0.00	278.254	10.63
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		565.787	100.00	551.883	100.00	526.282	100.00	500.968	100.00	473.523	100.00	2618.443	100.00

Perspective Work Plan 2002-07, District Faridkot, 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 50 x 12	0.078	600	46.800	0.081	600	48.600	0.084	600	50.400	0.087	600	52.200	0.090	600	54.000
	Subtotal			46.800			48.600			50.400			52.200			54.000
(in lacs)																
Intervention Name : Free textbooks																
5.0	Free text books for Non SC girls	0.0015	10886	16.329	0.0015	12519	18.779	0.0015	14152	21.228	0.0015	15785	23.678	0.0015	17418	26.127
	Subtotal			16.329			18.779			21.228			23.678			26.127
(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		0.000	5.820		0.000	5.820		0.000	5.820		0.000	5.820		0.000
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	126	42.84	0.340	132	44.814	0.340	135	45.833	0.340	137	46.512	0.340	140	47.530
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	4	7.760	1.940	4	7.760	1.940	4	7.760	1.940	4	7.760	1.940	4	7.760
6.0	Additional Class rooms for primary schools	1.160	57	66.120	1.160	50	58.000	1.160	46	53.360	1.160	43	49.880	1.160	35	40.600
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	40	46.400	1.160	40	46.400	1.160	36	41.760	1.160	36	41.760	1.160	35	40.600
6.0	Headmaster's room for upper primary sections	1.160	19	22.040	1.160	19	22.040	1.160	19	22.040	1.160	15	17.400	1.160	14	16.240
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 193	0.00032	772	0.247	0.00032	772	0.247	0.00032	772	0.247	0.00032	772	0.247	0.00032	772	0.247
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (30+10)	0.00068	160	0.109	0.00068	160	0.109	0.00068	160	0.109	0.00068	160	0.109	0.00068	160	0.109

Perspective Work Plan 2002-07, District Faridkot, 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 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 2 x primary & upper primary schools	0.00047	836	0.393	0.00047	882	0.415	0.00047	898	0.422	0.00047	914	0.430	0.00047	930	0.437
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
	Sutotal			188.369			182.244			173.990			166.557			155.983
Intervention Name : Maintenance and repair of school buildings													(in lacs)			
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	418	20.900	0.050	441	22.050	0.050	449	22.450	0.050	457	22.850	0.050	465	23.250
	Subtotal			20.900			22.050			22.450			22.850			23.250
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	23	11.500	0.500	31	15.500	0.500	39	19.500	0.500	47	23.500
	Subtotal			0.000			11.500			15.500			19.500			23.500
Intervention Name : School Grant													(in lacs)			
10.0	School grants for existing schools (primary + upper primary)	0.020	418	8.360	0.020	441	8.820	0.020	449	8.980	0.020	457	9.140	0.020	465	9.300
	Subtotal			8.360			8.820			8.980			9.140			9.300

Perspective Work Plan 2002-07, District Faridkot, 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 Grant																
11.0	TLM grant for teachers of primary and upper primary schools	0.005	2082	10.410	0.005	2151	10.755	0.005	2175	10.875	0.005	2199	10.995	0.005	2223	11.115
	Subtotal			10.410			10.755			10.875			10.995			11.115
(in lacs)																
Intervention Name : Teacher Training																
12.0	Teachers training for primary and upper primary-for x 20 days The detail of various trainings and training schedule has been given in the chapter of Training Programme	0.0140	2082	29.148	0.0140	2151	30.114	0.0140	2175	30.450	0.0140	2199	30.786	0.0140	2223	31.122
	Subtotal			29.148			30.114			30.450			30.786			31.122
(in lacs)																
Intervention Name : Training of Community Leaders																
14.0	Orientation to VEDC Members No. of schools x 8 members x 2	0.0003	6688	2.006	0.0003	7056	2.117	0.0003	7184	2.155	0.0003	7312	2.194	0.0003	7440	2.232
	Subtotal			2.006			2.117			2.155			2.194			2.232
(in lacs)																
Intervention Name : Provision for disabled children(IED)																
15.0	IED Training to BRC staff 2 x10 x 5	0.0007	100	0.070	0.0007	100	0.070	0.0007	100	0.070	0.0007	100	0.070	0.0007	100	0.070
15.0	IED assessment camps 2 x2	0.020	4	0.080	0.020	4	0.080	0.020	4	0.080	0.020	4	0.080	0.020	4	0.080
15.0	One Resource person honorarium 2 Blocks x 12 months	0.050	24	1.200	0.050	24	1.200	0.050	24	1.200	0.050	24	1.200	0.050	24	1.200
15.0	Manual for disability in Indian content A Teacher's Role for 418 schools	0.00022	418	0.090	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 418 schools	0.00032	418	0.130	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	441	0.150	0.00034		0.000	0.00034		0.000	0.00034		0.000

Perspective Work Plan 2002-07, District Faridkot, 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	418	0.120	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	441	0.159	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	449	0.171	0.00038		0.000	0.00038		0.000	
15.0	Special assistance and TLM to disabled children	0.0103	1016	10.500	0.0106	1168	12.381	0.0109	1344	14.650	0.0110	1545	16.995	0.0112	1777	19.902	
	Subtotal			12.190			14.040			16.170			18.345			21.252	
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	418	0.125	0.0003	441	0.132	0.0003	449	0.135	0.0003	457	0.137	0.0003	465	0.140	
16.0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	418	0.125	0.0003	441	0.132	0.0003	449	0.135	0.0003	457	0.137	0.0003	465	0.140	
16.0	Conduct of Pupil Achievement Survey 5% of schools @ Rs. 2000/-	0.020	21	0.420	0.020	22	0.440	0.020	22	0.440	0.020	23	0.460	0.020	23	0.460	
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x 12 @ Rs. 1000/-	0.010	24	0.240	0.010	24	0.240	0.010	24	0.240	0.010	24	0.240	0.010	24	0.240	
16.0	Academic supervision by BRCs 2 x 5 units @ Rs. 1000/-	0.010	10	0.100	0.010	10	0.100	0.010	10	0.100	0.010	10	0.100	0.010	10	0.100	
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits x 12 months @ Rs. 1000/-	0.010	60	0.600	0.010	60	0.600	0.010	60	0.600	0.010	60	0.600	0.010	60	0.600	

Perspective Work Plan 2002-07, District Faridkot, 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	Annual Household survey @Rs.3/- per household for 90574 households	0.00003	90574	2.717	0.00003	90574	2.717	0.00003	90574	2.717	0.00003	90574	2.717	0.00003	90574	2.717
16.0	MIS Data collection and processing of data for primary schools at State/District office	0.0017	261	0.444	0.0017	261	0.444	0.0017	261	0.444	0.0017	261	0.444	0.0017	261	0.444
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	157	0.283	0.0018	180	0.324	0.0018	188	0.338	0.0018	196	0.353	0.0018	204	0.367
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for primary & upper primary schools	0.001	418	0.420	0.0020	441	0.882	0.0020	449	0.898	0.0020	457	0.914	0.002	465	0.930
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 ×3	418	0.390			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	441	0.128									

Perspective Work Plan 2002-07, District Faridkot, 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 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies							0.00028 ×7	188	0.368						
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			0.000			0.000	0.00030× 4	457	0.548	0.00030 ×3	465	0.418
	Subtotal			5.865			6.140			6.415			6.650			6.555

Intervention Name : Management Cost

(in lacs)

17.0	Hire charges for vehicles for DPO/State No. of times x 12 months	0.015	147	2.205	0.015	120	1.800	0.015	108	1.620	0.015	84	1.260	0.015	0	0.000
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	60	4.200	0.070	36	2.520	0.070	7	0.490	0.070	0	0.000

Perspective Work Plan 2002-07, District Faridkot, 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	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
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 x 2	0.030	4	0.120	0.030	4	0.120	0.032	4	0.128	0.032	4	0.128	0.035	4	0.140
17.0	Development and printing of modules on planning and management by State/District office	0.00036	418	0.150	0.00036	441	0.159	0.00036	449	0.162	0.00036	457	0.165	0.00036	465	0.167
17.0	Hiring of experts pedagogy, research, evaluation, community mobilization, gender, sensitization, alternative schooling, planning and management training District 8 x 12 x 8000 Block 3 x 12 x 8000															
17.0	Circulation of material prepared by the experts to school/VEDC level.															
17.0	News letter															
17.0	Media activity															
	Subtotal			33.995			33.119			31.870			30.083			28.947

Perspective Work Plan 2002-07, District Faridkot, 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 Education (in lacs)																
a) Girl Child Education																
18.1	Remedial coaching for girls students for two months in primary schools in parts	0.003	261	0.780	0.003	261	0.780	0.003	261	0.780	0.003	261	0.780	0.003	261	0.780
18.1	Remedial coaching for girls students for two months in upper primary schools in parts	0.003	157	0.471	0.003	157	0.471	0.003	157	0.471	0.003	157	0.471	0.003	157	0.471
18.1	Development of supplement reading material and item Bank for 15897 girl student of primary students for use in remedial coaching in parts	0.00038	10000	3.800	0.00038	10000	3.800	0.00038	10000	3.800	0.00038	10000	3.800	0.00038	10000	3.800
18.1	Development of supplement reading material and item Bank for 13402 girl student of upper primary students for use in remedial coaching in parts	0.00057	8684	4.950	0.00057	8684	4.950	0.00057	8684	4.950	0.00057	8684	4.950	0.00057	8684	4.950
	Subtotal			10.001			10.001			10.001			10.001			10.001
b) ECCE																
18.2	School readiness kits for 3-5 age children in ICDS Centres for 6404 Centres x 3 in parts	0.00075	19212	14.409	0.00075	19212	14.409	0.00075	19212	14.409	0.00075	19212	14.409	0.00075	19212	14.409
18.2	School readiness kits for first generation learners in primary schools of 5 year age for No. of schools x 3 in parts	0.00075	783	0.587	0.00075	783	0.587	0.00075	783	0.587	0.00075	783	0.587	0.00075	783	0.587
	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	209	0.627	0.0030	209	0.627	0.0030	209	0.627	0.0030	209	0.627	0.0030	209	0.627

Perspective Work Plan 2002-07, District Faridkot, 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	Supplementary reading material for remedial coaching primary schools SC children 20539 in parts	0.0005	11244	5.622	0.0005	11244	5.622	0.0005	11244	5.622	0.0005	11244	5.622	0.0005	11244	5.622
18.3	Question Bank for SC children of 11421 upper primary classes for remedial coaching in parts	0.0006	6250	3.750	0.0006	6250	3.750	0.0006	6250	3.750	0.0006	6250	3.750	0.0006	6250	3.750
	Subtotal			9.999			9.999			9.999			9.999			9.999
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 2 CD Blocks @ Rs.12500/- P.A.	0.125	2	0.250	0.125	2	0.250	0.125	2	0.250	0.125	2	0.250	0.125	2	0.250
19.0	TLM grant for 2 CD Blocks @ Rs.5000/- P.A.	0.050	2	0.100	0.050	2	0.100	0.050	2	0.100	0.050	2	0.100	0.050	2	0.100
19.0	Meetings, Travel allowance for 2 CD Blocks @Rs.500 x 12 P.A.	0.005	24	0.120	0.005	24	0.120	0.005	24	0.120	0.005	24	0.120	0.005	24	0.120
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 1 Blocks @ Rs.7800/- x 12 P.A.	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ Rs. 7800/-x12 P.A.	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360
	Subtotal			28.550			28.550			28.550			28.550			28.550

Perspective Work Plan 2002-07, District Faridkot, 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: Cluster Resource Centres																
(in lacs)																
19.1	CRC Contingency grant for 27 CRCs Blocks @ Rs.2500/- P.A.	0.025	27	0.675	0.025	27	0.675	0.025	27	0.675	0.025	27	0.675	0.025	27	0.675
19.1	TLM grant for 27 CRCs @ Rs.1000/- P.A.	0.010	27	0.270	0.010	27	0.270	0.010	27	0.270	0.010	27	0.270	0.010	27	0.270
19.1	Meetings, Travel allowance for 27 CRCs Blocks @Rs.200 x 12 P.A.	0.002	324	0.648	0.002	324	0.648	0.002	324	0.648	0.002	324	0.648	0.002	324	0.648
	Subtotal			1.593			1.593			1.593			1.593			1.593
Intervention Name: Out of School children																
(in lacs)																
20.0	Cost of running of EGS centres for 4229 out of school children of 6-11 age group declining by 25%	0.00845	4229	35.735	0.00845	3172	26.803	0.00845	2115	17.872	0.00845	1058	8.940	0.00845	0	0.000
20.0	Cost of running of EGS centres for 4172 out of school children of 11-13 age group declining by 25%	0.012	4172	50.064	0.012	3129	37.548	0.012	2086	25.032	0.012	1043	12.516	0.012	0	0.000
20.0	Cost of running of EGS centres for 2123 out of school children of 14 age group declining by 25%	0.012	2123	25.476	0.012	1593	19.116	0.012	1063	12.756	0.012	533	6.396	0.012	0	0.000
	Subtotal			111.275			83.467			55.660			27.852			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

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 unit.

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 Seniorsmost 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 continues 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. 74/132 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.

Bilal 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.

Bilal Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.