

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



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

District

KAPURTHALA

Sarva Shiksha Abhiyan Authority

PUNJAB

VISION STATEMENT-2020

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

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

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

Index

PART-I

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

PART-II

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

PART-III

1. Family survey
2. Tables of Family Survey Reports

PART-IV

ANNUAL WORK PLAN 2002-03

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

- xiii) Blockwise out of School children
- xiv) Blockwise Handicapped children 6-14 years (Total)
- xv) Blockwise Handicapped children 6-14 years (SC/BC)

2. Annual work plan 2002-03

PART-V

Perspective Plan 2002-07

1. Summary of Tables

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

2. Summary of Perspective Plan

3. Perspective Work Plan 2000-2007

PART - I

Brief Profile of District Kapurthala

Location

Kapurthala district is split into two parts which are non-contiguous and are located about 32 km. apart, Kapurthala and Sultanpur Lodhi tehsils forming one part and the Phagwara tehsil forming the other part. The former part lies between north latitude $31^{\circ} - 07'$ and $31^{\circ} - 39'$ and east longitude $74^{\circ} - 57'$ and $75^{\circ} - 36'$, while the other part in Phagwara tehsil, lies between north latitude $31^{\circ} - 10'$ and $31^{\circ} - 22'$ and east longitude $75^{\circ} - 40'$ and $75^{\circ} - 55'$. The main part is about 72 km. long and its breadth varies from about 11km. to 32 km. at different places bounded partly in the north and wholly in the west by Beas river, which separates it in the north from Gurdaspur district and in the west from the Amritsar district. The Satluj river separates it in the south from Ferozepur district, but it is mainly bounded in the south by Jalandhar district. In the east, it is bounded by the Jalandhar and Hoshiarpur districts and in the north partly by the Hoshiarpur district. Phagwara tehsil, which is a smaller part, is surrounded on all sides by the Jalandhar district, except in the north-east where it joins the Hoshiarpur district. It is situated in the Bist Doab, a tract situated between rivers Satluj and Beas, generally known as Doaba. For administrative purposes it is included in the Jalandhar Division.

Origin of Name

The district derives its name from the Kapurthala town which serves as its headquarters and was formerly the capital of the princely state of the same name. The town is said to have been founded in the early part of the eleventh century in the time of Sultan Mahmud of Ghazni by Rana Kapur, a scion of the ruling Rajput house of Jaisalmer (Rajasthan State).

Area

The area of the district is 1632 sq. km. The district ranks fourteenth, in the area in the State (*Annexure-I*).

Climate

The climate of the district is characterized by dryness (except in the brief monsoon season), a very hot summer and bracing winter. The year may be divided into four seasons. The cold season from about the middle of November to the early part of March is followed by the hot season which lasts till about the end of June. July, August and first half of September constitute the south-west monsoon season. The period from mid-September to the middle of November may be termed the post-monsoon or transitional period.

After February, there is a steady increase in temperature. June is generally the hottest month. Hot scorching dust laden winds blow during

summer and on individual days. The day temperature may reach even about 45°C. With the onset of the monsoon in the district in about the first week of July, there is an appreciable drop in day temperature. The weather is sultry and uncomfortable between the rains due to the presence of moisture in the air. After the monsoon by about mid September, there is a rapid drop in the temperature, specially during the night. January is usually the coldest month. Cold waves affect the district in the wake of passing western disturbances in winter when the minimum temperature drops down below the freezing point.

The rainfall in the district generally increases from the south-west towards north-east. About 70 per cent of the annual rainfall is received during the monsoon months (July to September), July being the wettest month. There is also some rainfall during the period from December to March which amounts to about 12 per cent of the annual rainfall. The remaining rainfall is received in the remaining months of the year. There is, however, large variation in the rainfall from year to year. In 2000-01, 542 mm average rainfall was reported in the district (*Annexure-I*).

Topography

Kapurthala district consists of two separate pieces of territory, but both form part of Bist Doab plain area enclosed by Beas and Satluj rivers. The district can be divided into two main physiographic units; (i) Beas lowlands and (ii) The Upland Plain. A brief description of each is given below:-

i) The Beas Lowlands

These cover the north-western and southern peripheries of the district along the Beas river down to the Satluj in the south. The Beas lowlands, locally known as the Bet (flood plain) are characterized by poor drainage. The topsoil of the flood plain contains loam, sand and new alluvium. During the floods the top soil is renewed. The Beas lowlands may be divided into: (a) the active flood plain which is regularly flooded and (b) the cover floodplain which is affected only when the river carries an enormous discharge of water.

The active flood plain is a narrow belt along the Beas which varies in breadth and the boundary of this is slightly to the north of the rural settlements. Beyond this boundary up to the Beas river there are no settlements and the strip of land only consists of sand, loam and low lying embankments. This belt of the active floodplain varies in breadth being narrower in the north and the south than in the middle where it is as wide as 4 km. from Khizarpur to Fazlabad and Dhaliwal Bet.

The cover floodplain is the area lying between the upland plain. It is roughly between the active flood plain and the west and Black Bein and is dotted by a number of water pools locally known as Jhils or Chhams. Although the actual area of the jhils has been covered by sand, yet some

depressions can still be located in villages of Begowal, Khairanwali, Ratta Kadim, Gopipur, Dulowal etc.

ii) The Upland Plain

This covers the area beyond Sultanpur Lodhi and Kapurthala and the whole of Phagwara tehsil. It is infested with Chhams and low dunes mounds not exceeding 3 metres in the Kapurthala and Sultanpur Lodhi upland plain. The Phagwara tehsil has some of the district Jhils. The Phagwara portion of the upland plain is cut across by the east of White Bein and to the north of this lies an area locally called Sirowal. There is water logging here on account of the seasonal choking of Choes, most of which terminate near the boundary between Phagwara tehsil and Hoshiarpur district.

Rivers and Drains

Kapurthala district is drained by the Beas and the Satluj the west or Black Bein and the east or White Bein drains the Kapurthala district. A brief description of these is as follows:-

Beas River

It originates from Beas Kund near the Rohtang Pass in Kullu district (Himachal Pradesh). After flowing through Kullu, Mandi, Kangra districts of Himachal Pradesh and Hoshiarpur district it marks the northern and western boundary of the Kapurthala district. It enters the Kapurthala district 3 km. north of village Mand Dogranwala in tehsil Kapurthala. It takes a smooth turn to the west when it makes its entrance and flows for a distance of 13 km. After the first turn to the west, it flows almost straight for some distance until it takes a second turn to the West from near Charangewla to Jhugian Arajan for about 8 km. The Beas has been shifting its course to the west. There is a high river bluff along the western side to the Beas, at places rising to a height of 27 metres.

Black Bein

This enters the Kapurthala district in two streams from Dasua tehsil of Hoshiarpur district. One of these which joins to form Black Bein after a short distance comes from Ranipind of Hoshiarpur district and the other enters the district slightly to the east of the first near Talwandi (Hoshiarpur district). The streams mentioned above join to form the Black Bein a little south of Awan. The Black Bein has deep valleys varying in depth from 1.5 to 3 meter. The valley is more than 3 metre deep near Busowal and Bhawanipur villages in Sultanpur Lodhi and Kapurthala tehsil respectively. The Black Bein joins the Beas river at the confluence of Satluj and Beas and flows almost parallel to Beas river.

White Bein

It has its beginning in Garhshankar tehsil of Hoshiarpur district and enters Phagwara tehsil at Malikpur. After flowing 13 km. through the

Phagwara tehsil it enters Jalandhar district at village Ucha. It has deep valleys varying in depth from 1.5 to 3 metre. It is joined by a number of small water courses and taking a south westerly direction. It empties itself into the Satluj river. There are two seasonal streams, one just to the south of the White Bein, called the Kail Nala and the other to the north of it.

Present Jurisdiction

Before the partition of the country in 1947, Kapurthala was a princely State and it comprised 5 tehsils (1) Kapurthala, (2) Sultanpur Lodhi, (3) Phagwara, (4) Dhilwan and (5) Bholath (including Bhurga). On 20th August, 1948 it was merged in (PEPSU) (Patiala and East Punjab State Union). In 1948 Bholath and Sultanpur Lodhi tehsils were merged with Kapurthala tehsil and Bhunga tehsil was merged with Phagwara tehsil.

On 26th January, 1950, under Provinces and State (Absorption of Enclaves) Order, 1950, twenty four villages of erstwhile Bhunga sub-tehsil which formed part of Phagwara tehsil and 4 bastis (Basti Nau, Basti Sheikh, Basti Kotla and Basti Kot Sadiq) of the Kapurthala tehsil were transferred to Hoshiarpur and Jalandhar Division for administrative convenience. In 1970, Sultanpur Lodhi and Bholath were made tehsil and sub-tehsil, respectively.

At present district comprises 4 tehsils: (1) Kapurthala , (2) Sultanpur Lodhi (3) Phagwara and (4) Bholath . The district consists of 690 villages, 7 towns and is sub-divided into 5 Community Development Blocks: (1) Kapurthala, (2) Nadala, (3) Sultanpur Lodhi , (4) Phagwara and (5) Dhilwan (*Annexure-I*).

Major Characteristics of the District

Land Utilisation

During the year 2000-2001 against a geographical area of 163 thousand hectare of the district the area according to the village papers is 168 thousands hectare, which shows wide disparity in the two sets of areas arrived at by different methods of measurements. However, the description given hereinafter is of area as per village papers. Out of an area of 168 thousand hectare in the district, 2 thousand hectare is under forests, 28 thousand hectare is put to non-agriculture use, 2 thousand hectare is barren and uncultivable land, 1 thousand hectare is fallow land. Further there are 135 thousand hectare 'Net Area Sown' in the district, which works out to 80.35 percent of the total area of the district. Out of the total area 127 thousand hectare is sown more than once. Thus total cropped area of district in 2000-2001 was 262 thousand hectare (*Annexure-I*).

Agriculture

The cultivators generally cultivate their land themselves. This system is known as khud kasht (self-cultivation). Some times the land is leased out to

other farmers or persons on Batai (share cropping) which is usually fixed one half of the gross produce, payable in kind. Contract or theka is also in vogue and is fast gaining popularity. This is generally paid in cash on yearly basis but may be agreed to in kind depending upon the land contracted and the economic position of the cultivator. The batai or theka may vary depending upon the productivity of the land and availability of water resources. Since large number of people own tractors they prefer to provide agricultural services to the fellow farmers on cash payment. The jagirdari system has since been abolished after the introduction of various enactments under the land reforms undertaken after independence and merger of the Pepsu areas in the Punjab State

Kapurthala is mainly an agricultural district as 67.41 per cent of its population resided in the rural areas. Moreover, agriculture provided the single largest source of employment and livelihood.

There are two main harvests in the district, viz. Rabi (hari) and Kharif (sawani). The rabi consists of wheat, gram, barley, some oilseeds and fodders and potatoes and winter vegetables. The kharif consists of paddy, maize, bajra, sugarcane, cotton, pulses (other than gram), peas and massoor, chilies and some vegetables. Some crops come in between these two harvests. Toria matures late and is classed as zaid (extra) kharif. Similarly tobacco and melons are harvested in June and are classed as zaid (extra) rabi.

In the year, 2000-2001 an area of 230 hectare was under various types of fruits and orchards in district. Among the fruits Guava (80 hectares) has the highest area followed by Mangoes (47 hectares), Pears 30 (hectares), Kinnow 28 hectares and 45 hectares was under other fruits.

The district reported an area of 9511 hectares under various vegetables during the year 2000-01. Out of this area 7226 hectare was under Potato and 33 hectare under onion and 2252 hectares was under other vegetables crops.

In addition to the use of green and organic manures, chemical fertilizers are being used increasingly in the district, especially ever since the introduction of high yielding varieties of wheat and rice. During the year, 2000-2001, 40 thousand tonnes of chemical fertilizers (NPK) were consumed in the district.

The Punjab Agricultural University, Ludhiana is running a research station at Kapurthala which is doing research work for increasing both yield and quality of paddy crop.

Irrigation

The main sources of irrigation in the district are wells/tubewells and pumping sets. Some area is also irrigated by canals. The canal irrigation was introduced in the district in 1954 when the construction of Bist Doab canal, which takes off from the Ropar headworks on the right bank of river Satluj was

completed. Since the sub-soil water is suitable for irrigation and water table is not low the diesel/electricity operated tubewells and pumping sets are used for irrigation.

In the year, 2000-2001 the net area irrigated in the district was 1,34,700.0 hectare, out of which only 1200 hectare was irrigated by canals, whereas, 133500.0 hectare was irrigated by wells and tubewells (*Annexure-I*). The percentage of net area irrigated to net area sown works out to 99.92 per cent in the district in 2000-2001.

In the year, 2000-2001 out of gross cropped area of 2,62,000 hectare, 2,61,800.0 hectare (99.92 per cent) was irrigated.

Animal Husbandry

The farmers traditionally been depending upon draught animals for ploughing, on milch cattle mainly buffaloes and cows for milk and other dairy produces for domestic use and for supplementing their farm income. According to 1997 census there were 86400.0 cattle and 179700.0 buffaloes in the district. There was a total 274100.0 animals of various kind in 1997 there is, however, a sharp decrease in the number of poultry birds from 3,30,100 in 1990 to 198300.0 in 1997 (*Annexure-I*).

In order to provide quality meat to the consumers 3 recognised slaughter houses exist. A milk plant with a capacity to process 2,00,000 litres of milk daily is being run at Hamira by a private concern 'Jagjit Industries Ltd, Hamira' in the district.

The district is quite rich in fish varieties which are found in the rivers Satluj and Beas and in the Beins. Some of the varieties found are: Catla, Mirgal, Seongdi, Rohu, Malhi, etc. There was one Fish Seed Farm and one Fish Seed Nursery functioning in the district in 1991. In the year, 2000-2001 an area of 254 hectare was stocked with 2578 thousand fingerlings (*Annexure-I*). A sum of Rs. 1298000 was received as income by way of sale of fish seed.

Industry

Kapurthala was formerly a princely State wherein rulers provided all type of encouragement and assistance for setting up of various industrial units. Further in Phagwara the Ramgarhias established a number of small industrial units which earned good name to the district. The late Raja Sukhjit Singh and Jagjit Singh were especially instrumental in connecting Kapurthala with Jalandhar by rail and establishment of some large and medium scale industrial units in the princely State of Kapurthala.

The district was known for gur/shakkar, phulkaries, brass/copper/bell metal utensils, baan, durries, etc. Later some large and medium scale units, engaged in the manufacture of sugar, cotton textile, liquor, starch, beverages,

edible oils, etc. were set up in the district. Recently, Rail Coach Factory has been set up at Hussainpur (near Kapurthala). Some of the large and medium scale units located in the district are:--(1) Rail Coach Factory, Kapurthala (Hussainpur), (2) The Jagjit Mills Co. Ltd. Phagwara, (3) The Sukhjit Starch Chemicals Ltd. Phagwara, (4) Jagjit Cotton Textile Mills Ltd. Phagwara, (5) Jagjit Industries Ltd. Hamira, (6) Anand Aggarwal Oil Ltd. Kapurthala, (7) Markfed Refmd Oil & Allied Industries, (8) Jain Solvex Ltd., Kapurthala,

Besides the above large and medium, scale, units there are various units engaged in manufacture of: (1) Agricultural implements, (2) Automobile parts, (3) Bolts and Nuts, (4) Ball bearings, (5) Battery plates, (6) Adhesive from bone crushing, (7) Cycle parts, (8) Steel casting, (9) Diesel Engines and parts. (10) Electric goods, (11) Electric Fans (Khosla Fans), (12) Electric motors, (13) Pressure Cookers (Apsley Pressure Cooker), (14) Machine tools, (15) Sewing machine and parts, (16) Rolling mills, (17) Rice Shellers and (18) Steel re-rolling, etc.

In addition there are number of cottage and household industries such as: (1) Handloom weaving (carpets, bed sheets, shirting, khaddar, khesis etc.), (2) Leather Tanning, (3) Leather goods (shoes, Suit Cases, Leather bags) (4) Cane/Bamboo products (baskets, Chicks, etc). (5) Baan and rope making, (6) Oil kohlus and (7) Atta Chakkis, etc.

Various institutions such as the Punjab State Small Industries Corporation, Chandigarh, The Punjab State Industries Development Corporation, Chandigarh, The Punjab Financial Corporation, Chandigarh and The Punjab Export Corporation, Chandigarh, rendered financial technical and other assistance to small, medium and large scale industrial units located in the district. In brief, the district has 383 working factories which are registered (*Annexure-I*).

Electricity

Originally, a 300 KVA capacity diesel generator was installed in the district, which was taken over/nationalised when the Kapurthala State was merged with the rest of India. The hydro power was introduced in the towns of Phagwara and Kapurthala in 1947 and 1950 respectively. The district was served by three electrical divisions viz, (1) Kapurthala division (2) Sub-urban division. Kapurthala and (3) Phagwara division, Phagwara. These divisions were under superintendent Engineer, Kapurthala Circle, Punjab State Electricity Board.

In the year 2000-2001 Kapurthala district consumed 588.01 million units of electricity (*Annexure-I*), which was 3.07 per cent of the total State consumption. Further agricultural sector is the largest consumer of electricity in the district during the year 2000-2001 221.56 million units were consumed.

Whereas Punjab State Tubewell Corporation implemented number of schemes of deep bore tubewells. The Punjab State Electricity Board took great pains in energisation of the tubewells in the district. As on 31st March, 2001 there were 40,850 energised tubewells. The district is a net consumer of electricity as there is no electricity generating station in this district. As per 2001 census there were 139978 house holds and 137560 were electrified which comes to be 98.27%.

Minerals and Mining

The district is very poor in mineral resources as certain minor minerals are found in the western and south western parts. Building materials such as boulders, pebbles, shingles and sands are found west of Sultanpur Lodhi around the confluence of Satluj with Beas. Brick clays used for making hard burnt bricks are found at many localities, especially around shallow water depressions.

Communications

An efficient network of communications is an essential pre-requisite for the alround development of a region. This also applies to Kapurthala. Though the district is well connected by roads and railways with stations inside and outside the district, some of the places along the banks of Beas and Beins pose difficulty during the rainy season, especially during the floods.

In the year 1950-51, there were only 158 km. of roads (155 km. metalled and 3km. unmetalled) in the district. In 2000-2001 however, the road length, maintained by PWD (B&R) increased to 1,493 km., out of which 13 km. was under National Highway. Accordingly there were 107 km. of roads per 100 sq. km. of area and 231 km. of roads per lakh of population. Some of the important roads connecting various stations inside and outside the district, besides the National Highway (Sher Shah Suri Marg, connecting Mughal Serai with Amritsar) are: (1) Kapurthala-Jalandhar road, (2) Kapurthala-Kartarpur road, (3) Kapurthala-Sultanpur Lodhi-Zira road (4) Kapurthala-Nakodar road, (5) Kapurthala-Tanda road, (6) Kapurthala-Tarn Taran road, (7) Sultanpur Lodhi-Nakodar road, (8) Phagwara-Hoshiarpur road, (9) Phagwara-Nakodar road, (10) Phagwara-Nawanshaher road.

The district is well served by the public transport system. The Pepsu Road Corporation has its depot at Kapurthala. This depot operates buses on various routes in the district and outside. Buses from other depots belonging to Punjab Roadways and Pepsu Road Transport Corporation also operates on number of routes in the district. Private Transport Operators also operate buses on a number of routes..

Kapurthala district falls under the Ferozpur Division of the Northern Railway. Two railway lines passing through this district are: (1) Amritsar-Saharanpur-Mughal Serai Rail Line and (2) Ferozpur Cantt. –Jalandhar City Rail Line.

Trade and Commerce

The district was a big center of trade in metals, textiles and agricultural commodities. The principal items of export were: brass, copper and bell metal utensils. Besides, Sugar of excellent quality was manufactured at Phagwara. Cloth curtains, chicks and jazams (floor covering) were produced and exported from Sultanpur Lodhi. Chillies, tobacco and dates were largely grown and exported. Kala, in tehsil Phagwara, was known for trade in cotton, and carded cloth. Thus in the district, Phagwara, Sultanpur Lodhi and Kala had been important centers of trade in the past. However, after independence, the main items produced and exported from the district are: Khandsari, Wheat, Maize, Gram, Cotton, Paddy, and Textiles.

The trade and commerce in the district is mostly in the private hands. However, there is a District Wholesale Co-operative Marketing and Supply Society at Kapurthala which was registered on 15th November, 1957. This society undertakes wholesale business of government supplies of agricultural implements, seeds, fertilizers, insecticides and some other essential goods like oil, sugar, etc. Besides there are two Central Co-operative Stores, one at Kapurthala and the other at Phagwara. The first, Kapurthala Central Cooperative Store Ltd., Kapurthala had 8 branches and the second, Phagwara Central Cooperative Store Ltd., Phagwara had 7 branches. Besides, the Government introduced the State Trading Scheme in Kapurthala district in 1959. Under this scheme fair price shops were opened to supply essential commodities to the consumers. By 31st March, 1982, 79 depots were working in the urban area (19 in the co-operative sector and 60 in the private sector and 234 were panchayat nominated). In 2001, the district has a total of 648 Co-operative Societies such as: there were 105 Agricultural co-operative societies, 237 Milk supply societies and 89 weavers co-operative societies in the district etc. (*Annexure-I*).

Forestry

Kapurthala district falls under the jurisdiction of Divisional Forest Officer, Jalandhar Forest Division, Phillaur. The forests of the district are situated along the rail, road and canal strips. Vegetation is also found within the small scattered birs throughout the district. Besides, the plantations along the drains and bunds are under the management of the Forest Department. The main trees found in the local forests are: (1) Shisham, (2) Kikar, (3) Eucalyptus, (4) Mango, (5) Tut, (6) Jamun, (7) Sirin, (8) Neem, (9) Darek, (10) Pipal, (11) Khajur, (12) Beri, etc. Also there is profuse growth of (1) Kana, (2) Kahi, (3) Anjan, (4) Dala, (5) Batar, etc in the water logged strips of the district.

In the year, 2000-2001 there was 20.0 sq. km. area under the forests (*Annexure-I*). Out of this 15.0 sq. km. was protected forest and remaining 5.0 sq. Km. was unclassified forests. The percentage of forest area to total area is 12.2 percent.

The principal and minor forest produce of this district are timber, grass, Kahi, Kana, which are auctioned annually. In the year, 1971-72 the total income from forests was Rs. 59,468 (Rs. 48,485 major produce, Rs. 10,983 minor produce). The forest income increased to Rs. 6,00,363 (Rs. 5,25,337 major produce, Rs. 75,026 minor produce) during 1980-81. The latest figures of forest income are not available.

Medical and Public Health

In the olden times the field of medicine was monopolised by the Vaidis of Ayurveda and Hakims of Unani system. Quacks and faith curers also had a field day. The first medical institution, Randhir Hospital was opened at Kapurthala in 1875. In 1889 a female wing was added and named 'Victoria Jubilee Hospital'. Among the first dispensaries were at : Phagwara, Sultanpur Lodhi, Nadala. Later dispensaries were opened at Bholath, Dhilwan and Kala Sanghian. The real progress in the field of medical facilities was made only after independence when new dispensaries were opened at: Panchat, Dumeli, Bhularai, Dhaliwal Bet, Begowal, Talwandi Chaudhrian and Tibba in 1948. Thereafter there was no looking back.

As on 1st April, 2001, there were 83 medical institutions, out of which 63 were in rural areas and 20 in the urban areas. Except one medical institutions which was managed by a voluntary organization, all the 82 medical institutions were owned and managed by the government. Further, the district has 8 hospitals, 59 Dispensaries, 11 P.H.Cs., 28 Ayurvedic & Unani and 7 Homoeopathic Institutions (*Annexure-I*).

A total of 266 villages were identified as drinking water scarcity villages as per 2001 census out of which 80(30.1%) villages were supplied with protected drinking water through various drinking water schemes. There are still 186 villages in the district which are awaiting implementation of the drinking water schemes.

Education

With the opening of a school in 1856 the modern education was introduced in Kapurthala State by Raja Randhir Singh. The school was upgraded to high school in 1864. In 1896 it was converted into an Intermediate Arts College and made degree college in 1946. It is known as Randhir College. By 1904 there were one Intermediate college at Kapurthala, 2 High schools at Phagwara and Kapurthala) 4 Middle Schools (at Sultanpur Lodhi, Nadala, Bhunga, and Kala) and 25 Primary schools, Besides there were 82 indigenous schools (55 Mohammedan schools, 27 Hindu schools). In the indigenous

schools, Arabic, Persian, Urdu, Hindi Gurmukhi was taught in the mosques, gurdwaras and mandirs by the Maulvis, Bhais and Pandits respectively. Also private school existed for teaching of Lande in the urban areas. Urdu was the medium of instruction in the State schools as was in the Punjab area.

The number of educational institutions increased at a fast rate after independence and by 30th September, 2000, there were 17 Arts, Science, Commerce and Home Science Colleges (11 boys, 6 girls) Teachers Training Colleges (B.Ed.) 2 (1 boys, 1 girls), Senior Secondary Schools 44 (40 boys, 4 girls) High Schools 79 (69 boys, 10 girls) Middle Schools 112 (110 boys, 2 girls) Primary Schools 485 (Boys 480 Girls 5) Technical Industrial Art Craft School 7 (3 boys, 4 girls) and Polytechnic Institutions 2 (boys) (*Annexure-III to XIV*).

The only Sainik School in the state is located at Kapurthala, since 1961. The School is a residential School, which prepares boys for the National Defence Academy (NDA) and Senior School certificate examination of CBSE New Delhi. The school is housed in the erstwhile palace of Maharaja of Kapurthala and managed by an autonomous board of governors under the Ministry of Defence. According to 2001 census, the district reported the literacy rate 73.56 Percent (Rural 70.57 Percent, Urban 79.63 Percent), Male 78.66 (Rural 76.27 Percent, Urban 83.30 Percent) and Female 67.90 (Rural 64.41 Percent, Urban 75.33 Percent) (*Annexure-XI*).

Occupations

Kapurthala is predominantly an agricultural district as majority of its population is dependent on agriculture. The percentage of urban population, as reported in 2001 Census, is 32.59 per cent (*Annexure-I*).

According to the 2001 Census there were 30.9 percent main workers in the district, out of which 49.3 percent were male and 10.0 percent female. The rural urban break up shows that 30.4 percent workers were in the rural areas whereas 31.8 percent workers were in the urban areas. The break up of main workers reveals that there are: 22.7 percent cultivators-Category I (25.3 percent male, 11.5 percent female); and 13.5 percent agricultural labours-Category II (13.0 percent male, 15.6 percent female).

In short, the percentage of people residing in the rural area is decreased by 6.83 percent. There is a decrease of 6100 hectares in the Net Area Irrigated but there is an increase in the gross Irrigated Area by 12000 hectares in 2001 as compared in 1991. The number of cattle has come down but milk production has gone up. The district has progressed in the field of communication, Industry, Medical and Public health and Education etc.

District: Kapurthala Primary Statistics		
S.NO	ITEM	
1	Area	1632 sq. km
	Tehsils	4
	Blocks	5
	Towns	7
	Inhabited villages	690
2	Population 2001	
	Total population	752287
	Rural population	507148
	Percentage to total Population	67.41%
	Urban population	245139
	Percentage to total Population	32.59%
	Density	461
	Literate and educated persons	486659
	Literacy	73.56%
	Female per 1000 male	886
	Total Workers	263300
	Main Workers	232457
	Marginal Workers	30844
	Non- Workers	488986
	Break up of Main Workers	
	I) Cultivators	59769
	II) Agriculture Labourer	35546
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	7372
	IV) Other Services	160613
3	Local Bodies(2000-2001)	
	I) Zila Parishads	1
	II) Municipal Committees	6
4	Climate	
	Average Rainfall	542mm.
5	Agriculture (2000-2001)	
	Net Area Sown	135000 hect.
	Area Sown more than once	127000 hect.
6	Irrigation (2000-2001)	
	Net Area Irrigated by:	
	Govt. Canals	1200 hect
	Wells/Tubewells	133500 hect.
	Total	134700 hect
	Gross Area Irrigated	261800 hect.
7	Animal Husbandry (2000-2001)	
	Veterinary Hospitals	45
	Permanent Outlaying Dispensaries & insemination Units	41
	Area Stocked with fish	254 hect.
	Total Live Stock (Live Stock Census 1997)	274100
	Total Poultry (Live Stock Census 1997)	198300
8	Energy (1999-2000)	
	Consumption of Electricity	588.01 million units
9	Forest (2000-2001)	
	Area under Forests	20 Sq. km.
10	Industries (2000)	
	Regd. Working Factories	383
11	Medical and Health (1.4.2001)	
	Hospitals	8

District: Kapurthala Primary Statistics		
S.NO	ITEM	
	Dispensaries	59
	P.H.Cs.	11
	Ayurvedic and Unani Institution	28
	Homoeopathic Institutions	7
	Beds installed in Medical Institutions (Allopathy)	773
12	Co-operation (2000-2001)	
	Co-operative Societies	648
	Primary Agricultural Credit Societies	105
13	Banking (2000)	
	Scheduled Banks	112
14	Miscellaneous(2000-2001)	
	Post Offices	140
	Police-Stations/ Police Posts	13 (8+5)

Source : Statistical Abstract of Punjab

District: Kapurthala Demographic Profile		
	1991	2001
Population-Total	646647	752287
Male	341030	398878
Female	305617	353409
Rural	480042	507148
Male	251299	265889
Female	228743	241259
Urban	166605	245139
Male	89731	132989
Female	76874	112150
Sex Ratio-Total	896	886
Rural	910	907
Urban	857	843
No. of Literates-Total	344009	486659
Male	200341	273556
Female	143668	213103
Rural	236897	312868
Male	138693	175372
Female	98204	137496
Urban	107112	173791
Male	61648	98184
Female	45464	75604
0-6 Population-Total	103240	90672
Male	54946	51089
Female	48294	39583
Rural	77860	63773
Male	41521	35968
Female	36339	27805
Urban	25380	26899
Male	13425	15121
Female	11955	11778
SC Total-1991	190484	N/A
Male	100931	N/A
Female	89553	N/A
Rural	152213	N/A
Male	80531	N/A
Female	71682	N/A
Urban	38271	N/A
Male	20400	N/A
Female	17871	N/A

District Kapurthala																
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																
Art, Science, Commerce and Home Science Colleges.	9	5	14	35.71	9	5	14	35.71	9	5	14	35.71	11	6	17	35.29
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.Ed.)	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00
Senior Secondary Schools	35	4	39	10.26	35	4	39	10.26	40	4	44	9.09	40	4	44	9.09
High Schools	73	10	83	12.05	74	10	84	11.90	69	10	79	12.66	69	10	79	12.66
Middle Schools	110	2	112	1.79	110	2	112	1.79	110	2	112	1.79	110	2	112	1.79
Primary Schools	419	6	425	1.41	419	6	425	1.41	480	5	485	1.03	480	5	485	1.03
Pre-Primary Schools																
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	1		1	0.00	2		2	0.00	2		2	0.00	2		2	0.00
Technical Industrial Art Craft Schools	3	4	7	57.14	3	4	7	57.14	3	4	7	57.14	3	4	7	57.14

Source : Statistical Abstract of Punjab

- (1) These figures relate to the State Statistics Abstract and are not in conformity with the household survey conducted by the department.
(2) For the purpose of District Plan number of School and Enrolment has been take as per survey figures.

District Kapurthala																
No. of Working Teachers in Recognised Schools																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers
Universities																
Art, Science, Commerce and Home Science Colleges.	162	196	358	54.75	160	196	356	55.06	162	205	367	55.86	205	194	399	48.62
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	11	19	30	63.33	8	17	25	68.00	10	21	31	67.74	11	21	32	65.63
Senior Secondary Schools	550	465	1015	45.81	521	447	968	46.18	563	604	1167	51.76	589	589	1178	50.00
High Schools	468	610	1078	56.59	491	669	1160	57.67	453	535	988	54.15	426	559	985	56.75
Middle Schools	265	262	527	49.72	299	252	551	45.74	313	274	587	46.68	299	271	570	47.54
Primary Schools	713	929	1642	56.58	707	889	1596	55.70	622	928	1550	59.87	629	813	1442	56.38
Pre-Primary Schools																
Elementary Teacher's Training Schools	12	4	16	25.00	11	4	15	26.67	11	5	16	31.25	6	4	10	40.00
Polytechnic Institutions	42	3	45	6.67	42	2	44	4.55	42	2	44	4.55	42	2	44	4.55
Technical Industrial Art Craft Schools	48	23	71	32.39	46	23	69	33.33	46	24	70	34.29	65	17	82	20.73

Source : Statistical Abstract of Punjab

- (1) These figures relate to the State Statistics Abstract and are not in conformity with the household survey conducted by the department.
(2) For the purpose of District Plan number of School and Enrolment has been take as per survey figures.

District Kapurthala

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.	63	127	190	66.84	68	150	218	68.81	85	193	278	69.42	74	213	287	74.22
M.Sc.																
M.Com.																
B.A / B.A. (HONS.)	2312	3871	6183	62.61	2243	3864	6107	63.27	1921	3774	5695	66.27	1997	3879	5876	66.01
B.Sc./ B.Sc. (HONS.)	92	80	172	46.51	184	180	364	49.45	71	142	213	66.67	103	103	206	50.00
B.Com./ B.Com. (HONS.)	307	468	775	60.39	340	530	870	60.92	359	518	877	59.06	407	565	972	58.13
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.																
M. B. B. S																
B. Ed.	105	175	280	62.50	90	120	210	57.14	115	184	299	61.54	106	204	310	65.81
Senior Secondary School	13905	12029	25934	46.38	14217	12609	26826	47.00	16305	13933	30238	46.08	16423	14188	30611	46.35
High School	14677	14483	29160	49.67	15142	14705	29847	49.27	13109	13594	26703	50.91	13091	13450	26541	50.68
Middle School	4054	3681	7735	47.59	4527	4149	8676	47.81	4348	4239	8587	49.37	4510	4428	8938	49.54
Primary School	26226	24837	51063	48.64	26977	24850	51827	47.95	26820	24271	51091	47.51	26714	23722	50436	47.03
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	139	98	237	41.35	108	99	247	40.08	103	99	202	49.01	103	99	202	49.01
Polytechnic Institutions	420	9	429	2.10	427	11	438	2.51	360	24	384	6.25	370	21	391	5.37
Technical Industrial Art and Craft School	460	268	728	36.81	411	325	736	44.16	497	258	755	34.17	671	270	941	28.69

Source : Statistical Abstract of Punjab

- (1) These figures relate to the State Statistics Abstract and are not in conformity with the household survey conducted by the department.
(2) For the purpose of District Plan number of School and Enrolment has been take as per survey figures.

District Kapurthala

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.	17	5	22	11.58	21	15	36	16.51	14	12	26	9.35	20	20	40	13.94
M.Sc.																
M.Com.																
B.A / B.A. (HONS.)	394	383	777	12.57	394	440	834	13.66	236	450	686	12.05	325	511	836	14.23
B.Sc./ B.Sc. (HONS.)	15	8	23	13.37	17	14	31	8.52	15	11	26	12.21	23	9	32	15.53
B.Com/ B.Com. (HONS.)	23	19	42	5.42	29	22	51	5.86	26	17	43	4.90	56	27	83	8.54
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.																
M. B. B. S																
B. Ed.	18	22	40	14.29	18	21	39	18.57	20	36	56	18.73	22	38	60	19.35
Senior Secondary School	4187	3391	7578	29.22	4546	3854	8400	31.31	4470	3949	8419	27.84	4392	4087	8479	27.70
High School	3640	3608	7248	24.86	3771	3955	7726	25.89	3425	3938	7363	27.57	3545	3901	7446	28.05
Middle School	1663	1591	3254	42.07	2021	1880	3901	44.95	1987	2006	3993	46.50	1892	1886	3778	42.27
Primary School	14030	13152	27182	53.23	14489	13401	27890	53.81	14704	13584	28288	55.37	15051	13663	28714	56.93
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	37	24	61	25.74	38	25	63	25.51	27	25	52	25.74	26	27	53	26.24
Polytechnic Institutions	98		98	22.84	90		90	20.55	90		90	23.44	95	2	97	24.81
Technical Industrial Art and Craft School	78	73	171	23.49	64	73	137	18.61	93	67	160	21.19	143	70	213	22.64

Source : Statistical Abstract of Punjab

(1) These figures relate to the State Statistics Abstract and are not in conformity with the household survey conducted by the department.

(2) For the purpose of District Plan number of School and Enrolment has been take as per survey figures.

Annexure -VII

District Kapurthala						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised-Schools)		
	Male	Female	Total	Male	Female	Total
Primary	26714	23722	50436	31500	27774	59274
Middle	11853	12491	24344	15793	15497	31290
Elementary	38567	36213	74780	47293	43271	90564
High School	6942	6352	12294	8632	8634	17266
Sr. Secondary	3213	2725	5938	4134	3474	7608
Secondary	9155	9077	18232	12766	12108	24874
Total (I-XII)	47722	45290	93012	60059	55379	115438

Source : Statistical Abstract of Punjab

District Kapurthala						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised-Schools)		
	Male	Female	Total	Male	Female	Total
Primary	27192	24502	51694	31384	28302	59686
Middle	11609	12026	23635	15530	14976	30506
Elementary	38801	36528	75329	46914	43278	90192
High School	6030	6284	12314	8770	8398	17168
Sr. Secondary	3310	3155	6465	4194	3869	8063
Secondary	9340	9439	18779	12964	12267	25231
Total (I-XII)	48141	45967	94108	59878	55545	115423

Source : Statistical Abstract of Punjab

Annexure - IX

District Kapurthala						
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	34983	26900	61883	73.99	74.01	74
Middle	15178	13412	28590	71.78	72.31	72.03

Source.:Statistical Abstract

Annexure - X

District Kapurthala			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	646647	344009	53.2
Male	341030	200341	58.74
Female	305617	143668	47.01
Scheduled Caste Population			
Total	190484	74598	39.16
Male	100931	47050	46.62
Female	89553	27548	30.76
Non-Scheduled Caste Population			
Total	556163	269411	48.44
Male	240099	153291	63.84
Female	316064	116120	36.74

Source : Census of Punjab, 1991

District : Kapurthala										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
071	Bhulath	75.37	81.14	69.49	74.97	80.81	69.06	77.06	82.47	71.33
013	Kapurthala	70.95	75.54	65.77	68.78	74.27	62.82	74.92	77.76	71.49
015	Sultanpur	66.63	72.75	59.88	64.58	71.09	57.43	79.30	82.84	75.28
014	Phagwara	79.69	84.68	74.06	75.18	80.62	69.22	85.10	89.40	80.08
09	District	73.56	78.66	67.90	70.57	76.27	64.41	79.63	83.30	75.33
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Census Data

Annexure - XII

District Kapurthala						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	43648	38409	82057	25327	22382	47709
2000	44113	38719	82832	25203	22351	47554
2001	44077	34987	79064	24730	21558	46288
2006	37913	34472	72385	27187	23684	50871
2011	37138	34100	71238	21297	19654	40951
2016	38254	35123	73377	22692	20801	43493

Source :RGI Estimates

Annexure - XIII

District Kapurthala							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	23.46	22.14	23.25	33.52	24.89	31.52
	2000	21.30	18.08	20.56	36.49	24.87	31.48
Middle	1999	32.47	21.86	27.83	52.70	45.05	42.62
	2000	36.77	23.14	30.46	52.66	40.95	47.61

Family Survey 2002

Annexure -XIV

District Kapurthala						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	116.87	114.25	115.72	120.35	118.88	119.67
Middle	92.83	93.76	93.26	87.67	89.48	88.54
High	92.22	90.46	91.38	80.36	78.65	79.54
SR.Sec	53.75	64.80	59.07	33.46	40.12	36.63

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
9.	KAPURTHALA	Dhilwan	60.75	33.53	4.93	0.79	100.00
		Kapurthala	51.30	37.48	10.14	1.08	100.00
		Nadala	59.33	35.39	4.65	0.62	100.00
		Phagwara	66.64	30.46	2.29	0.60	100.00
		Sultanpur	69.38	25.58	4.54	0.50	100.00
District Total			61.68	32.58	5.04	0.70	100.00

Source : SW Department

PART - II

School Evaluation and Gradation Method

Evaluation:

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

Self-evaluation :

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

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

Team-evaluation :

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

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

Gradation Method

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

School Building and its Surroundings :

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

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

Teaching material and teaching aids :

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

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

School Management :

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

School-Head :

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

Student:

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

Class room transactions :

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

Togetherness of children :

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

Community Participation :

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

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

Conclusion

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

EDUCATION GUARANTEE SCHEME (EGS)

EGS as an Alternative System:

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

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

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

It is difficult to make a clear, ideological statement on the issue of child labour in the context of EGS. However, by stressing time bound achievement of UEE, i.e. enrolment and completion of elementary education by all children, the SSA docs 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 targeted 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.

c) 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 than 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 unmatured shuttering for beams and roofs. Only use steel or matured wooden shuttering which may remain intact while the vibrator is on job.
- Use shuttering oil only, don't use used mobil oil.
- Wherever necessary a drip course should be carved on the rain shade so that rain water may not come in.

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

3. Expenditure Record

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

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

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

Guidelines for Maintaining the Accounts of Village Educational Development Committees

1. Sources of income

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

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

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

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

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

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

i) New construction

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

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

ii) Repair

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

iii) Purchase

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

iv) Honorarium/ Remuneration

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

v) Others

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

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

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

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

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

COMPUTERS AND ITS ALLIED SERVICES AS NEW TECHNOLOGY IN SCHOOL EDUCATION

Making a new Educational System

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

- » How should we organize educative activity in space and time to make full use of information technology? What should its location and schedule be?
- » What well-springs of human emotion and activity should it tap for its driving energies?
- » How should we manage the works and knowledge of our culture so that presentation of them through advanced information technologies will best support the educative effort?
- » What pedagogical resources will best enable students to explore, select, and appropriate the skills and ideas that the culture proffers to them?
- » How can we structure the activities of teaching so that they attract highly talented people and provide them with self-renewing and self-developing conditions of work?

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

Educational Design of Learning Environments

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

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

Motivational Source of Education

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

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

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

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

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

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

Organizing Culture and Knowledge

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

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

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

Toward Computer-Based Educational Methods

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

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

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

Improving the Conditions of Teaching

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

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

Computers as New Technology

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

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

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

- **EMIS Solution**

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

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

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

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

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

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

- a) Drop outs at various levels

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

[iv. Teachers]

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

[v. Demographic Record]

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

[vi. Planning]

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

[vii. Monitoring]

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

The board parameters are:

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

[viii. Financial]

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

[ix. Evaluation]

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

[x. School Mapping]

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

- **Computer Education and its Allied Services**

- i. Tutorial Learning**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ii. Technologies for Exploratory Learning

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

Electronic Databases

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

Computer-Based Exploratory Applications

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

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

iii. Technology as Applications

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

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

iv Technologies for Communication

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

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

Computer Networks

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

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	½ day	Annual

Tentative Training Programme For School Heads

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

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

1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Geography (S.S.)	All	5 years	2 days	
	d) Social Studies	All	5 years	2 days	
	e) History & Civics (S.S.)	All	5 years	2 days	
	f) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how	All	All	2 days	Once in 3 years
	- responsibility, wrong definitions of love and affection.	All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence Head's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years
9.	Motivation -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 09 KAPURTHALA

**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	%
KAPURTHALA-I	72	16	22.22	11			11			9			103	16	15.53
KAPURTHALA-II	90	11	12.22	22			11			11			134	11	8.21
KAPURATHLA-III	66	12	18.18	12			5			5			88	12	13.64
SULTANPUR - I	68	10	14.71	11			3			4			86	10	11.63
SULTANPUR - II	64	10	15.63	11			6			7			88	10	11.36
BHULATH	109	10	9.17	22			17			9			157	10	6.37
PHAGWARA	93	14	15.05	23			14			10			140	14	10.00
Grand Total	562	83	14.77	112			67			55			796	83	10.43

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 - 198 KAPURTHALA-I														
09-198-0003R201 G.P.S. GOSAL	43		37				2		2				Y	Kushal
09-198-0006R201 G.P.S. ARIYANWALA	83		78		6	10	3		2		1		Y	Kushal
09-198-0006U201 G.P.S. SHAIKHUPUR	277		240		7	8	7		7				Y	Kushal
09-198-0010R201 G.P.S. BALERKHANPUR	100		93		9	3	5		4		1		Y	Behtar
09-198-0013R201 G.P.S. NATHU CHAHL	127		114		1	1	5		5					Ausat
09-198-0017R201 G.P.S. MALU KADRABAD	78		76		3		2		2				Y	Ausat
09-198-0025R201 G.P.S. SANDHU CHATHA	150		98		2	3	5		5				Y	Kushal
09-198-0035R201 G.P.S. MACHHI PAL	43		36				2		2				Y	Behtar
09-198-0038R201 G.P.S. KAHALWAN	107		82				3		2		1		Y	Niman
09-198-0042R201 G.P.S. BHANO LANGA	89		80				3		2		1		Y	Uttam
09-198-0044R201 G.P.S. MALLIAN	88		78		1	1	3		3				Y	Kushal
09-198-0050R201 G.P.S. KARHAL KHURD	34		29			2	2		2				Y	Kushal
09-198-0051R201 G.P.S. KHERA DONA	163		138				5		5				Y	Shiromani
09-198-0057R201 G.P.S. KAUL TALWANDI	31		30				2		2				Y	Kushal
09-198-0066R201 G.P.S. BRIND PUR	86		69				3		3				Y	Shiromani
09-198-0069R201 G.P.S. SAIDOWAL	168		141				6		6				Y	Uttam
Total	1667		1419		29	28	58		54		4			
Block - 199 KAPURTHALA-II														
09-199-0011U201 G.P.S. HOSTEL-II, KAPURTHALA	123		107				5		4		1		Y	Kushal
09-199-0108R201 G.P.S. SUBHAN PUR	29		23		1		2		2				N	Uttam
09-199-0109R201 G.P.S. DOGRAN WAL	234		205		41	36	5		5				Y	Kushal
09-199-0116R201 G.P.S. PHULEWAL	78		78				2		2				Y	Adarsh
09-199-0117R201 G.P.S. DAINWIND	128		10		3	19	4		4				Y	Shiromani
09-199-0132R201 G.P.S. DHUWANKHE NISHAN	23		23				2		2				Y	Kushal
09-199-0133R201 G.P.S. DHUANKHA JAGIR	35		33				2		2				Y	Kushal
09-199-0134R201 G.P.S. KADUPUR	116		80				4		4				Y	Ausat
09-199-0139R201 G.P.S. KOKALPUR	162		150		1	7	5		5				Y	Uttam
09-199-0558R201 G.P.S. JAI RAM PUR	85		78				3		2		1		N	Kushal

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
09-202-0289R201 G.P.S. TIBBA	200		175		1	5	6		6				Y	Kushal
09-202-0290R201 G.P.S. SAIDPUR	129		96		2	10	4		4				Y	Behar
09-202-0301R201 G.P.S. BIDHI PUR	95		93		1	3	3		3				Y	Kushal
09-202-0315R201 G.P.S. DALLA	175		159		8	13	5		4		1		Y	Uttam
09-202-0318R202 G.P.S. MOHABLI PUR	127		114		3	13	4		3		1		Y	Shiromani
09-202-0327R201 G.P.S. JAINPUR	79		66			1	3		2		1		Y	Behar
09-202-0329R201 G.P.S. DUDWINDI	293		268				7		6		1		Y	Shiromani
09-202-0340R201 G.P.S. MEWA SINGH WALA	52		52		6	4	3		3				Y	Kushal
09-202-0342R201 G.P.S. SAWAL	90		79				3		3				Y	Kushal
Total	1662		1460		34	70	48		41		7			
Block - 203 BHULATH														
09-203-0053U203 G.P.S. KAMRAI, BHULATH	70	52	65	49	105	83	4	7	4	6		1	Y	Behar
09-203-0364R201 G.P.S. MANA TALWANDI	96	57	84	57	85	53	3	6	3	4		2	Y	Behar
09-203-0388R202 G.P.S. NADALA	230	174	196	170	496	329	6	12	6	9		3	Y	Ausat
09-203-0391R201 G.P.S. DAMULIAN	72		53		96		3		3				Y	Ausat
09-203-0399R202 G.P.S. IBRAHIMWAL	166	221	143	200	187	84	5	6	5	6			Y	Behar
09-203-0414R201 G.P.S. (B) NANGAL LUBANA	104		82		189	148	5		5				Y	Khasta
09-203-0414R202 G.P.S. (G) NANGAL LUBANA	154	206	115	200			5	9	5	3			N	Ausat
09-203-0427R201 G.P.S. RAI PUR PIR BAKHSH WALA	81	48	67	45	116	73	4	7	4	4		3	Y	Ausat
09-203-0432R201 G.P.S. RAMGARH	102	74	87	71	60	40	4	7	3	4	1	3	Y	Behar
09-203-0546R201 G.P.S. JAID, KAPURTHALA	112	48	90	48	68	47	4	7	4	5		2	Y	Ausat
Total	1187	880	982	840	1402	857	43	61	42	47	1	14		
Block - 204 PHAGWARA														
09-204-0067U201 G.P.S. BAZIGAR BASTI, PHAGWARA	153		140		105	48	5		4		1		Y	Behar
09-204-0451R201 G.P.S. RIHANA JATTAN	191		185		134	57	5		5				Y	Adarsh
09-204-0456R201 G.P.S. SUNRAN RAJPUTAN	115		113		68	47	4		2		2		Y	Uttam
09-204-0478R201 G.P.S. MAULI	185		167		159	26	5		5				Y	Uttam
09-204-0484R201 G.P.S. ATHOLI	132		122		83	49	4		4				Y	Adarsh
09-204-0487R201 G.P.S. LAKH PUR	143		125		1		4		2		2		N	Behar

District -09--KAPURTHALA

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	1-V	VI-VIII	6-10	11-14	1-V	VI-VIII	1-V	VI-VIII	1-V	VI-VIII	Maintenacance	LEVEL
09-204-0491R201 G.P.S. GULABGARH JAGIR	80		80		50	30	2		2					Shiromani
09-204-0495R201 G.P.S. PLAHI	173		158		1		5		4		1		Y	Uttam
09-204-0500R201 G.P.S. KHURAMPUR	79		74			7	3		3				Y	Uttam
09-204-0501R201 G.P.S. RANIPUR RAJPUTAN	190		170		1		6		5		1		Y	Uttam
09-204-0504R201 G.P.S. RANIPUR KAMBOAN	83		75				3		3				Y	Kushal
09-204-0513R201 G.P.S. BISHANPUR	21		18		21		2		1		1		Y	Kushal
09-204-0531R201 G.P.S. NASIRA BAD	84		81		58	26	3		2		1		Y	Behtar
09-204-0541R201 G.P.S. NARUR	162		146		128	34	5		5				Y	Kushal
Total	1791		1654		809	324	56		47		9			
Grant Total	10592	880	9093	840	3799	1347	344	61	312	47	32	14		

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 teaher'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

Sl. No.	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					
2.01	Our National Symbols and National Integration	Teacher Training	Punjabi	NCERT	School
2.01	Communication Media and International	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/In-Service Training Centre
2.01	Improvising Teaching-Aids	Teacher Training	Punjabi	NCERT	
2.01	Learner-centred Approach	Teacher Training	Punjabi	NCERT	School level
2.01	Developing Inquiry skills in students.	Teacher Training	Punjabi	NCERT	School level
2.01	Values oriented Education	Teacher Training	Punjabi	NCERT	School level
2.01	Moral Education : communication and Evaluation	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Environment, School and children cleanliness	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Motivational Skills & Self Motivation	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Leadership Skills	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Communication Skills	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Time Management	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Stress Management	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Administrative Skills	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Financial Skills	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Counselling Skills	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Conflict Management	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Team Building	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Interpersonal Relations	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	P.R.Training	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Appropriate Teaching Strategies for the Disabled	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Concept Building Techniques for the Disabled	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Appropriate Teaching Techniques for the Disabled	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Induction Training	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Attitude to learn more, how to fetch more work	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Right and justified Benchmarking of self & others	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	First-Aid	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Authentic Vs inauthentic labour	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Working with First Generation learners e.g. Academic house management, counselling.	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Curriculum Development: content and methodology to transact content	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	Use of computers and internet	Teacher Training	Punjabi	SSA, Punjab	School level
2.01	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 level/ Distt level/Dists/In-Service Training Centre
17.01	Indicators of Educational Development. Future School, School Enrolments: Teacher Projection	Planning management	Punjabi	NIEPA	School level

Sarva Shiksha Abhiyan During 2001-2002

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

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

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

Active 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/II/2 1st To VIIIth class	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Details of Teacher SSA/SET/II/2.1	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2.2	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Records of total School in Cluster Resource Centre SSA/SET/III/1	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/III/2	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/III/2.1	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/III/3	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/III/4	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/III/5	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/III/6	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/III/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/i 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 the district Kapurthala.

Enrolment (Survey)- 2002				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	48066	15818	19745	83629
Upper primary	25451	7381	6861	39693

Enrolment (State Abstract)- 2000				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	50436	8838	-	59274
Upper primary	24344	6946	-	31290

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

District - 09 - KAPURTHALA

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	13115	9302	22417	5150	3901	9051	3504	2468	5972
Pre Primary Total	13115	9302	22417	5150	3901	9051	3504	2468	5972
I	12158	8496	20654	5040	3819	8859	3199	2170	5369
II	9492	7407	16899	4107	3645	7752	2531	1833	4364
III	8819	6914	15733	3901	3295	7196	2166	1623	3789
IV	8807	6932	15739	3738	3236	6974	2218	1688	3906
V	8007	6597	14604	3201	2869	6070	2115	1643	3758
Primary Total	47283	36346	83629	19987	16864	36851	12229	8957	21186
VI	7810	6732	14542	2999	2878	5877	2051	1624	3675
VII	6720	5859	12579	2487	2391	4878	1822	1566	3388
VIII	6615	5957	12572	2386	2255	4641	1933	1603	3536
Middle Total	21145	18548	39693	7872	7524	15396	5806	4793	10599
IX	5367	4843	10210	1870	1720	3590	1496	1313	2809
X	6408	5772	12180	2115	1869	3984	1784	1595	3379
Secondary Total	11775	10615	22390	3985	3589	7574	3280	2908	6188
XI	2623	2862	5485	651	718	1369	860	892	1752
XII	2620	3004	5624	543	578	1121	753	952	1705
Sr. Secondary Total	5243	5866	11109	1194	1296	2490	1613	1844	3457
Technical Education	515	744	1259	91	108	199	151	258	409
Technical Education Total	515	744	1259	91	108	199	151	258	409

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	5699	4244	9943	3097	2503	5600	1412	1030	2442
Pre Primary Total	5699	4244	9943	3097	2503	5600	1412	1030	2442
I	5603	4357	9960	3431	2670	6101	1101	868	1969
II	5180	4544	9724	3110	2897	6007	1138	959	2097
III	5200	4421	9621	3097	2705	5802	1113	893	2006
IV	5338	4556	9894	2989	2696	5685	1178	931	2109
V	4614	4253	8867	2484	2341	4825	1064	927	1991
Primary Total	25935	22131	48066	15111	13309	28420	5594	4578	10172
VI	4688	4577	9265	2377	2395	4772	1089	958	2047
VII	4082	4009	8091	1968	2014	3982	1024	884	1908
VIII	3978	4117	8095	1858	1885	3743	1012	1007	2019
Middle Total	12748	12703	25451	6203	6294	12497	3125	2849	5974
IX	3270	3221	6491	1469	1318	2787	829	844	1673
X	3817	3836	7653	1582	1450	3032	982	1000	1982
Secondary Total	7087	7057	14144	3051	2768	5819	1811	1844	3655
XI	1718	1867	3585	479	551	1030	565	571	1136
XII	1618	1557	3175	396	358	754	478	511	989
Sr. Secondary Total	3336	3424	6760	875	909	1784	1043	1082	2125
Technical Education	199	235	434	27	43	70	43	73	116
Technical Education Total	199	235	434	27	43	70	43	73	116

District - 09 - KAPURTHALA

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	2880	2006	4886	728	519	1247	879	602	1481
Pre Primary Total	2880	2006	4886	728	519	1247	879	602	1481
I	2938	1711	4649	583	353	936	1072	633	1705
II	1981	1341	3322	394	340	734	741	454	1195
III	1572	1098	2670	305	216	521	519	338	857
IV	1568	1022	2590	333	185	518	480	355	835
V	1533	1054	2587	304	202	506	503	327	830
Primary Total	9592	6226	15818	1919	1296	3215	3315	2107	5422
VI	1578	1035	2613	332	256	588	537	349	886
VII	1433	945	2378	291	175	466	466	413	879
VIII	1398	992	2390	249	201	450	544	330	874
Midlle Total	4409	2972	7381	872	632	1504	1547	1092	2639
IX	1177	958	2135	228	246	474	444	278	722
X	1632	1162	2794	359	261	620	522	370	892
Secondary Total	2809	2120	4929	587	507	1094	966	648	1614
XI	635	691	1326	120	120	240	204	196	400
XII	699	980	1679	118	157	275	191	294	485
Sr. Secondary Total	1334	1671	3005	238	277	515	395	490	885
Technical Education	212	349	561	45	35	80	59	128	187
Technical Education Total	212	349	561	45	35	80	59	128	187

District - 09 - KAPURTHALA

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	4536	3052	7588	1325	879	2204	1213	836	2049
Pre Primary Total	4536	3052	7588	1325	879	2204	1213	836	2049
I	3617	2428	6045	1026	796	1822	1026	669	1695
II	2331	1522	3853	603	408	1011	652	420	1072
III	2047	1395	3442	499	374	873	534	392	926
IV	1901	1354	3255	416	355	771	560	402	962
V	1860	1290	3150	413	326	739	548	389	937
Primary Total	11756	7989	19745	2957	2259	5216	3320	2272	5592
VI	1544	1120	2664	290	227	517	425	317	742
VII	1205	905	2110	228	202	430	332	269	601
VIII	1239	848	2087	279	169	448	377	266	643
Middle Total	3988	2873	6861	797	598	1395	1134	852	1986
IX	920	664	1584	173	156	329	223	191	414
X	959	774	1733	174	158	332	280	225	505
Secondary Total	1879	1438	3317	347	314	661	503	416	919
XI	270	304	574	52	47	99	91	125	216
XII	303	467	770	29	63	92	84	147	231
Sr. Secondary Total	573	771	1344	81	110	191	175	272	447
Technical Education	104	160	264	19	30	49	49	57	106
Technical Education Total	104	160	264	19	30	49	49	57	106

District - 09 - KAPURTHALA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form 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	3214	2441	5655	1258	1004	2262	929	672	1601
4	5562	3855	9417	2204	1580	3784	1423	1018	2441
5	6976	5079	12055	2772	2208	4980	1846	1326	3172
Sub Total	15752	11375	27127	6234	4792	11026	4198	3016	7214
6	7729	5686	13415	3146	2491	5637	2155	1517	3672
7	7419	5889	13308	3068	2789	5857	1959	1492	3451
8	8122	6318	14440	3323	2843	6166	2214	1575	3789
9	7719	6131	13850	3222	2705	5927	2008	1525	3533
10	8737	7016	15753	3483	3089	6572	2273	1724	3997
Sub Total	39726	31040	70766	16242	13917	30159	10609	7833	18442
11	7285	6272	13557	2900	2761	5661	1890	1536	3426
12	7642	6417	14059	2953	2711	5664	1998	1717	3715
13	6934	6177	13111	2636	2467	5103	1848	1594	3442
Sub Total	21861	18866	40727	8489	7939	16428	5736	4847	10583
14	6264	5454	11718	2299	2029	4328	1791	1426	3217
15	5037	4808	9845	1813	1687	3500	1368	1328	2696
Sub Total	11301	10262	21563	4112	3716	7828	3159	2754	5913
16	4202	4062	8264	1364	1262	2626	1149	1103	2252
17	3181	2956	6137	948	888	1836	900	860	1760
Sub Total	7383	7018	14401	2312	2150	4462	2049	1963	4012
18	2325	2185	4510	675	582	1257	637	629	1266
19	728	675	1403	215	186	401	195	186	381
Sub Total	3053	2860	5913	890	768	1658	832	815	1647
Grand Total	99076	81421	180497	38279	33282	71561	26583	21228	47811

02 - School Going Children (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	1699	1281	2980	833	691	1524	472	328	800
4	2352	1725	4077	1315	1002	2317	576	415	991
5	2959	2358	5317	1736	1484	3220	604	467	1071
Sub Total	7010	5364	12374	3884	3177	7061	1652	1210	2862
6	3697	3087	6784	2137	1802	3939	838	716	1554
7	3732	3406	7138	2221	2078	4299	799	719	1518
8	4385	3722	8107	2505	2247	4752	992	818	1810
9	4467	3887	8354	2545	2223	4768	1025	821	1846
10	4964	4462	9426	2710	2518	5228	1136	904	2040
Sub Total	21245	18564	39809	12118	10868	22986	4790	3978	8768
11	4299	4132	8431	2311	2248	4559	981	944	1925
12	4535	4323	8858	2300	2255	4555	1087	950	2037
13	4272	4287	8559	2115	2096	4211	1019	968	1987
Sub Total	13106	12742	25848	6726	6599	13325	3087	2862	5949
14	3884	3744	7628	1820	1675	3495	967	915	1882
15	3279	3356	6635	1423	1356	2779	857	894	1751
Sub Total	7163	7100	14263	3243	3031	6274	1824	1809	3633
16	2647	2709	5356	1069	1014	2083	693	706	1399
17	2002	1783	3785	703	637	1340	534	497	1031
Sub Total	4649	4492	9141	1772	1651	3423	1227	1203	2430
18	1396	1199	2595	472	395	867	344	314	658
19	435	333	768	149	105	254	104	80	184
Sub Total	1831	1532	3363	621	500	1121	448	394	842
Grand Total	55004	49794	104798	28364	25826	54190	13028	11456	24484

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	557	434	991	172	126	298	174	136	310
4	1309	880	2189	314	203	517	395	286	681
5	1698	1134	2832	370	261	631	587	368	955
Sub Total	3564	2448	6012	856	590	1446	1156	790	1946
6	1772	1073	2845	397	221	618	630	387	1017
7	1680	1099	2779	328	253	581	625	406	1031
8	1680	1106	2786	291	217	508	664	346	1010
9	1411	998	2409	273	206	479	470	354	824
10	1772	1099	2871	369	185	554	521	372	893
Sub Total	8315	5375	13690	1658	1082	2740	2910	1865	4775
11	1424	1006	2430	267	268	535	484	286	770
12	1617	1095	2712	325	232	557	523	461	984
13	1387	1040	2427	283	170	453	475	355	830
Sub Total	4428	3141	7569	875	670	1545	1482	1102	2584
14	1284	935	2219	233	220	453	514	291	805
15	1035	894	1929	205	209	414	324	265	589
Sub Total	2319	1829	4148	438	429	867	838	556	1394
16	1000	903	1903	208	157	365	303	249	552
17	806	751	1557	166	163	329	252	239	491
Sub Total	1806	1654	3460	374	320	694	555	488	1043
18	630	692	1322	143	128	271	171	208	379
19	174	205	379	45	47	92	49	58	107
Sub Total	804	897	1701	188	175	363	220	266	486
Grand Total	21236	15344	36580	4389	3266	7655	7161	5067	12228

04 - School Going Children (Unrecognised) - (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	958	726	1684	253	187	440	283	208	491
4	1901	1250	3151	575	375	950	452	317	769
5	2319	1587	3906	666	463	1129	655	491	1146
Sub Total	5178	3563	8741	1494	1025	2519	1390	1016	2406
6	2260	1526	3786	612	468	1080	687	414	1101
7	2007	1384	3391	519	458	977	535	367	902
8	2057	1490	3547	527	379	906	558	411	969
9	1841	1246	3087	404	276	680	513	350	863
10	2001	1455	3456	404	386	790	616	448	1064
Sub Total	10166	7101	17267	2466	1967	4433	2909	1990	4899
11	1562	1134	2696	322	245	567	425	306	731
12	1490	999	2489	328	224	552	388	306	694
13	1275	850	2125	238	201	439	354	271	625
Sub Total	4327	2983	7310	888	670	1558	1167	883	2050
14	1096	775	1871	246	134	380	310	220	530
15	723	558	1281	185	122	307	187	169	356
Sub Total	1819	1333	3152	431	256	687	497	389	886
16	555	450	1005	87	91	178	153	148	301
17	373	422	795	79	88	167	114	124	238
Sub Total	928	872	1800	166	179	345	267	272	539
18	299	294	593	60	59	119	122	107	229
19	119	137	256	21	34	55	42	48	90
Sub Total	418	431	849	81	93	174	164	155	319
Grand Total	22836	16283	39119	5526	4190	9716	6394	4705	11099

District - 09 - KAPURTHALA

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	3210	2439	4	2								4	2																														
4	4893	3382	669	471		2						669	473																														
5	3615	2631	3184	2265	175	182	2	1				3361	2448																														
6	1264	752	4795	3461	1559	1370	109	100	2	3		6465	4934																														
7	87	70	2899	1892	3290	2806	1052	1046	89	75	2	7332	5819																														
8	28	23	460	309	3553	2482	2990	2466	949	915	142	123	8094	6295																													
9	4	2	85	60	592	353	3518	2567	2531	2223	871	813	7597	6016	118	110		3																									
10	1	3	35	24	210	136	718	500	4026	2953	2763	2500	7752	6113	793	767	191	133																									
11			15	5	57	45	263	135	653	473	3191	2441	4179	3099	2374	2289	636	766	95	118	3105	3173	1																				
12			10	4	35	21	113	72	373	208	687	480	1218	785	3484	2732	2114	2009	711	765	6309	5506	112	125	3	1	115	126															
13			1		12	5	35	20	128	57	232	177	408	259	678	540	2919	2320	2205	2164	5802	5024	625	773	96	121	721	894	1														
14			1	1	6	5	13	7	45	18	85	50	150	81	273	213	592	456	2841	2233	3706	2902	1693	1626	642	754	2335	2380	63	85	10	4	73	89									
15	13		2	3		2		11	4	25	9	41	15	72	56	188	131	503	493	763	680	2225	1810	1579	1673	3804	3483	341	500	71	124	412	624	4									
16					4			2	7	2	11	4	11	22	56	32	189	130	256	184	478	353	2203	1922	2681	2275	835	1051	370	496	1205	1547	49	52									
17										1	1	1	1	4	2	20	8	54	37	78	47	153	110	1103	793	1256	903	887	796	844	1038	1731	1834	115	171								
18									1	1	1	1	2	3	1	3	1	3	1	13	14	19	16	64	36	637	411	701	447	401	372	982	1029	1363	1401	221							
19																	1	4	3	5	3	16	10	145	97	161	107	95	58	343	313	438	371	124									
Total	13115	9302	12158	8496	9492	7407	8819	6914	8807	6932	8007	6597	47283	36346	7810	6732	6720	5859	6615	5957	21145	18548	5367	4843	6408	5772	11775	10615	2623	2862	2620	3004	5243	5866	515	744							

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech./ Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
3	1258	1003		1																																
4	2017	1425	187	153		2							187	155																						
5	1458	1191	1243	951	71	66							1314	1017																						
6	366	237	2125	1633	612	588	42	32	1	1			2780	2254																						
7	27	30	1214	897	1404	1386	388	448	35	27		1	3041	2759																						
8	12	12	203	127	1499	1177	1248	1157	320	325	41	45	3311	2831																						
9	1	2	37	34	326	203	1554	1202	1004	985	276	252	3197	2676	24	26		1							24	27										
10		1	17	17	128	89	413	306	1661	1434	948	992	3167	2838	252	209	62	41	2						316	250										
11			7	4	40	114	149	80	380	278	1327	1134	1903	1610	822	902	148	217	27	32	997	1151														
12			6	1	18	12	68	52	215	131	368	288	675	484	1379	1253	672	726	196	215	2247	2194	31	29		4	31	33								
13					2	5	27	12	81	40	161	118	271	175	322	302	1154	1048	716	727	2192	2077	147	190	26	25	173	215								
14			1	1	4	3	8	6	35	13	59	32	107	55	145	127	291	246	1069	894	1505	1267	508	505	156	168	664	673	21	34			21	34	2	
15	11				3				6	1	14	6	23	7	47	38	113	88	240	279	400	405	838	705	457	405	1295	1170	66	85	14	16	80	101	4	4
16							4				1	6	10	1	6	18	29	20	107	76	142	114	223	189	741	626	964	815	173	231	63	86	236	317	12	15
17									1	1	1	1			2	15	4	22	21	37	27	83	72	441	358	524	430	231	224	138	175	369	399	17	31	
18															2	1	3		5	9	10	10	33	28	229	177	262	205	127	122	233	210	360	332	43	35
19																	2	2	2	2	7	2	65	46	72	48	33	22	95	91	128	113	13	23		
Total	5150	3901	5040	3819	4107	3645	3901	3295	3738	3236	3201	2869	19987	16864	2999	2878	2487	2391	2386	2255	7872	7524	1870	1720	2115	1869	3985	3589	651	718	543	578	1194	1296	91	108

District - 09 - KAPURTHALA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 03

Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu.							
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	926	671	3	1									3	1																								
4	1229	873	194	144		1							194	145																								
5	934	680	849	581	63	64		1					912	646																								
6	390	225	1283	903	437	354	43	35	2				1765	1292																								
7	19	15	717	449	877	734	321	273	25	21			1940	1477																								
8	5	4	113	73	996	596	775	616	277	249	48	35	2209	1571																								
9			22	13	98	57	862	611	710	590	290	231	1982	1502	26	23					26	23																
10	1		10	4	40	13	108	56	1029	716	817	650	2004	1439	223	233	45	52			268	285																
11			4	1	11	10	32	15	107	74	811	610	965	710	657	580	236	215	32	31	925	826																
12			4	1	5	2	14	11	43	28	102	85	168	127	951	676	608	638	235	244	1794	1558	35	32	1		36	32										
13					1		7	4	19	5	25	26	52	35	140	84	773	562	678	632	1591	1276	172	249	33	32	205	261										
14					1		3	1	6	2	13	4	23	7	35	17	121	79	816	586	972	682	568	468	184	224	752	692	43	45		43	45	1				
15					2		1			3	8	1	11	4	14	11	24	10	114	82	152	103	591	471	475	538	1066	1009	121	170	18	38	139	208		4		
16											1		1		1		10	6	35	23	46	29	85	62	610	500	695	562	271	326	123	167	394	493	13	19		
17													2		5	2	19	4	26	6	34	18	282	183	316	201	271	241	257	350	528	591	30	62				
18											1		1		2			2	4	1	6	3	5	9	172	93	177	102	126	94	263	319	389	413	65	110		
19																					6	4	27	25	33	29	28	16	92	78	120	94	42	63				
Total	3504	2468	3199	2170	2531	1833	2166	1623	2218	1688	2115	1643	12229	8957	2051	1624	1822	1566	1933	1603	5806	4793	1496	1313	1784	1595	3280	2908	860	892	753	952	1613	1844	151	258		

District - 09 - KAPURTHALA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 04

Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary					Tec. Edu								
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII		VIII		Total		IX	X		Total		XI	XII		Total		Other Tech. / Prof. course.				
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G				
3	1699	1280		1																																
4	2207	1603	145	121		1							145	122																						
5	1425	1139	1475	1146	58	73	1						1534	1219																						
6	337	203	2413	1987	890	851	56	46	1				3360	2884																						
7	12	18	1269	914	1817	1761	588	669	46	44			3720	3388																						
8	4	1	207	130	1834	1456	1767	1526	520	557	53	52	4381	3721																						
9	2		54	37	356	253	1992	1628	1557	1442	466	465	4425	3825	40	59		3		40	62															
10			23	13	145	97	476	373	2334	1934	1494	1548	4472	3965	416	442	76	55		492	497															
11			12	4	45	32	190	97	452	355	1874	1624	2573	2112	1360	1529	331	424	34	67	1725	2020	1													
12			5	4	22	11	87	61	264	156	463	376	841	608	2103	1869	1199	1328	345	462	3647	3659	44	55	3	1	47	56								
13					5	4	28	16	115	47	175	137	323	204	498	441	1826	1693	1280	1449	3604	3583	300	434	44	66	344	500	1							
14					5	5	10	5	41	15	61	43	117	68	207	177	437	364	1768	1594	2412	2135	986	1040	331	447	1317	1487	38	54			38	54		
15	13				3	1	8	3	21	7	33	10	54	41	156	112	350	402	560	555	1458	1318	964	1103	2422	2421	219	311	32	53	251	364			6	
16							4		2	6		10	2	10	16	41	24	146	100	197	140	322	247	1358	1348	1680	1595	520	685	222	266	742	951	18	21	
17									1	1	1	1		2	13	5	46	28	59	35	113	91	662	541	775	632	610	518	516	548	1126	1066	41	49		
18									1			1		1	3	1	7	12	10	14	37	26	366	257	403	283	262	265	631	536	893	801	90	100		
19																	2	3	2	3	9	10	89	73	98	83	68	34	217	154	285	188	50	59		
Total	5699	4244	5603	4357	5180	4544	5200	4421	5338	4556	4614	4253	25935	22131	4688	4577	4082	4009	3978	4117	12748	12703	3270	3221	3817	3836	7087	7057	1718	1867	1618	1557	3336	3424	199	235

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	472	328																																		
4	548	385	28	29		1							28	30																						
5	305	252	280	192	19	23							299	215																						
6	87	61	506	425	226	218	18	12	1				751	655																						
7		2	217	175	397	368	171	162	14	12			799	717																						
8		2	49	36	404	303	373	321	154	140	12	16	992	816																						
9			13	6	52	34	439	329	362	319	150	118	1016	806	9	15					9	15														
10			4	3	27	9	71	46	523	391	388	319	1013	768	108	119	15	17			123	136														
11			2	1	6	2	23	14	65	46	421	392	517	455	321	347	134	126	9	16	464	489														
12			2	1	5	1	11	7	37	16	62	60	117	85	517	393	330	327	108	132	955	852	14	13	1		15	13								
13					1		5	2	16	5	14	19	36	26	96	60	428	346	352	387	876	793	89	132	18	17	107	149								
14					1		2		6	2	9	3	18	5	26	15	89	54	439	395	554	464	281	285	92	132	373	417	22	29			22	29		
15											8		8		11	9	17	8	76	61	104	78	367	344	296	341	663	685	74	103	8	26	82	129		2
16															1		7	4	18	14	26	18	47	46	354	332	401	378	190	223	70	82	260	305	6	5
17																	4	1	9	2	13	3	26	13	132	106	158	119	183	148	175	209	358	357	5	18
18																		1	1		1	1	2	7	75	51	77	58	80	61	164	160	244	221	22	34
19																							3	4	14	21	17	25	16	7	61	34	77	41	10	14
Total	1412	1030	1101	868	1138	959	1113	893	1178	931	1064	927	5594	4578	1089	958	1024	884	1012	1007	3125	2849	829	844	982	1000	1811	1844	565	571	478	511	1043	1082	43	73

District - 09 - KAPURTHALA

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	171	135	3	1									3	1																						
4	299	222	96	64									96	64																						
5	278	178	288	173	21	16			1				309	190																						
6	124	62	376	245	113	68	16	12	1				506	325																						
7	6	5	276	143	247	195	91	57	5	6			619	401																						
8	1		32	4	338	162	201	120	65	54	27	6	663	346																						
9				2	17	12	202	142	164	131	80	63	463	350	7	4					7	4														
10				1	4		7	2	227	150	195	149	433	302	63	49	25	21			88	70														
11					1	1	1		16	12	181	102	199	115	205	117	62	47	18	7	285	171														
12			1				1	2	2	2	19	6	23	10	238	173	167	209	76	55	481	437	19	14			19	14								
13							2				1		1	2	18	5	196	125	190	135	404	265	63	80	7	8	70	88								
14											1		1	4			12	8	231	120	247	128	184	96	65	57	249	153	17	9		17	9	1		
15													1	1	3	1	16	9	20	11	150	73	119	119	269	192	29	52	6	8	35	60		2		
16																	5	3	5	3	20	12	168	100	188	112	64	65	40	59	104	124	6	10		
17															1		1	1	7		9	1	5	3	97	60	102	63	59	51	66	93	125	144	16	31
18																	1	1	1	1	2				60	25	60	25	26	15	64	108	90	123	20	58
19																					3		6	1	9	1	9	4	15	26	24	30	16	27		
Total	879	602	1072	633	741	454	519	338	480	355	503	327	3315	2107	537	349	466	413	544	330	1547	1092	444	278	522	370	966	648	204	196	191	294	395	490	59	128

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			
3	957	726	1																																		
4	1612	1039	289	210			1							289	211																						
5	1313	874	942	629	63	84	1							1006	713																						
6	570	348	1321	862	347	287	22	29						1690	1178																						
7	60	40	873	583	797	513	250	229	26	19	1			1947	1344																						
8	21	20	150	125	908	544	696	544	241	218	41	39	2036	1470																							
9	2	2	26	15	153	54	853	488	541	465	223	191	1796	1213	43	31					43	31															
10	1	3	9	2	36	24	159	91	901	553	690	542	1795	1212	177	198	28	42			205	240															
11			1		10	8	37	8	127	61	731	433	906	510	494	404	134	189	28	31	656	624															
12			3		12	7	19	3	52	26	122	62	208	98	678	384	421	319	159	163	1258	866	24	35			24	35									
13			1		4		6	2	9	9	27	16	47	27	91	68	513	274	439	327	1043	669	153	134	32	20	185	154									
14			1		1		3	1	3	2	20	4	28	7	45	24	79	65	504	252	628	341	314	275	109	140	423	415	7	10	10		17	10		2	
15				2			1		1	1	4	2	6	5	10	7	10	8	83	51	103	66	311	163	247	228	558	391	39	56	15	40	54	96	2		
16											1		1			4	13	6	18	18	31	28	88	46	284	208	372	254	101	106	35	53	136	159	15	9	
17															3		6	2	3	5	12	7	16	7	161	101	177	108	69	93	95	175	164	268	20	39	
18													1	1	3				4	1	7	1	10	4	91	59	101	63	45	27	103	138	148	165	43	64	
19																	1		1		2		4		35	18	39	18	9	12	45	61	54	73	24	46	
Total	4536	3052	3617	2428	2331	1522	2047	1395	1901	1354	1860	1290	11756	7989	1544	1120	1205	905	1239	848	3988	2873	920	664	959	774	1879	1438	270	304	303	467	573	771	104	160	

District - 09 - KAPURTHALA

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						
3	253	187																																		
4	510	312	65	61		2							65	63																						
5	390	264	251	174	25	25							276	199																						
6	144	87	371	289	86	84	11	8					468	381																						
7	19	17	262	225	177	147	54	63	7	6			500	441																						
8	9	10	67	35	235	126	159	148	47	49	10	11	518	369																						
9		2	4	6	49	15	205	122	98	97	44	28	400	268	4	6					4	6														
10			3	6	12	4	42	24	180	170	124	147	361	351	40	27	3	8					43	35												
11			1		9	5	12	5	44	19	147	97	213	126	82	91	25	26	2	2	109	119														
12			1		7		11	4	31	8	53	38	103	50	113	74	72	60	35	38	220	172	5	2		5	2									
13					1		4		6	4	18	5	29	9	31	23	96	80	73	68	200	171	5	21	4		9	21								
14			1		2		1		2	2	11		17	2	10	2	20	20	137	43	167	65	46	46	15	18	61	64	1	3		1	3			
15									1		6		7		8	2	9	6	26	9	43	17	84	54	46	43	130	97	2	4	1	4	3	8	2	
16															2	1		6	7	7	9	18	16	41	49	59	65	15	13	4	3	19	16	2	1	
17																2	2		2	2	4	9	11	37	23	46	34	17	19	8	21	25	40	6	10	
18															2					2	4	6	19	20	23	26	15	4	12	17	27	21	8	12		
19																				2		12	5	14	5	2	4	4	18	6	22	1	7			
Total	1325	879	1026	796	603	408	499	374	416	355	413	326	2957	2259	290	227	228	202	279	169	797	598	173	156	174	156	347	314	52	47	29	63	81	110	19	30

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	283	208																																		
4	382	266	70	51									70	51																						
5	351	250	281	216	23	25							304	241																						
6	179	102	401	233	98	68	9	11					508	312																						
7	13	8	224	131	233	171	59	54	6	3			522	359																						
8	4	2	32	33	254	133	201	175	58	55	9	13	554	409																						
9			9	5	29	11	221	140	184	140	60	50	503	346	10	4					10	4														
10	1		6		9	4	30	8	279	175	234	182	558	369	52	65	5	14					57	79												
11			2		4	7	8	1	26	16	209	116	249	140	131	116	40	42	5	8	176	166														
12			1			1	2	2	4	10	21	19	28	32	196	110	111	102	51	57	358	269	2	5			2	5								
13							2		3		10	7	15	7	26	19	149	91	136	110	311	220	20	37	8	7	28	44								
14							1	1			4		5	1	5	2	20	17	146	71	171	90	103	87	27	35	130	122	4	7	4	7				
15					2		1			3		1	3	4	2	1	4	1	22	12	28	14	74	54	60	78	134	132	18	15	4	4	22	19		
16											1		1				3	2	12	6	15	8	18	4	88	68	106	72	17	38	13	26	30	64	1	4
17															1				3	2	4	2	3	2	53	17	56	19	29	42	16	48	45	90	9	13
18											1		1	2					2		4		3	2	37	17	40	19	20	18	35	51	55	69	23	18
19																								7	3	7	3	3	5	16	18	19	23	16	22	
Total	1213	836	1026	669	652	420	534	392	560	402	548	389	3320	2272	425	317	332	259	377	266	1134	852	223	191	280	225	503	416	91	125	84	147	175	272	49	57

District - 09 - KAPURTHALA

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 ↓	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	629	471	1100	297	220	517	146	124	270									
4	583	440	1023	296	222	518	149	120	269									
5	423	384	807	202	190	392	150	139	289									
6	197	185	382	92	68	160	66	84	150									
7	131	128	259	68	45	113	42	59	101		1	1		1	1			
8	132	171	303	62	56	118	44	85	129	2	2	4	1	1	2	1	1	2
9	93	96	189	47	35	82	30	51	81	4		4	1		1			
10	189	205	394	98	66	164	58	111	169	4	2	6	2	2	4	1		1
11	172	167	339	82	68	150	59	63	122	16	8	24	7	2	9	8	5	13
12	384	336	720	199	163	362	113	133	246	35	18	53	31	15	46	4	3	7
13	364	417	781	209	239	448	103	117	220	35	21	56	26	15	41	5	5	10
14	596	593	1189	348	342	690	137	140	277	88	47	135	59	39	98	12	3	15
15	873	880	1753	499	505	1004	197	208	405	187	75	262	130	46	176	36	18	54
16	1123	1006	2129	622	574	1196	261	226	487	254	103	357	183	81	264	43	16	59
17	1251	1029	2280	634	506	1140	289	274	563	299	63	362	193	44	237	64	12	76
18	1654	1168	2822	722	543	1265	472	328	800	369	74	443	235	58	293	89	15	104

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	3	1	4	7	8	15	1		1	1	5	6	1		1	2	1	3
4	6	5	11	7	10	17	2	1	3	4	5	9	4	2	6	2	3	5
5	9	3	12	24	9	33	5	2	7	11	6	17	2		2	3		3
6	13	4	17	34	9	43	6	5	11	11	4	15	1		1	7		7
7	22	15	37	18	15	33	9	8	17	11	7	18	5	3	8	3	5	8
8	29	12	41	23	19	42	18	5	23	9	13	22	4	2	6	10	1	11
9	30	17	47	14	7	21	17	8	25	6	4	10	6	4	10	5	1	6
10	31	19	50	26	19	45	15	10	25	11	10	21	8	6	14	8	5	13
11	21	17	38	20	18	38	11	3	14	9	6	15	1	8	9	5	8	13
12	26	20	46	36	20	56	13	10	23	20	10	30	8	4	12	5	3	8
13	26	15	41	31	21	52	9	10	19	12	11	23	7		7	11	6	17
14	26	14	40	45	33	78	17	8	25	26	16	42	4	3	7	5	5	10
15	19	15	34	37	31	68	9	6	15	21	18	39	6	2	8	5	5	10
16	8	12	20	39	17	56	4	4	8	24	8	32	1	3	4	8	5	13
17	13	6	19	27	15	42	4	2	6	19	9	28	7	2	9	5	5	10
18	8	9	17	45	20	65	5	1	6	20	9	29	2	4	6	15	2	17

District - 09 - KAPURTHALA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002 -

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

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

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

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

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1	1	2	2		2							1		1			
4	2	2	4	1	2	3		1	1	1	1	2	2		2		1	1
5	1	1	2	5	1	6		1	1	3	1	4				1		1
6	4	1	5	11	1	12	2	1	3	4	1	5	1		1	2		2
7	8	6	14	3	4	7	2	3	5	1	1	2	3	2	5		1	1
8	14	6	20	3	4	7	7	3	10		3	3	3		3	2		2
9	15	9	24	2	4	6	7	3	10	1		1	1	3	4		1	1
10	21	10	31	4	4	8	10	5	15	1	1	2	4	2	6	1	2	3
11	8	10	18	2	3	5	4	3	7					3	3		2	2
12	17	13	30	7	2	9	8	6	14	4		4	4	2	6	2	2	4
13	15	11	26	4	6	10	4	6	10		3	3	3		3	4	1	5
14	19	12	31	9	8	17	14	6	20	3	6	9	3	2	5	1	1	2
15	9	9	18	12	8	20	6	4	10	7	5	12		2	2		2	2
16	2	6	8	8	3	11	1	1	2	6	1	7		3	3	2	1	3
17	8	6	14	6	7	13	4	2	6	3	5	8	3	2	5	1	2	3
18	6	6	12	21	8	29	5		5	8	4	12		3	3	7	1	8

District - 09 - KAPURTHALA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/10

Report : 06

Year : 2001-2002

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1		1	1	1	2	1		1		1	1				1		1
4	1	1	2	5	3	8	1		1	2	1	3		1	1	2	1	3
5	2	1	3	5	3	8	2	1	3	2	2	4						
6	4	1	5	10	3	13	1	2	3	2	2	4				5		5
7	9	6	15	8	4	12	5	3	8	5	2	7	1		1	1	2	3
8	6	2	8	11	4	15	3		3	5	2	7	1	2	3	4	1	5
9	7	3	10	4	3	7	4	1	5	1	3	4	2	1	3	1		1
10	2	1	3	14	11	25		1	1	7	7	14	1		1	3	1	4
11	3	2	5	8	8	16	1		1	4	3	7	1		1	4	4	8
12	3	1	4	16	7	23	1	1	2	9	5	14	1		1	2		2
13	4	2	6	15	10	25	2	2	4	8	5	13	1		1	5	3	8
14	1	1	2	23	15	38		1	1	15	5	20				2	3	5
15	3	3	6	18	16	34	1	1	2	11	8	19				3	2	5
16	2	3	5	19	8	27				10	5	15					2	2
17				14	5	19				9	2	11				4	2	6
18	2	2	4	18	6	24				9	4	13	2		2	5	1	6

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

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

District - 09 - KAPURTHALA

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	58.50	41.50	100.00	57.32	42.68	100.00	58.94	41.06	100.00	59.78	40.22	100.00
Pre Primary Total	58.50	41.50	100.00	57.32	42.68	100.00	58.94	41.06	100.00	59.78	40.22	100.00
I	58.87	41.13	100.00	56.26	43.74	100.00	63.20	36.80	100.00	59.83	40.17	100.00
II	56.17	43.83	100.00	53.27	46.73	100.00	59.63	40.37	100.00	60.50	39.50	100.00
III	56.05	43.95	100.00	54.05	45.95	100.00	58.88	41.12	100.00	59.47	40.53	100.00
IV	55.96	44.04	100.00	53.95	46.05	100.00	60.54	39.46	100.00	58.40	41.60	100.00
V	54.83	45.17	100.00	52.04	47.96	100.00	59.26	40.74	100.00	59.05	40.95	100.00
Primary Total	56.54	43.46	100.00	53.96	46.04	100.00	60.64	39.36	100.00	59.54	40.46	100.00
VI	53.71	46.29	100.00	50.60	49.40	100.00	60.39	39.61	100.00	57.96	42.04	100.00
VII	53.42	46.58	100.00	50.45	49.55	100.00	60.26	39.74	100.00	57.11	42.89	100.00
VIII	52.62	47.38	100.00	49.14	50.86	100.00	58.49	41.51	100.00	59.37	40.63	100.00
Middle Total	53.27	46.73	100.00	50.09	49.91	100.00	59.73	40.27	100.00	58.13	41.87	100.00
IX	52.57	47.43	100.00	50.38	49.62	100.00	55.13	44.87	100.00	58.08	41.92	100.00
X	52.61	47.39	100.00	49.88	50.12	100.00	58.41	41.59	100.00	55.34	44.66	100.00
Secondary Total	52.59	47.41	100.00	50.11	49.89	100.00	56.99	43.01	100.00	56.65	43.35	100.00
XI	47.82	52.18	100.00	47.92	52.08	100.00	47.89	52.11	100.00	47.04	52.96	100.00
XII	46.59	53.41	100.00	50.96	49.04	100.00	41.63	58.37	100.00	39.35	60.65	100.00
Sr. Secondary Total	47.20	52.80	100.00	49.35	50.65	100.00	44.39	55.61	100.00	42.63	57.37	100.00
Technical Education	40.91	59.09	100.00	45.85	54.15	100.00	37.79	62.21	100.00	39.39	60.61	100.00
Technical Education Total	40.91	59.09	100.00	45.85	54.15	100.00	37.79	62.21	100.00	39.39	60.61	100.00
Grand Total	54.99	45.01	100.00	52.51	47.49	100.00	58.37	41.63	100.00	58.50	41.50	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	58.50	41.50	100.00	25.42	18.93	44.35	12.85	8.95	21.80	20.23	13.61	33.85
Pre Primary Total	58.50	41.50	100.00	25.42	18.93	44.35	12.85	8.95	21.80	20.23	13.61	33.85
I	58.87	41.13	100.00	27.13	21.10	48.22	14.22	8.28	22.51	17.51	11.76	29.27
II	56.17	43.83	100.00	30.65	26.89	57.54	11.72	7.94	19.66	13.79	9.01	22.80
III	56.05	43.95	100.00	33.05	28.10	61.15	9.99	6.98	16.97	13.01	8.87	21.88
IV	55.96	44.04	100.00	33.92	28.95	62.86	9.96	6.49	16.46	12.08	8.60	20.68
V	54.83	45.17	100.00	31.59	29.12	60.72	10.50	7.22	17.71	12.74	8.83	21.57
Primary Total	56.54	43.46	100.00	31.01	26.46	57.48	11.47	7.44	18.91	14.06	9.55	23.61
VI	53.71	46.29	100.00	32.24	31.47	63.71	10.85	7.12	17.97	10.62	7.70	18.32
VII	53.42	46.58	100.00	32.45	31.87	64.32	11.39	7.51	18.90	9.58	7.19	16.77
VIII	52.62	47.38	100.00	31.64	32.75	64.39	11.12	7.89	19.01	9.86	6.75	16.60
Middle Total	53.27	46.73	100.00	32.12	32.00	64.12	11.11	7.49	18.60	10.05	7.24	17.29
IX	52.57	47.43	100.00	32.03	31.55	63.57	11.53	9.38	20.91	9.01	6.50	15.51
X	52.61	47.39	100.00	31.34	31.49	62.83	13.40	9.54	22.94	7.87	6.35	14.23
Secondary Total	52.59	47.41	100.00	31.65	31.52	63.17	12.55	9.47	22.01	8.39	6.42	14.81
XI	47.82	52.18	100.00	31.32	34.04	65.36	11.58	12.60	24.18	4.92	5.54	10.46
XII	46.59	53.41	100.00	28.77	27.68	56.45	12.43	17.43	29.85	5.39	8.30	13.69
Sr. Secondary Total	47.20	52.80	100.00	30.03	30.82	60.85	12.01	15.04	27.05	5.16	6.94	12.10
Technical Education	40.91	59.09	100.00	15.81	18.67	34.47	16.84	27.72	44.56	8.26	12.71	20.97
Technical Education Total	40.91	59.09	100.00	15.81	18.67	34.47	16.84	27.72	44.56	8.26	12.71	20.97
Grand Total	54.99	45.01	100.00	30.58	27.65	58.23	11.73	8.37	20.10	12.68	9.00	21.68

District - 09 - KAPURTHALA

Sarav Shiksha Abhiyan, Punjab

Gross Enrolment Ratio Total Children (* based on derived age)

	Grade →	I	II	III	IV	V	Total	VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Overall Ratio
		Age →	6	7	8	9	10	I-V	11	12	13	VI-VIII	14	15	IX-X	16	17	XI-XII
Gross Enrolment in Grade	Boys	12158	9492	8819	8807	8007	47283	7810	6720	6615	21145	5367	6408	11775	2623	2620	5243	85446
	Girls	8496	7407	6914	6932	6597	36346	6732	5859	5957	18548	4843	5772	10615	2862	3004	5866	71375
	Total	20654	16899	15733	15739	14604	83629	14542	12579	12572	39693	10210	12180	22390	5485	5624	11109	156821
Population in the Relevant Age	Boys	9374	7778	8975	8576	9374	44077	7579	8376	8775	24730	9972	8775	18747	9573	7978	17551	105105
	Girls	7139	6432	6785	7139	7492	34987	6361	7775	7422	21558	7775	8128	15903	8482	6715	15197	87645
	Total	16513	14210	15760	15715	16866	79064	13940	16151	16197	46288	17747	16903	34650	18055	14693	32748	192750
Gross Enrolment Ratio	Boys	129.70	122.04	98.26	102.69	85.42	107.27	103.0	80.23	75.38	85.50	53.82	73.03	62.81	27.40	32.84	29.87	81.30
	Girls	119.0	115.16	101.90	97.10	88.05	103.88	105.8	75.36	80.26	86.04	62.29	71.01	66.75	33.74	44.74	38.60	81.44
	Total	125.08	118.92	99.83	100.15	86.59	105.77	104.3	77.88	77.62	85.75	57.53	72.06	64.62	30.38	38.28	33.92	81.36

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

PART - IV

District : Kapurthala

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	5
1.1	No. of B.R. & D.R. Personnels (4x20+1x10)+10	100
2	No. of P E Blocks	7
3	No. of CRC's	63
4	No. of Villages	690
4.1	No. of VEDC's	795
4.2	No. of VEDC's Members	6360
5	No. of Habitations/Wards (Unserved)	2111
5.1	No. of S.C. Bastis	399
6	No. of House Holds	136785
	No. of Schools	
7	No. of Primary Schools (State Govt.)	561
7.1	Non State Govt. Primary Schools	11
7.2	Unrecognised Primary Schools	112
8	No. of Middle Schools/Sections (State Govt.)	234
8.1	Non State Govt. Middle Schools/Sections	58
8.2	Unrecognised Middle Schools/Sections	108
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1811
9.1	No. of JBT Teachers + New	1433
9.2	No. of HT	315
9.3	No. of CHT's	63
10	No. of Teachers Middle Schools/Sections	1412
	Primary (State Govt.)	
11	Total No. of Students	48066
11.1	Male Students	25935
11.2	Female Students	22131
11.3	Total No. of S.C. Students	28420
11.4	Male S.C. Students	15111
11.5	Female S.C. Students	13309
	Upper Primary (State Govt.)	
12	Total No. of Students	25451
12.1	Male Students	12748
12.2	Female Students	12703
12.3	Total No. of S.C. Students	12497
12.4	Male S.C. Students	6203
12.5	Female S.C. Students	6294
	Out of School Children	
13	No. of Out of School Children Total	4506
13.1	No. of Out of School Children Male	2258
13.2	No. of Out of School Children Female	2248
13.3	No. of EGS Centres (Proposed)	219
	No. of Handicapped Children	
14	Total No. of Handicapped Children	739
14.1	Male Handicapped Children	456
14.2	Female Handicapped Children	283

<i>District - Kapurthala</i>			
Blockwise list of BRC and CRC			
PEBlock Code & Name		CRC	BRC
198	KAPURTHALA-I	8	
199	KAPURTHALA-II	12	
200	KAPURATHLA-III	8	1
201	SULTANPUR - I	8	1
202	SULTANPUR - II	7	1
203	BHULATH	11	1
204	PHAGWARA	9	1
	Total	63	5

District wise list of PEBlocks	
PEBLOCK	CODE
KAPURTHALA	
KAPURTHALA-I	198
KAPURTHALA-II	199
KAPURATHLA-III	200
BHULATH	203
PHAGWARA	204
SULTANPUR - I	201
SULTANPUR - II	202

Source : Sarva Shiksha Abhiyan

<i>District - Kapurthala</i>		
<i>Blockwise Distribution of Villages</i>		
	PEBlock Code & Name	Villages
198	KAPURTHALA-I	82
199	KAPURTHALA-II	103
200	KAPURATHLA-III	82
201	SULTANPUR - I	103
202	SULTANPUR - II	94
203	BHULATH	125
204	PHAGWARA	101
	Total	690

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

DISTRICT - KAPURTHALA

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
E198 KAPURTHALA-I	71	0	0	0	71	0	0	1	0	0	8	9	80
E199 KAPURTHALA-II	90	0	0	0	90	0	0	0	0	0	25	25	115
E200 KAPURATHLA-III	66	0	0	0	66	0	0	1	0	0	6	7	73
E201 SULTANPUR - I	68	0	0	0	68	0	0	0	0	0	7	7	75
E202 SULTANPUR - II	64	0	0	0	64	1	0	1	0	1	9	12	76
E203 BHULATH	109	0	0	0	109	1	0	2	0	0	34	37	146
E204 PHAGWARA	93	0	0	0	93	0	0	3	0	0	23	26	119
TOTAL	561	0	0	0	561	2	0	8	0	1	112	123	684

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 - KAPURTHALA

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE198 KAPURTHALA-I	31	3	0	0	34	0	0	1	3	0	17	21	55
PE199 KAPURTHALA-II	44	1	0	0	45	4	1	3	0	0	8	16	61
PE200 KAPURATHLA-III	22	0	0	0	22	0	0	0	0	0	16	16	38
PE201 SULTANPUR - I	18	0	0	0	18	0	0	0	0	0	1	1	19
PE202 SULTANPUR - II	24	1	0	0	25	3	0	2	1	0	7	13	38
PE203 BHULATH	48	1	0	0	49	1	1	10	3	1	41	57	106
PE204 PHAGWARA	47	0	0	0	47	9	1	6	2	0	18	36	83
TOTAL	234	6	0	0	240	17	3	22	9	1	108	160	400

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 - Kapurthala</i>					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name					
		JBT	HT	CHT	Total
198	KAPURTHALA-I	169	33	7	209
199	KAPURTHALA-II	235	49	12	296
200	KAPURATHLA-III	144	37	6	187
201	SULTANPUR - I	116	30	6	152
202	SULTANPUR - II	126	33	5	164
203	BHULATH	221	57	11	289
204	PHAGWARA	243	58	9	310
	Total	1254	297	56	1607
	Unadjusted Teachers in Peblocks	89	18	7	114
	New Teachers				90
	Grand Total	1343	315	63	1811

CD Block wise enrollment March'2002						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
9	KAPURTHALA	Dhilwan	71	1090	860	1950
		Kapurthala	120	1742	1495	3237
		Nadala	120	1699	1423	3122
		Phagwara	114	1501	1424	2925
		Sultanpur	128	1462	1118	2580
District Total			553	7494	6320	13814

Source : SW Department

District-Kapurthala							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
198	Kapurthala-I	2754	2309	5063	1589	1390	2979
199	Kapurthala-II	4171	3472	7643	2322	2027	4349
200	Kapurthala-III	2572	2284	4856	1627	1480	3107
201	Sultanpur-I	2483	2053	4536	1137	1021	2158
202	Sultanpur-II	2643	2125	4768	1172	986	2158
203	BHULATH	2990	2676	5666	1482	1340	2822
204	PHAGWARA	8322	7212	15534	5782	5065	10847
	TOTAL	25935	22131	48066	15111	13309	28420

District-Kapurthala							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
198	Kapurthala-I	1503	1381	2884	630	576	1206
199	Kapurthala-II	2042	1949	3991	975	973	1948
200	Kapurthala-III	1171	1138	2309	620	612	1232
201	Sultanpur-I	1028	985	2013	383	366	749
202	Sultanpur-II	1302	1233	2535	435	432	867
203	BHULATH	1624	1689	3313	612	577	1189
204	PHAGWARA	4078	4328	8406	2548	2758	5306
	TOTAL	12748	12703	25451	6203	6294	12497

District - KAPURTHALA

Blockwise Enrollment in (Primary) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
198	KAPURTHALA-I	5063	2087	2692	9842
199	KAPURTHALA-II	7643	2137	3146	12926
200	KAPURATHLA-III	4856	1082	2558	8496
201	SULTANPUR - I	4536	1475	367	6378
202	SULTANPUR - II	4768	887	1096	6751
203	BHULATH	5666	5488	3158	14312
204	PHAGWARA	15534	2662	6728	24924
Grand Total		48066	15818	19745	83629

Source : Family Survey 2002

District - KAPURTHALA

<i>Blockwise Enrollment in (Middle) Schools</i>					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
198	KAPURTHALA-I	2884	736	868	4488
199	KAPURTHALA-II	3991	1001	1218	6210
200	KAPURATHLA-III	2309	613	988	3910
201	SULTANPUR - I	2013	563	91	2667
202	SULTANPUR - II	2535	393	263	3191
203	BHULATH	3313	2723	1313	7349
204	PHAGWARA	8406	1352	2120	11878
Grand Total		25451	7381	6861	39693

Source : Family Survey 2002

District-Kapurthala							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
198	Kapurthala-I	208	174	382	138	133	271
199	Kapurthala-II	593	651	1244	264	235	499
200	Kapurthala-III	344	336	680	241	1170	1411
201	Sultanpur-I	321	366	687	146	136	282
202	Sultanpur-II	295	334	629	138	133	271
203	BHULATH	285	220	505	131	134	265
204	PHAGWARA	212	167	379	133	96	229
	TOTAL	2258	2248	4506	1191	2037	3228

Blockwise Handicapped Children

District : Kapurthala - 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
Kapurthala-I	6	18	2	25	23	5	79
Kapurthala-II	5	22	3	63	54	7	154
Kapurthala-III	4	26	11	23	41	6	111
Sultanpur-I	3	13	2	31	33	17	99
Sultanpur-II	0	0	1	3	2	1	7
BHULATH	15	28	9	48	25	8	133
PHAGWARA	10	33	11	58	38	6	156
Total	43	140	39	251	216	50	739

Blockwise Handicapped Children

District : Kapurthala - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
Kapurthala-I	16	16	32	6	4	10
Kapurthala-II	24	23	47	11	26	37
Kapurthala-III	34	55	89	7	10	17
Sultanpur-I	40	34	74	14	29	43
Sultanpur-II	11	6	17	0	0	0
BHULATH	18	9	27	30	18	48
PHAGWARA	34	34	68	8	7	15
Total	177	177	354	76	94	170

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - KAPURTHALA							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	84.240	11.79	25.200	9.53	109.440	11.18
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	22.847	3.20	0.000	0.00	22.847	2.33
6.0	Civil Works	235.806	33.01	64.950	24.57	300.756	30.73
7.0	Maintenance and repair of school buildings	39.750	5.56	0.000	0.00	39.750	4.06
8.0	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
9.0	TLE for upper-primary and quality improvement	0.000	0.00	102.871	38.92	102.871	10.51
10.0	School grant	15.900	2.23	4.080	1.54	19.980	2.04
11.0	TLM grant	16.115	2.26	6.120	2.32	22.235	2.27
12.0	Teacher training	45.112	6.31	0.000	0.00	45.112	4.61
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	3.816	0.53	0.000	0.00	3.816	0.39
15.0	Provision for disabled children (IED)	8.904	1.25	4.407	1.67	13.311	1.36
16.0	Research, evaluation, supervision and monitoring	11.130	1.56	0.050	0.02	11.180	1.14
17.0	Management cost	43.003	6.02	22.829	8.64	65.832	6.73
18.0	Innovative activities	49.996	7.00	27.746	10.50	77.742	7.94
18.1	Computer Education	-		15.000			
18.2	Girls child education	-		9.996			
18.3	ECCE	-		15.003			
18.4	SC/ST	-		9.997			
19.0	Block resource centres	85.415	11.96	0.000	0.00	85.415	8.73
19.1	Cluster resource centres	3.717	0.52	6.080	2.30	9.797	1.00
20.0	Intervention for out of school children	48.651	6.81	0.000	0.00	48.651	4.97
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	714.402	100.00	264.333	100.00	978.735	100.00

Annual Work Plan 2002-03, District Kapurthala, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Teacher				(in lacs)
1.0	Salary for primary teachers 90 x 12	0.078	1080	84.240
				84.240
Intervention Name : Free textbooks				(in lacs)
5.0	Free text books for Non SC girls (8822+6409)	0.0015	15231	22.847
				22.847
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	2	11.640
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	111	37.685
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	6	11.640
6.0	Additional Class rooms for primary schools	1.160	56	64.960
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	80	92.800
6.0	Headmaster's room for upper primary sections	1.160	11	12.760
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 658	0.00032	2632	0.842
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (90+10)	0.00068	400	0.272
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x 795 schools	0.00047	1590	0.747
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
	Subtotal			235.806
Intervention Name : Maintenance and repair of school buildings				(in lacs)
7.0	Repairs and maintenance of school Primary and upper primary sections (561+234)	0.050	795	39.750
	Subtotal			39.750

Annual Work Plan 2002-03, District Kapurthala, 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 (561 primary + 234 upper primary)	0.020	795	15.900
	Subtotal			15.900
Intervention Name : Teacher Grant				(in lacs)
11.0	TLM grant for teachers of primary and upper primary schools (1811+1412)	0.005	3223	16.115
	Subtotal			16.115
Intervention Name : Teacher Training				(in lacs)
12.0	Teachers training for primary and upper primary=3223 x 20 days The detail of various training and training schedule have been given in the chapter of Training Programme	0.0140	3223	45.122
	Subtotal			45.122
Intervention Name : Training of Community Leaders				(in lacs)
14.0	Orientation to VEDC Members 795 x 8 members x 2	0.0003	12720	3.816
	Subtotal			3.816
Intervention Name : Provision for disabled children(IED)				(in lacs)
15.0	IED Training to BRC staff 5 x10 x 5	0.0007	250	0.175
15.0	IED assessment camps 2 x5	0.020	10	0.20
15.0	One Resource person honorarium 5 Blocks x 12 months	0.050	60	3.000
15.0	Manual for disability in Indian content A Teacher's Role for 795 schools	0.00022	795	0.175
15.0	Manual for teachers about physically challenged children for 795 schools	0.00032	795	0.254
15.0	Manual for Teachers about visually impaired children for 795 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 795 schools	0.00028	795	0.223
15.0	Manual for Teachers about mentally challenged children for 795 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 795 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 739	0.0066	739	4.877
	Subtotal			8.904

Annual Work Plan 2002-03, District Kapurthala, 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 795 Primary and Upper Primary schools @ Rs. 30/-	0.0003	795	0.239
16.0	Annual School Gradation and Evaluation process for 795 Primary & Upper primary schools @ Rs. 30/-	0.0003	795	0.239
16.0	Conduct of Pupil Achievement Survey 5% of schools @ Rs. 2000/-	0.02	40	0.800
16.0	Academic monitoring of schools by DIET staff by travelling 2×12 months @ Rs. 1000/-	0.01	24	0.240
16.0	Academic supervision by BRCs 5 x 5 units @ Rs. 1000/-	0.01	25	0.250
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits x 12 months @ Rs. 1000/-	0.01	60	0.600
16.0	Annual Household survey @ Rs.3/- per household for 136785 households	0.00003	136785	4.104
16.0	MIS Data collection and processing of data for 561 primary schools at State/District office	0.0017	561	0.954
16.0	MIS Data collection and processing of data for 234 upper primary schools/sections at State/District office	0.0018	234	0.421
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.110/- per school for 795 schools	0.0011	795	0.87
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 795 primary and upper primary schools	0.00031×3	795	0.740
16.0	Development and supply of material for evaluation of Instructional improvement in 795 primary and upper primary schools			0.000
16.0	Development and supply of material for evaluation of learning in 635 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies			0.000

Annual Work Plan 2002-03, District Kapurthala, 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	0.0003×7	795	1.670
	Subtotal			11.130
Intervention Name : Management Cost (in lacs)				
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	84	5.880
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800
17.0	Jan Samparak Abhiyah (once 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 ×2	0.030	10	0.300
17.0	Development and printing of modules on planning and management by State/District office	0.00036	795	0.286
17.0	Hiring of experts for pedagogy research, evaluation community mobilization, gender sensitization, alternative schooling planning and management training District 8×12 @ Rs.8000 Block 3×12 @ Rs.8000			
17.0	Circulation of material prepared of the expects to school/VEDC level			3.703
17.0	News Letter	0.00025	795	0.20
17.0	Media Activity			1.59
	Subtotal			43.00

Annual Work Plan 2002-03, District Kapurthala, 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 561 primary schools in parts	0.003	280	0.840
18.1	Remedial coaching for girls students for two months in 234 upper primary schools in parts	0.003	117	0.35
18.1	Development of supplement reading material and item Bank for 22131 girl student of primary students for use in remedial coaching in parts	0.00038	11065	4.205
18.1	Development of supplement reading material and item Bank for 23184 girl student of upper primary students for use in remedial coaching in parts	0.00057	8070	4.600
Subtotal				9.996
b) ECCE				
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	18321	13.741
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 561 schools x 3 in parts	0.00075	1683	1.262
Subtotal				15.003
c) SC/ST				
18.3	Remedial coaching for 3 months in 397 schools	0.0030	397	1.191
18.3	Supplementary reading material for remedial coaching SC children 28420 in primary schools	0.0005	10572	5.286
18.3	Question Bank for SC children of 20100 upper primary classes for remedial coaching	0.0006	5867	3.520
Subtotal				9.997
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 5 CD Blocks @ Rs.12500/- P.A.	0.125	5	0.625
19.0	TLM grant for 5 CD Blocks @ Rs.5000/- P.A.	0.050	5	0.250
19.0	Meetings, Travel allowance for 5 CD Blocks @Rs.500 x 12 P.A.	0.005	60	0.300

Annual Work Plan 2002-03, District Kapurthala, 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 4 Blocks @ Rs.7800/- x 12 P.A.	0.078	960	74.880
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ 7800/- x 12 P.A.	0.078	120	9.360
	Subtotal			85.415
Intervention Name: Cluster Resource Centres (in lacs)				
19.1	CRC Contingency grant for 63 CRCs Blocks @ Rs.2500/- P.A.	0.025	63	1.575
19.1	TLM grant for 63 CRCs @ Rs.1000/- P.A.	0.010	63	0.630
19.1	Meetings, Travel allowance for 63 CRCs Blocks @Rs.200 x 12 P.A.	0.002	756	1.512
	Subtotal			3.717
Intervention Name: Out of School children (in lacs)				
20.0	Cost of running of EGS centres for 1527 out of school children of 6-11 age group	0.00845	1527	12.903
20.0	Cost of running of EGS centres for 1840 out of school children of 11-13 age group	0.012	1840	22.080
20.0	Cost of running of EGS centres for 1139 out of school children of 14 age	0.012	1139	13.668
	Subtotal			48.651
Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)				
21.0				
	Subtotal			0.000

PART - V

District : Kapurthala
Perspective 2002-2007

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	5
1.1	No. of B.R. & D.R. Personnels (4x20+1x10)+10	100
2	No. of P E Blocks	7
3	No. of CRC's	63
4	No. of Villages	690
4.1	No. of VEDC's	865
4.2	No. of VEDC's Members	6920
5	No. of Habitations/Wards (Unservd)	2111
5.1	No. of S.C. Bastis	399
6	No. of House Holds	136785
	No. of Schools	
7	No. of Primary Schools (State Govt.)	561
7.1	Non State Govt. Primary Schools	11
7.2	Unrecognised Primary Schools	112
8	No. of Middle Schools/Sections (State Govt.)	304
8.1	Non State Govt. Middle Schools/Sections	75
8.2	Unrecognised Middle Schools/Sections	115
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1811
9.1	No. of JBT Teachers + New	1433
9.2	No. of HT	315
9.3	No. of CHT's	63
10	No. of Teachers Middle Schools/Sections	1622
	Primary (State Govt.)	
11	Total No. of Students	76906
11.1	Male Students	41496
11.2	Female Students	35410
11.3	Total No. of S.C. Students	45472
11.4	Male S.C. Students	24178
11.5	Female S.C. Students	21294
	Upper Primary (State Govt.)	
12	Total No. of Students	40722
12.1	Male Students	20397
12.2	Female Students	20325
12.3	Total No. of S.C. Students	19995
12.4	Male S.C. Students	9925
12.5	Female S.C. Students	10070
	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	739
14.1	Male Handicapped Children	456
14.2	Female Handicapped Children	283

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

PEBlock Code & Name		CRC	BRC
198	KAPURTHALA-I	8	
199	KAPURTHALA-II	12	
200	KAPURATHLA-III	8	1
201	SULTANPUR - I	8	1
202	SULTANPUR - II	7	1
203	BHULATH	11	1
204	PHAGWARA	9	1
Total		63	5

Disrtictwise list of Peblock	
KAPURATHLA	
PEBLOCK NAME	CODE
KAPURTHALA-I	198
KAPURTHALA-II	199
KAPURATHLA-III	200
BHULATH	203
PHAGWARA	204
SULTANPUR - I	201
SULTANPUR - II	202

District-Kapurthala													
Perspective 2002-2007													
Blockwise count of - Primary - (Primary Sections)													
PE Block Code &	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
198 Kapurthala-I	71	0	0	0	71	0	0	1	0	0	8	9	80
199 Kapurthala-II	90	0	0	0	90	0	0	0	0	0	25	25	115
200 Kapurthala-III	66	0	0	0	66	0	0	1	0	0	6	7	73
201 Sultanpur-I	68	0	0	0	68	0	0	0	0	0	7	7	75
202 Sultanpur-II	64	0	0	0	64	1	0	1	0	1	9	12	76
203 BHULATH	109	0	0	0	109	1	0	2	0	0	34	37	146
204 PHAGWARA	93	0	0	0	93	0	0	3	0	0	23	26	119
TOTAL	561	0	0	0	561	2	0	8	0	1	112	123	684

LEGEND:-

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

Blockwise count of Villages
Perspective 2002-2007

	PEBlock Code & Name	Villages
	<i>District - Kapurthala</i>	
198	KAPURTHALA-I	82
199	KAPURTHALA-II	103
200	KAPURATHLA-III	82
201	SULTANPUR - I	103
202	SULTANPUR - II	94
203	BHULATH	125
204	PHAGWARA	101
	Total	690

District-Kapurthala														
Perspective 2002-2007														
Blockwise count of - Middle - (Middle Sections)														
PE Block Code &	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
198 Kapurthala-I	45	4	0	0	49	0	0	2	4	0	18	24	73	
199 Kapurthala-II	52	2	0	0	54	5	2	3	0	0	9	19	73	
200 Kapurthala-III	35	0	0	0	35	0	0	0	0	0	17	17	52	
201 Sultanpur-I	30	0	0	0	30	0	0	0	0	0	2	2	32	
202 Sultanpur-II	30	2	0	0	32	4	0	2	2	0	8	16	48	
203 BHULATH	59	2	0	0	61	2	2	10	4	2	42	62	123	
204 PHAGWARA	53	0	0	0	53	10	2	6	3	0	19	40	93	
TOTAL	304	10	0	0	314	21	6	23	13	2	115	180	494	

LEGEND:-

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

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

	PEBlock Code & Name	JBT	HT	CHT	Total
198	KAPURTHALA-I	169	33	7	209
199	KAPURTHALA-II	235	49	12	296
200	KAPURATHLA-III	144	37	6	187
201	SULTANPUR - I	116	30	6	152
202	SULTANPUR - II	126	33	5	164
203	BHULATH	221	57	11	289
204	PHAGWARA	243	58	9	310
	Total	1254	297	56	1607
	Unadjusted Teachers in Peblocks	89	18	7	114
	New Teachers				90
	Grand Total	1343	315	63	1811

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
9	KAPURTHALA	Dhilwan	71	1090	860	1950
		Kapurthala	120	1742	1495	3237
		Nadala	120	1699	1423	3122
		Phagwara	114	1501	1424	2925
		Sultanpur	128	1462	1118	2580
District Total			553	7494	6320	13814

Source : SW Department

District-Kapurthala							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
198	Kapurthala-I	4406	3694	8101	2542	2224	4766
199	Kapurthala-II	6674	5555	12229	3715	3243	6958
200	Kapurthala-III	4115	3654	7770	2603	2368	4971
201	Sultanpur-I	3973	3285	7258	1819	1634	3453
202	Sultanpur-II	4229	3400	7629	1875	1578	3453
203	Bhulath	4784	4282	9066	2371	2144	4515
204	Phagwara	13315	11539	24854	9251	8104	17355
TOTAL		41496	35410	76906	24178	21294	45472

District-Kapurthala							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
198	Kapurthala-I	2405	2210	4614	1008	922	1930
199	Kapurthala-II	3267	3118	6386	1560	1557	3117
200	Kapurthala-III	1874	1821	3694	992	979	1971
201	Sultanpur-I	1645	1576	3221	613	586	1198
202	Sultanpur-II	2083	1973	4056	696	691	1387
203	Bhulath	2598	2702	5301	979	923	1902
204	Phagwara	6525	6925	13450	4077	4413	8490
	TOTAL	20397	20325	40722	9925	10070	19995

District-Kapurthala					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
198	Kapurthala-I	8101	3339	4307	15747
199	Kapurthala-II	12229	3419	5034	20682
200	Kapurthala-III	7770	1731	4093	13594
201	Sultanpur-I	7258	2360	587	10205
202	Sultanpur-II	7629	1419	1754	10802
203	Bhulath	9066	8781	5053	22899
204	Phagwara	24854	4259	10765	39878
GRAND TOTAL		76906	25309	31592	133806

District-Kapurthala					
Perspective 2002-2007					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
198	Kapurthala-I	4614	1178	1389	7181
199	Kapurthala-II	6386	1602	1949	9936
200	Kapurthala-III	3694	981	1581	6256
201	Sultanpur-I	3221	901	146	4267
202	Sultanpur-II	4056	629	421	5106
203	Bhulath	5301	4357	2101	11758
204	Phagwara	13450	2163	3392	19005
GRAND TOTAL		40722	11810	10978	63509

Blockwise Handicapped Children

Perspective 2002-2007

District : Kapurthala - 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
Kapurthala-I	6	18	2	25	23	5	79
Kapurthala-II	5	22	3	63	54	7	154
Kapurthala-III	4	26	11	23	41	6	111
Sultanpur-I	3	13	2	31	33	17	99
Sultanpur-II	0	0	1	3	2	1	7
BHULATH	15	28	9	48	25	8	133
PHAGWARA	10	33	11	58	38	6	156
Total	43	140	39	251	216	50	739

Blockwise Handicapped Children

Perspective 2002-2007

District : Kapurthala - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
Kapurthala-I	16	16	32	6	4	10
Kapurthala-II	24	23	47	11	26	37
Kapurthala-III	34	55	89	7	10	17
Sultanpur-I	40	34	74	14	29	43
Sultanpur-II	11	6	17	0	0	0
BHULATH	18	9	27	30	18	48
PHAGWARA	34	34	68	8	7	15
Total	177	177	354	76	94	170

Summary

District Kapurthala

S.No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Teacher Salary	84.240	11.79	87.480	11.79	90.720	12.17	93.960	12.55	97.200	12.92	453.600	12.25
2	School/Alternative schooling facility		0.00		0.00		0.00		0.00		0.00	0.000	0.00
3	Upper Primary schools/sections		0.00		0.00		0.00		0.00		0.00	0.000	0.00
4	Classrooms		0.00		0.00		0.00		0.00		0.00	0.000	0.00
5	Free textbooks	22.847	3.20	26.274	3.54	29.702	3.98	33.129	4.43	36.557	4.86	148.508	4.01
6	Civil Works	235.806	33.01	244.754	32.99	245.926	32.99	247.096	33.01	248.267	33.00	1221.850	33.00
7	Maintenance and repair of school buildings	39.750	5.56	41.500	5.59	42.100	5.65	42.650	5.70	43.250	5.75	209.250	5.65
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	17.500	2.36	23.500	3.15	29.000	3.87	35.000	4.65	105.000	2.84
10	School grant	15.900	2.23	16.600	2.24	16.840	2.26	17.060	2.28	17.300	2.30	83.700	2.26
11	TLM grant	16.115	2.26	16.640	2.24	16.820	2.26	16.985	2.27	17.165	2.28	83.725	2.26
12	Teacher training	45.122	6.32	46.592	6.28	47.096	6.32	47.558	6.35	48.062	6.39	234.430	6.33
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	3.816	0.53	3.984	0.54	4.042	0.54	4.094	0.55	4.152	0.55	20.088	0.54
15	Provision for disabled children (IED)	8.904	1.25	8.907	1.20	8.868	1.19	8.918	1.19	8.918	1.19	44.515	1.20
16	Research, evaluation, supervision and monitoring	11.130	1.56	11.614	1.57	11.769	1.58	11.928	1.59	12.093	1.61	58.535	1.58
17	Management cost	42.999	6.02	44.523	6.00	44.740	6.00	44.903	6.00	45.126	6.00	222.292	6.00
18	Innovative activities	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
18.1	Girls child education	9.996	1.40	9.996	1.35	9.996	1.34	9.996	1.34	9.996	1.33	49.978	1.35
18.2	ECCE	15.003	2.10	15.003	2.02	15.003	2.01	15.003	2.00	15.003	1.99	75.015	2.03
18.3	SC/ST	9.997	1.40	9.997	1.35	9.997	1.34	9.997	1.34	9.997	1.33	49.986	1.35
18.4	Computer Education	15.00	2.10	15.000	2.02	15.000	2.01	15.000	2.00	15.000	1.99	75.000	2.03
19	Block resource centres	85.415	11.96	85.415	11.51	85.415	11.46	85.415	11.41	85.415	11.36	427.075	11.53
19.1	Cluster resource centres	3.717	0.52	3.717	0.50	3.717	0.50	3.717	0.50	3.717	0.49	18.585	0.50
20	Intervention for out of school children	48.651	6.81	36.483	4.92	24.315	3.26	12.147	1.62	0.000	0.00	121.597	3.28
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		714.408	100.00	741.980	100.00	745.565	100.00	748.556	100.00	752.218	100.00	3702.728	100.00

Perspective Work Plan 2002-07, District Kapurthala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name : Teacher															(in lacs)		
1.0	Salary for primary teachers 90 x 12	0.078	1080	84.240	0.081	1080	87.480	0.084	1080	90.720	0.087	1080	93.960	0.090	1080	97.200	
				84.240			87.480			90.720			93.960			97.200	
Intervention Name : Free textbooks															(in lacs)		
5.0	Free text books for Non SC girls	0.0015	15231	22.847	0.0015	17516	26.274	0.0015	19801	29.702	0.0015	22086	33.129	0.0015	24371	36.557	
				22.847			26.274			29.702			33.129			36.557	
Intervention Name : Civil works															(in lacs)		
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	2	11.640	5.820	2	11.640	5.820	2	11.640	5.820	2	11.640	5.820	2	11.640	
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	111	37.685	0.340	120	40.800	0.340	120	40.800	0.340	120	40.800	0.340	120	40.800	
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	6	11.640	1.940	6	11.640	1.940	6	11.640	1.940	6	11.640	1.940	6	11.640	
6.0	Additional Class rooms for primary schools	1.160	56	64.960	1.160	58	67.280	1.160	58	67.280	1.160	59	68.440	1.160	60	69.600	
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	80	92.800	1.160	80	92.800	1.160	80	92.800	1.160	80	92.800	1.160	80	92.800	
6.0	Headmaster's room for upper primary sections	1.160	11	12.760	1.160	14	16.240	1.160	15	17.400	1.160	15	17.400	1.160	15	17.400	
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 658	0.00032	2632	0.842	0.00032	2632	0.842	0.00032	2632	0.842	0.00032	2632	0.842	0.00032	2632	0.842	
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (90+10)	0.00068	400	0.272	0.00068	400	0.272	0.00068	400	0.272	0.00068	400	0.272	0.00068	400	0.272	

Perspective Work Plan 2002-07, District Kapurthala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x primary & upper primary schools	0.00047	1590	0.747	0.00047	1660	0.780	0.00047	1684	0.791	0.00047	1706	0.802	0.00047	1730	0.813
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
	Subtotal			235.806			244.754			245.926			247.096			248.267
Intervention Name : Maintenance and repair of school buildings (in lacs)																
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	795	39.750	0.050	830	41.500	0.050	842	42.100	0.050	853	42.650	0.050	865	43.250
	Subtotal			39.750			41.500			42.100			42.650			43.250
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	35	17.500	0.500	47	23.500	0.500	58	29.000	0.500	70	35.000
	Subtotal			0.000			17.500			23.500			29.000			35.000
Intervention Name : School Grant (in lacs)																
10.0	School grants for existing schools (primary + upper primary)	0.020	795	15.900	0.020	830	16.600	0.020	842	16.840	0.020	853	17.060	0.020	865	17.300
	Subtotal			15.900			16.600			16.840			17.060			17.300

Perspective Work Plan 2002-07, District Kapurthala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
Intervention Name : Teacher Grant (in lacs)																
11.0	TLM grant for teachers of primary and upper primary schools	0.005	3223	16.115	0.005	3328	16.640	0.005	3364	16.820	0.005	3397	16.985	0.005	3433	17.165
	Subtotal			16.115			16.640			16.820			16.985			17.165
Intervention Name : Teacher Training (in lacs)																
12.0	Teachers training for primary and upper primary for 20 days The detail of various training and training schedule have been given in the chapter of Training Programme	0.0140	3223	45.122	0.0140	3328	46.592	0.0140	3364	47.096	0.0140	3397	47.558	0.0140	3433	48.062
	Subtotal			45.122			46.592			47.096			47.558			48.062
Intervention Name : Training of Community Leaders (in lacs)																
14.0	Orientation to VEDC Members No. of primary + upper primary x 8 members x 2	0.0003	12720	3.816	0.0003	13280	3.984	0.0003	13472	4.042	0.0003	13648	4.094	0.0003	13840	4.152
	Subtotal			3.816			3.984			4.042			4.094			4.152
Intervention Name : Provision for disabled children(IED) (in lacs)																
15.0	IED Training to BRC staff 5 x10 x 5	0.0007	250	0.175	0.0007	250	0.175	0.0007	250	0.175	0.0007	250	0.175	0.0007	250	0.175
15.0	IED assessment camps 2 x5	0.020	10	0.20	0.020	10	0.20	0.020	10	0.20	0.020	10	0.20	0.020	10	0.20
15.0	One Resource person honorarium 5 Blocks x 12 months	0.050	60	3.000	0.050	60	3.000	0.050	60	3.000	0.050	60	3.000	0.050	60	3.000
15.0	Manual for disability in Indian content A Teacher's Role for 795 schools	0.00022	795	0.175	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 795 schools	0.00032	795	0.254	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 No. of primary + upper primary schools	0.00034		0.000	0.00034	830	0.282	0.00034		0.000	0.00034		0.000	0.00034		0.000

Perspective Work Plan 2002-07, District Kapurthala, 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 No. of primary + upper primary schools	0.00028	795	0.223	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 No. of primary + upper primary schools	0.00036		0.000	0.00036	830	0.299	0.00036		0.000	0.00036		0.000	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for No. of primary + upper primary schools	0.00038		0.000	0.00038		0.000	0.00038	842	0.320	0.00038		0.000	0.00038		0.000
15.0	Special assistance and TLM to disabled children	0.0066	739	4.877	0.0067	739	4.951	0.007	739	5.173	0.0075	739	5.543	0.0075	739	5.543
	Subtotal			8.904			8.907			8.868			8.918			8.918

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	795	0.239	0.0003	830	0.249	0.0003	842	0.253	0.0003	853	0.256	0.0003	865	0.260
16.0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	795	0.239	0.0003	830	0.249	0.0003	842	0.253	0.0003	853	0.256	0.0003	865	0.260
16.0	Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000/-	0.02	40	0.800	0.02	83	1.660	0.02	84	1.680	0.02	85	1.700	0.02	86	1.720
16.0	Academic monitoring of schools by DIET staff by travelling 2x12 months @ Rs. 1000/-	0.01	24	0.240	0.01	48	0.480	0.01	48	0.480	0.01	48	0.480	0.01	48	0.480
16.0	Academic supervision by BRCs 5 x 5 units @ Rs. 1000/-	0.01	25	0.250	0.01	50	0.500	0.01	50	0.500	0.01	50	0.500	0.01	50	0.500

Perspective Work Plan 2002-07, District Kapurthala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.01	60	0.600	0.01	120	1.200	0.01	120	1.200	0.01	120	1.200	0.01	120	1.200
16.0	Annual Household survey @ Rs.3/- per household for 136785 households	0.00003	136785	4.104	0.00003	136785	4.104	0.00003	136785	4.104	0.00003	136785	4.104	0.00003	136785	4.104
16.0	MIS Data collection and processing of data for 561 primary schools at State/District office	0.0017	561	0.954	0.0017	561	0.954	0.0017	561	0.954	0.0017	561	0.954	0.0017	561	0.954
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	234	0.421	0.0018	269	0.484	0.0018	281	0.506	0.0018	292	0.526	0.0018	304	0.547
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.110/- per school for No. of primary + upper primary schools	0.0011	795	0.87	0.002	830	1.660	0.002	842	1.684	0.002	853	1.706	0.002	865	1.730
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 795 primary and upper primary schools	0.00031 x3	795	0.740			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			0.000						0.000	0.00029	853	0.247			0.000

Perspective Work Plan 2002-07, District Kapurthala, 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			0.000	0.00028	269	0.075	0.00028 ×2	281	0.157			0.000	0.00028 ×4	304	0.340
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	0.0003× 7	795	1.670			0.000			0.000		0.000				0.000
Subtotal				11.130			11.614			11.769			11.928			12.093
Intervention Name : Management Cost (in lacs)																
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880

Perspective Work Plan 2002-07, District Kapurthala, 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 (once 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 x2	0.030	10	0.300	0.030	10	0.300	0.032	10	0.320	0.032	10	0.320	0.035	10	0.350
17.0	Development and printing of modules on planning and management by State/District office	0.00036	795	0.286	0.00036	830	0.299	0.00036	842	0.303	0.00036	853	0.307	0.00036	865	0.311
17.0	Hiring of experts for pedagogy research, evaluation community mobilization, gender sensitization, alternative schooling planning and management training District 8x12 @ Rs.8000 Block 3x12 @ Rs.8000															
17.0	Circulation of material prepared of the experts to school/VEDC level			3.703			3.918			3.631			3.320			3.030
17.0	News Letter	0.00025	795	0.20	0.00025	830	0.207	0.00025	842	0.210	0.00025	853	0.213	0.00025	865	0.216
17.0	Media Activity			1.59			1.679			1.556			1.423			1.299
	Subtotal			43.00			44.52			44.74			44.90			45.13

Perspective Work Plan 2002-07, District Kapurthala, 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															1		
18.1	Remedial coaching for girls students for two months in primary schools in parts	0.003	280	0.840	0.003	280	0.840	0.003	280	0.840	0.003	280	0.840	0.003	280	0.840	
18.1	Remedial coaching for girls students for two months in upper primary schools in parts	0.003	117	0.35	0.003	117	0.35	0.003	117	0.35	0.003	117	0.35	0.003	117	0.35	
18.1	Development of supplement reading material and item Bank for 22131 girl student of primary students for use in remedial coaching in parts	0.00038	11065	4.205	0.00038	11065	4.205	0.00038	11065	4.205	0.00038	11065	4.205	0.00038	11065	4.205	
18.1	Development of supplement reading material and item Bank for 23184 girl student of upper primary students for use in remedial coaching in parts	0.00057	8070	4.600	0.00057	8070	4.600	0.00057	8070	4.600	0.00057	8070	4.600	0.00057	8070	4.600	
Subtotal				9.996			9.996			9.996			9.996			9.996	
b) ECCE																	
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	18321	13.741	0.00075	18321	13.741	0.00075	18321	13.741	0.00075	18321	13.741	0.00075	18321	13.741	
18.2	School readiness kits for first generation learners in primary schools of 5 year age for no. of primary schools x 3 in parts	0.00075	1683	1.262	0.00075	1683	1.262	0.00075	1683	1.262	0.00075	1683	1.262	0.00075	1683	1.262	
Subtotal				15.003			15.003			15.003			15.003			15.003	
c) SC/ST																	
18.3	Remedial coaching for 3 months in primary & upper primary schools in parts	0.0030	397	1.191	0.0030	397	1.191	0.0030	397	1.191	0.0030	397	1.191	0.0030	397	1.191	

Perspective Work Plan 2002-07, District Kapurthala, 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 SC children 28420 in parts schools	0.0005	10572	5.286	0.0005	10572	5.286	0.0005	10572	5.286	0.0005	10572	5.286	0.0005	10572	5.286
18.3	Question Bank for SC children of 20100 upper primary classes for remedial coaching in parts	0.0006	5867	3.520	0.0006	5867	3.520	0.0006	5867	3.520	0.0006	5867	3.520	0.0006	5867	3.520
	Subtotal			9.997			9.997			9.997			9.997			9.997
d) Computer Education																
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000
	Subtotal			15.000			15.000			15.000			15.000			15.000
Intervention Name: Block Resource Centres (in lacs)																
19.0	BRC Contingency grant for 5 CD Blocks @ Rs.12500/- P.A.	0.125	5	0.625	0.125	5	0.625	0.125	5	0.625	0.125	5	0.625	0.125	5	0.625
19.0	TLM grant for 5 CD Blocks @ Rs.5000/- P.A.	0.050	5	0.250	0.050	5	0.250	0.050	5	0.250	0.050	5	0.250	0.050	5	0.250
19.0	Meetings, Travel allowance for 5 CD Blocks @Rs.500 x 12 P.A.	0.005	60	0.300	0.005	60	0.300	0.005	60	0.300	0.005	60	0.300	0.005	60	0.300
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 4 Blocks @ Rs.7800/- x 12 P.A.	0.078	960	74.880	0.078	960	74.880	0.078	960	74.880	0.078	960	74.880	0.078	960	74.880
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ 7800/- x 12 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			85.415			85.415			85.415			85.415			85.415
Intervention Name: Cluster Resource Centres (in lacs)																
19.1	CRC Contingency grant for 63 CRCs Blocks @ Rs.2500/- P.A.	0.025	63	1.575	0.025	63	1.575	0.025	63	1.575	0.025	63	1.575	0.025	63	1.575

Perspective Work Plan 2002-07, District Kapurthala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
19.1	TLM grant for 63 CRCs @ Rs.1000/- P.A.	0.010	63	0.630	0.010	63	0.630	0.010	63	0.630	0.010	63	0.630	0.010	63	0.630
19.1	Meetings, Travel allowance for 63 CRCs Blocks @Rs.200 x 12 P.A.	0.002	756	1.512	0.002	756	1.512	0.002	756	1.512	0.002	756	1.512	0.002	756	1.512
	Subtotal			3.717			3.717			3.717			3.717			3.717
Intervention Name: Out of School children														(in lacs)		
20.0	Cost of running of EGS centres for 1527 out of school children of 6-11 age group declining by 25%	0.00845	1527	12.903	0.00845	1145	9.675	0.00845	763	6.447	0.00845	381	3.219	0.00845	0	0.000
20.0	Cost of running of EGS centres for 1840 out of school children of 11-13 age group declining by 25%	0.012	1840	22.080	0.012	1380	16.560	0.012	920	11.040	0.012	460	5.520	0.012	0	0.000
20.0	Cost of running of EGS centres for 1139 out of school children of 14 age declining by 25%	0.012	1139	13.668	0.012	854	10.248	0.012	569	6.828	0.012	284	3.408	0.012	0	0.000
	Subtotal			48.651			36.483			24.315			12.147			0.000
Intervention Name: Preparatory activities for micro-planning, household surveys studies														(in lacs)		
21.0																
	Subtotal			0.000			0.000			0.000			0.000			0.000

Government of Punjab
Education- 7 Branch
Education Department
ORDER

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

1. The Need

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

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

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

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

2. Two Levels of School Education

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

3. Rechristening of School Directorates

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

4. Heads of the Department

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

5. Implementation

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

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

5.2 New Nomenclature of Directorates, subordinate offices, schools, officers and staff

- 5.2.1 Directorate of 'School' education will henceforth be called Directorate of Secondary Education
- 5.2.2 Directorate of Primary Education will henceforth be called Directorate of Elementary Education.
- 5.2.3 Director Public Instruction (Schools) will henceforth be designated as Director Public Instruction (Secondary Education)
- 5.2.4 Director Public Instruction (Primary) will henceforth be designated as Director Public Instruction (Elementary Education)
- 5.2.5 All Primary and Middle Schools under the control of Government of Punjab will henceforth be called Government Elementary Schools.
- 5.2.6 All High and Senior Secondary Schools under the control of Government of Punjab will henceforth be called Government Secondary

Schools.

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

5.3 Staff Salaries

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

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

5.4 Two Levels of Schools

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

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

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

classes from 1st of April, 2003 if more than 20 students become available for admission in Class 1. 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.

5.65 School Heads

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

- 5.6.5. All teachers will ensure the smooth transition to Two Levels of School Education. Any problem arising out of mergers and redeployment will be solved in the most cordial and amicable atmosphere.
- 5.6.6. Principal Secretary, School Education will form a committee to prepare fresh guidelines for induction and restructuring of personnel to management cadre of all levels.

5.7 Anomalies and Local Specific Problems

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

- 5.7.1 Utmost efforts will be made by the staff at the school level to sort out any problem arising out of the reorganization of school system.
- 5.7.2 In the event school staff is not able to solve any problem or find any solution which is satisfactory for all the staff, it will be referred to the respective District Education Officer. Both the District Education Officers i.e. that is Elementary and Secondary will form a committee by taking three senior persons from the Teachers, Headmasters and Principals on priority basis. This committee will deliberate on the problem and will try to find an amicable solution.
- 5.7.3 In the event the District Committee is unable to solve a particular problem or identifies any anomaly or local/specific problem, it will refer the matter to the respective Directorate. Directorates of Elementary and Secondary Education will form a joint committee with other suitable members on priority and will look into the problem. In case, the committee is not able to resolve the issue it will be finally referred to Government for proper orders.

Dated, Chandigarh
the 25th, October, 2002.

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

No. 10/6/2002-3Edu. 7621/32 Dated, Chandigarh, the 28th, October 2002

A copy is forwarded to the following for information

and necessary action:-

1. Principal Secretary to Government of Punjab, Department of Finance.
2. Secretary to Government of Punjab, Department of Personnel.
3. Principal Secretary to Government of Punjab, Department of Co-Ordination.
4. Secretary, Punjab Public Service Commission, Patiala.
5. ⁷Director 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.

(B. Sarkar)

Secretary School Education,
Punjab.