

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



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

District

MANSA

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.*

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PART - I

Brief Profile of District Mansa

Location

Mansa district is located in the central southern part of Punjab State in the Malwa region. It was carved out on 13th April 1992 from the district of Bathinda. The district shares boundaries with Sirsa and Hisar district of Haryana in the south, Sangrur district in north & north east and Bathinda district in north east. It is constituted of the areas of erstwhile PEPSU state.

Origin of Name

The town is said to have been founded by Bhai Gurdas who hailed from Dhingarh of Distt. Mansa. He is said to have been married at the place among the Dhaliwal Jat Sikh. Once he come to his in-laws to take his wife along with him but they refused to send her. At this Bhai Gurdas sat in meditation before the house of his in-laws, after some time, the parents of girl agreed to send their daughter with Bhai Gurdas. But he refused to take her along with him, stating that he had now renounced the worldly way of life, in his memory, his samadh was constructed where a fair is held every year. In March-April. People in large numbers attend the fair and offers laddus to Bhai Gurdas Samadh. Class-A municipality has been functioning in town since 1952.

Area

The district spread over 2171 sq. Kms. having total population of 688630 as per 2001 census, amounting to 2.83 percent of the total population of Punjab (*Annexure-I*).

Climate

The district falls in the Central-Southern part of Punjab, which is distantly located from the Himalayas. The Rajasthan desert is also not far away and its heat, sand and dust storms influence its weather to great extent, the district has a very hot summer, mild rainy season and dry but bracing winter. Due to extension of irrigation facilities during the last few decades the weather has undergone some changes.

The temperature begins to rise in the district from early March and it goes on rising till it touches 46^o C or around in June. Hot winds blow over the land and dust storms are frequent, particularly in south-western portion. The monsoon rains commence in July with breaks and may last up to September. During the rainy season the days are hot and sultry but nights are cooler as the season progresses. The district reported 77.1mm average rainfall in 2000-01 (*Annexure-I*). Towards the middle of September or early of October the weather become fine and by end of October mild cold season sets in. The

period from November to February is cold, January being the severest. In winter light frost or rains may be experienced. In March weather becomes fine.

Topography

Mansa district is a part of Punjab Malwa plain and is sub divided following into regions

1) Mansa Plain

This is spread over the area of Mansa tehsil. The region covers the eastern part of the district. This is a plain area dotted with sand dunes, which are largely concentrated near the Mansa town. The geological structure of this region consists of Alluvium and main soils of the region are coarse sandy-loam to loam and loam to salty-clay loam which are classified as psamments-Fulvents-orthids and ochrepts-psamments. Natural vegetation includes, kikar, ber, neem and thorny bushes.

2) Ghaggar flood plain

This region extends over southern part of Mansa tehsil. The Ghaggar river flows east to west, geological structure of this region consists of Alluvium and main soils are ustalfs-ochrepts and Psamments-Fluvents-orthids. This region has serious problems of wind erosion. Being a flood plain villages are flooded during rainy season. It has Bhakra canal and new Dhodal branch (Sirhind Canal) for irrigation. The natural vegetation includes shisham, neem, redes and sarkanda.

Rivers and Drains

There is no major river, which traverses this district. Ghaggar stream, which flows through this district. It rises in the Sirmaur district of Himachal Pradesh and is known as Kaushalya in the reaches. After flowing through Himachal Pradesh, Ambala district of Haryana state, Patiala and Sangrur district of Punjab it enters this district at village moda HB No. 175 and leaves the district at village Rorki HB No 188. After flowing through the district it tends Sirsa district of Haryana where it is known as Nali. Its bed is narrow and banks are low thus floods easily occur. When it floods it causes lot of damage in the district during the rainy season.

Canals

The district is served by Sirhind canal the main source of irrigation in the district in this canal. All the three branches namely, the Abohar branch, the Batinda branch and Kotla branch form the part of this system.

Present Jurisdiction

The Mansa tehsil was part of erstwhile Patiala state. The area was merged in the PEPSU state. After the reorganisation of Punjab in 1956 Mansa became part of Bathinda district. On 13th April 1992 Mansa district was carved out from Bathinda district and is sub divided in following 3 tehsils (1) Mansa,

(2) Budhlada, (3) Sardulgarh. The district is further sub divided into 5 community development Blocks (1) Budhlada, (2) Jhuneer, (3) Sardulgarh. (4) Mansa and (5) Bhikhi. Further there are 5 towns and 240 villages in the district (*Annexure-I*).

Major Characteristics of the District

Land Utilisation

During the year 2000-01, against a geographical area of 219 thousand hectares of the district, the total area according to village papers is 214 thousand hectares, which shows wide disparity in the two sets of areas arrived at by different methods of measurement. Out of the total area, 3 thousand hectares is under forests, 6 thousand hectares is put to Non-Agricultural use, 2 thousand hectares is current fallow. Further there is 203 thousand hectares is 'Net Area Sown' which works out to be 94.85 percent to total area. 164 thousand hectares is the area sown more than once. Thus the total cropped area works out to be 367 thousand hectares during 2000-01 (*Annexure-I*).

Agriculture

The areas now constituting this district were earlier in Patiala state, where feudal institutions like Jagirdari and biswedari were prevalent which have since been abolished under various land reform measures introduced after independence. As a result many occupancy tenants have become proprietors. Similarly tenancy at will who were able to purchase land under the law also become proprietors. Also ceilings on land resulted in surplus lands, which was distributed among the landless cultivators on payment of compensation. For fear of being deprived of their land many landlords have taken to self-cultivation and have introduced mechanisation in agriculture in a big way. The farmers generally cultivate their land themselves or through servants. This system is known as khudkasht. (Self-cultivation). In some cases the land is leased out to other marginal farmers or tenants on batai (share cropping) or theka (contract). The general rate of batai is one half, depending upon the provision of irrigation, fertilizers, etc. However, the rate of theka (contract) varies from time to time depending upon the quality of land and the period of contract. As large number of farmers own tractors some of them offer services for various agricultural operations against cash payment. This system is gaining popularity in the rural areas.

79.32 percent population of the district resides in rural areas thus Mansa is mainly an agricultural district. Area under paddy was 84 thousand hectares and under wheat was 163 thousand hectares, during the year 2000-01. The district reported an area of 813 hectares under different vegetables. Out of this 461 hectares is under winter vegetables. The area under different fruits is 357 hectares out of these 116 hectares the highest area is under Kinnow. Thus the total cropped area for the year 2000-01 works out 367 thousand hectares. The

district consumed 57 thousand tonnes of chemical fertilizer during the year 2000-01.

Irrigation

The main source of irrigation are the canals as the rains are low and erratic even during the monsoons. Also the sub soil water is low and brackish, which is considered unsuitable for irrigation. Besides the canals, the government has sunk and energised tubewells, which augment the sources of irrigation in the district. Irrigation by well is resorted to but to a limited extent. The irrigation is done mainly from Sirhind canal. But some areas are irrigation from Bhakra canal and other distributaries.

In the year 2000-01, the net area irrigated in the district was 199 thousand hectares, out of which 144500.0 hectares was irrigated by Government canals and 54500.0 hectares by tubewells and wells (*Annexure-I*). The percentage of Net Area Irrigated to Net Area sown during the corresponding period was 90.0 percent. Out of gross cropped area of 367 thousand hectares, 361.7 thousand hectares was irrigated. Percentage of Gross Irrigated Area to gross cropped area was 98.6 percent.

Animal Husbandry

Livestock continue to be a valuable possession of the farmers inspite of the agricultural economy is heading towards mechanisation. The district can boast of a fairly rich cattle wealth in the year 1997.

In the year 1997 out of 455300 livestock there were 86400 cattles, 264900 buffaloes, 900 horses and ponies, 500 donkeys, 1.600 mules, 48500 sheeps, 37800 goats, 1400 camel and 13300 pigs. The number of poultry birds was 91800 (*Annexure-I*). A milk Plant with a capacity of 150000 litres per day is being run in the district. It has chilling centres.

Fisheries

In the year 2000-01, an area of 328 hectares was stocked with 4093 thousand fingerlings. A sum of Rs. 63000 was received from fisheries (*Annexure-I*).

Industry

During the princely times there was not much industrial activity in the district. Village industries like handloom weaving, oil extraction by wooden kohlus, manufacture of agricultural implement, juti making, baan making, gur and shakar manufacture, calico printing and phulkari making were in vogue in the rural areas. Durries in floral deigns were manufactured in the urban centres of the district.

In the year 2000, the number of registered factories was 248 and out of total, 246 were working (*Annexure-I*). The average number of workers was 6035 and workers per lakh of population were 894. Some industries of the district are: (1) Manufacturing of textiles (2) Electricity and gas Supply, (3) Repair services, (4) Agricultural services, (5) Manufacturing of food and beverages, (6) Manufacturing of leather and fur products (7) Manufacturing of wood and wood product, (8) Manufacturing metal products and parts, and (9) Electricity Machinery and other etc (*Annexure-I*).

Electricity

The erstwhile rulers were well aware of the technological changes taking place in the world. They, therefore, were the first to introduce electricity in their area in the beginning of the last century. The private suppliers of electricity were replaced by the state government Public Works Department. After some time the responsibilities of supplying electricity was bestowed on the Punjab State Electricity Board Patiala.

In the year 2000-01, the district consumed 214.51 million units of electricity (*Annexure-I*), which was 1.12 percent of the total state consumption. Further domestic sector was the largest consumer of electricity i.e. 84.10 million units. For agriculture, commercial and industrial sectors; the consumption was 78.52 millions units, 12.58 million units and 38.25 million units respectively. In the year 2000-01 out of total household of 115796, number of household using electricity was 89337 which comes out to be 77.15 percent.

Minerals and Mining

The district is poor so far as mineral wealth is concerned. Some kankar (Calcareous nodules) is found at some places. It is for road construction purpose and is also burnt for lime. Black clay from which bricks are made also occurs in small quantities.

Communication

The means of communication such as railways roads, waterways, post and telegraphs and telephone play an important role in the development of any area. The district is well served by road and railways. Bathinda-Jakkhal-Delhi is the main railway line serving the district.

In 2000-01, the road length maintained by PWD (B&R) is 1777 kms. The whole road length of 1777 Kms. is provincial highways. Accordingly, roads per 100 Sq. Kms. of area is 85 Kms. Roads per lakh of population is 267 Kms. The villages linked with roads are 240 and percentage of villages linked with roads is 100 percent. The number of total registered vehicles in 2000-01 is 21377. Also, there are 97 post offices, 6 telegraph offices, 27 telephone exchanges, 241 public call offices and 7278 telephone connections in the district (*Annexure-I*).

Trade and Commerce

Though the wholesale and retail trade is mostly in the private hands, there is a district wholesale co-operative marketing and supply society at Mansa which undertakes whole sale supplies of agricultural implements, seeds, fertilisers pesticides etc to the farmers/members.

In 2000-01, there were 112 agricultural societies (*Annexure-I*), 185 milk supply societies, 79 weavers societies in the district. The population of the district is provided with the banking facility. The district has 4 state Bank of India branches, 13 state Bank of Patiala branches, 10 Punjab National Bank branches and 17 other National Banks.

Forestry

Mansa district falls under the jurisdiction of divisional forest officer, Bathinda. Due to rapid extension of agriculture area under forest has declined appreciably during the last century. The district was known as jungle once but jungle are nowhere to be seen anywhere. During 2000-01, total area under forest was 27 Sq. kms. and the total area is protected forest area. The percentage of forest area to total area is 1.24 percent.

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Medical and Public Health

Ayurvedic and Unani systems of medicine were popular before the introduction of Allopathic system by the erstwhile rulers, who took pains in opening hospitals and dispensaries at various important places in the district. Faith curing and quackery was also popular with the people but it has since lost popularity. In orthopaedic cases (bone fracture) village sianas/pahlwans were consulted but their popularity has also declined appreciably. The homoeopathic system is last to arrive and it has become popular in the urban areas in treatment of children and patients of chronic diseases.

In 2001, there were 61 Medical Institutions out of which 53 are in rural areas and 8 are in urban area. Further, there are 36 dispensaries and 1 hospital in rural area and 2 dispensaries and 4 hospitals in urban area. The district has 12 Ayurvedic, 1 Unani and 2 Homoeopathic Institutions (*Annexure-I*). Up to the year 2001, 239 villages were identified as water scarcity villages and in all the villages water supply schemes have been commissioned.

Education

Before the introduction of modern education on the lines of the British, teaching was done on religious lines in the following three systems; (1) Hindu system, (2) Sikh system and (3) Muslim system. The Hindu system comprised

Chatshalas/patshalas run by Pandits in the dharamsalas or temples where instructions were imparted in Hindi. The Sikh system comprised teaching by the Bhai/Granthis in the gurudwaras/dharamshalas in Gurmukhi. In the Muslim system Maulvis taught Arabic/ Persian/ Urdu in the madrassa/ makhtabs/ mosques.

In the post independence period tremendous progress was made in the opening of number of institution. In 2000-01, the district has Arts, Science, Commerce and Home Science Colleges 4(3boys, 1 girls); Senior Secondary Schools 23(18 boys, 5 girls); High Schools 51 (47 boys, 4 girls); Middle Schools 87 (86 boys, 1 girls); Primary Schools 289 (289boys); Elementary Teachers Training School 1 (1 boys) and Technical Industrial Arts craft School 4(2 boys, 2 girls) (*Annexure-III to XIV*). In 2001, the district reported the literacy rate 52.50 percent (59.12 percent Males 45.07 percent Females). The rural literacy rate is 47.56 percent and the urban is 71.23 percent. In terms of female literacy, Mansa is at bottom in comparison of other districts of Punjab, but the district has shown maximum increase in literacy rate i.e. 15.27 percent over 1991 (*Annexure-XI*).

Occupation

The percentage of urban population as reported in 2001 census was 20.68 percent, which was 14.85 percent in 1991 (*Annexure-I*). According to 2001, there were 33.0 percent main workers (50.8 percent male, 12.6 percent female); and 7.8 percent marginal workers (3.6 males, 12.6 female). The percentage of cultivators and agricultures labourers was 35.7 percent (42.7 male, 18.4 female) and 23.4 percent (22.7 males, 25.2 female) respectively. The rural-urban break-up of main workers reveals: 33.4 percent workers in rural areas and 31.1 percent in urban area.

In a short period, the district made a remarkable platform for development. The abolition of water scarcity is a good step in way of progress. The literacy rate in term of female is also increased during the last decade. The district is progressing in every field.

District: Mansa Primary Statistics		
S.NO	ITEM	
1	Area	2171 Sq.Km.
	Tehsils	3
	Blocks	5
	Towns	5
	Inhabited villages	240
2	Population 2001	
	Total population	688630
	Rural population	546248
	Percentage to total Population	79.32%
	Urban population	142382
	Percentage to total Population	20.68%
	Density	317 Per Sq.km.
	Literate and educated persons	311895
	Literacy	52.50%
	Female per 1000 male	875
	Total Workers	280272
	Main Workers	227248
	Marginal Workers	53713
	Non- Workers	408358
	Break up of Main Workers	
	I) Cultivators	100057
	II) Agriculture Labourer	65584
	III) Manufacturing, Processing, servicing and Repairs In Household Industry	9529
	IV) Other Services	105102
3	Local Bodies(2000-2001)	
	I) Zila Parishads	1
	II) Municipal Committees	5
4	Climate	
	Average Rainfall	77.1 mm
5	Agriculture (2000-2001)	203000 hect.
	Net Area Sown	164000 hect.
	Area Sown more than once	
6	Irrigation (2000-2001)	
	Net Area Irrigated by:	
	Govt. Canals	144500 hect.
	Wells/Tubewells	54500 hect.
	Total	199000 hect.
	Gross Area Irrigated	361700 hect.
7	Animal Husbandry (2000-2001)	
	Veterinary Hospitals	53
	Permanent Outlaying Dispensaries & Insemination Units	60
	Area Stocked with fish	328 hect.
	Total Live Stock (Live Stock Census 1997)	455300
	Total Poultry (Live Stock Census 1997)	91800
8	Energy (1999-2000)	
	Consumption of Electricity	214.51 million units
9	Forest (2000-2001)	
	Area under Forests	27 Sq.km.
10	Industries (2000)	
	Regd. Working Factories	246

District: Mansa		
Primary Statistics		
S.NO	ITEM	
11	Medical and Health (1.4.2001)	
	Hospitals	5
	Dispensaries	38
	P.H.Cs.	14
	Ayurvedic and Unani Institution	13 (12+1)
	Homoeopathic Institutions	2
	Beds installed in Medical Institutions (Allopathy)	503
12	Co-operation (2000-2001)	
	Co-operative Societies	614
	Primary Agricultural Credit Societies	112
13	Banking (2000)	
	Scheduled Banks	44
14	Miscellaneous(2000-2001)	
	Post Offices	97
	Police-Stations/ Police Posts	10

Source : Statistical Abstract of Punjab

District:Mansa		
Demographic Profile		
	1991	2001
Population-Total	574662	688630
Male	306888	367197
Female	267774	321433
Rural	479057	546248
Male	255985	291380
Female	223072	254868
Urban	95605	142382
Male	50903	75817
Female	44702	66565
Sex Ratio-Total	873	875
Rural	871	875
Urban	881	878
No. of Literates-Total	178558	311895
Male	114783	185685
Female	63775	126210
Rural	129017	223631
Male	85369	134947
Female	43648	88684
Urban	49541	88264
Male	29414	50738
Female	20127	37526
0-6 Population-Total	N/A	94512
Male	N/A	53117
Female	N/A	41395
Rural	N/A	76050
Male	N/A	42718
Female	N/A	33332
Urban	N/A	18462
Male	N/A	10399
Female	N/A	8063
SC Total-1991	166225	N/A
Male	88813	N/A
Female	77412	N/A
Rural	146360	N/A
Male	78038	N/A
Female	68322	N/A
Urban	19865	N/A
Male	10775	N/A
Female	9090	N/A

Source : Statistical Abstract of Punjab

District Mansa																
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.	3	1	4	25.00	3	1	4	25.00	3	1	4	25.00	3	1	4	25.00
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)																
Senior Secondary Schools	18	5	23	21.74	18	5	23	21.74	18	5	23	21.74	18	5	23	21.74
High Schools	46	4	50	8.00	47	4	51	7.84	47	4	51	7.84	47	4	51	7.84
Middle Schools	89	1	90	1.11	89	1	90	1.11	87	1	88	1.14	86	1	87	1.15
Primary Schools	289		289	0.00	295		295	0.00	288	0	288	0.00	289	0	289	0.00
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																
Technical Industrial Art Craft Schools	2	2	4	50.00	2	2	4	50.00	2	2	4	50.00	2	2	4	50.00

Source : Statistical Abstract of Punjab

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

District Mansa																
No. of Working Teachers in Recognised Schools																
Type	1997				1998				1999				2000			
	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers
Universities																
Art, Science, Commerce and Home Science Colleges.	53	27	80	33.75	51	28	79	35.44	51	28	79	35.44	51	30	81	37.04
Engineering, Technology and Architecture Colleges.	125	21	146	14.38												
Medical Colleges (Allopathic Only)																
Teacher's Training Colleges (B.ed.)																
Senior Secondary Schools	267	213	480	44.38	280	216	496	43.55	264	248	512	48.44	247	223	470	47.45
High Schools	275	237	512	46.29	311	263	574	45.82	276	235	511	45.99	294	216	510	42.35
Middle Schools	245	153	398	38.44	309	182	491	37.07	267	224	491	45.62	252	195	447	43.62
Primary Schools	650	543	1193	45.52	650	542	1192	45.47	639	544	1183	45.98	582	529	1111	47.61
Pre-Primary Schools																
Elementary Teacher's Training Schools	5		5	0.00	5		5	0.00	6		6	0.00	4		4	0.00
Polytechnic Institutions																
Technical Industrial Art Craft Schools	39	6	45	13.33	38	8	46	17.39	38	8	46	17.39	38	8	46	17.39

Source : Statistical Abstract of Punjab

1. These figures relate to the State Statistical Abstract and are not in conformity with the household survey conducted by the department.
2. For the purpose of District Plan Number of School and enrolment has been take as per survey figures.

District Mansa																
No. of Students (Total)																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
D.																
Phil.																
B.A.	1		1	0.00	19	4	23	17.39					21	4	25	16.00
B.Sc.																
Dom.																
B.A. / B.A. (HONS.)	1380	569	1949	29.19	1347	577	1924	29.99	1233	603	1836	32.84	1306	636	1942	32.75
B.Sc. / B.Sc. (HONS.)																
Dom. / B.Com. (HONS.)	233	214	447	47.87	232	229	461	49.67	178	181	359	50.42	171	114	285	40.00
B.E. / B.Sc. (Eng.) / B.Arch. / B. Tech.																
B. B. S																
ed.																
Senior Secondary School	9299	6003	15302	39.23	10126	6627	16753	39.56	10148	6888	17036	40.43	9620	6577	16197	40.61
High School	8236	6336	14572	43.48	8349	6559	14908	44.00	9117	7844	16961	46.25	8426	7554	15980	47.27
Middle School	4555	3185	7740	41.15	5538	4099	9637	42.53	5323	4398	9721	45.24	5052	4457	9509	46.87
Primary School	32637	29505	62142	47.48	35751	32674	68425	47.75	34434	31251	65685	47.58	35215	32038	67253	47.64
Pre-Primary School																
Elementary Teacher's Training School J.B.T.	96	95	191	49.74	100	96	196	48.98	99	106	205	51.71	49	56	105	53.33
Polytechnic Institutions																
Technical Industrial Art and Craft School	296	120	416	28.85	302	104	406	25.62	366	120	486	24.69	389	115	504	22.82

Source : Statistical Abstract of Punjab

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

District Mansa

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.					1		1	4.35					3		3	12.00
M.Sc.																
M.Com.						1	1									
B.A / B.A. (HONS)	142	12	154	7.90	132	17	149	7.74	140	32	172	9.37	124	34	158	8.10
B.Sc./ B.Sc. (HONS)																
B.Com./ B.Com. (HONS.)	7	1	8	1.79	5	1	6	1.30	3		3	0.84	2		2	0.70
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.																
M. B. B. S																
B. ed.																
Senior Secondary School	1990	871	2861	18.40	2436	1056	3492	20.84	2390	1301	3691	21.67	2264	1321	3585	22.10
High School	1692	996	2688	18.45	1778	1051	2829	18.98	2004	1476	3480	20.52	1945	1533	3478	21.70
Middle School	1126	618	1744	22.53	1257	769	2026	21.02	1309	944	2253	23.18	1405	1097	2502	26.30
Primary School	11826	10779	22605	36.38	13813	13286	27099	39.60	14606	13510	28116	42.80	14542	13690	28232	41.90
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	24	24	48	25.13	24	24	48	24.49	27	25	52	25.37	13	13	26	24.70
Polytechnic Institutions																
Technical Industrial Art and Craft School	68	16	84	20.19	79	10	89	21.92	87	8	95	19.55	82	13	95	18.90

Source : Statistical Abstract of Punjab

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

Annexure - VII

District Mansa						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	33167	30598	63765	36255	32975	69230
Middle	12407	10901	23308	13120	11426	24546
Elementary	45574	41499	87073	49375	44401	93776
High School	5655	4054	9709	6013	4298	10311
Sr. Secondary	2783	1927	4710	2925	1927	4852
Secondary	8438	5981	14419	8938	6225	15163
Total (I-XII)	54012	47480	101492	58313	50626	108939

Source : Statistical Abstract of Punjab

Annexure VIII

District Mansa						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	33540	30884	64424	35812	32321	68133
Middle	13302	10958	24260	14059	11588	25647
Elementary	46842	41842	88684	49871	43909	93780
High School	6053	4359	10412	6449	4648	11097
Sr. Secondary	2494	1824	4318	2702	1824	4526
Secondary	8547	6183	14730	9151	6472	15623
Total (I-XII)	55389	48025	103414	59022	50381	109403

Source : Statistical Abstract of Punjab

Annexure - IX

District Mansa						
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	37581	28916	66497	81.32	81.96	81.60
Middle	15465	12197	27662	77.78	77.67	77.73

Source : Statistical Abstract

District Mansa			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	N.A.	N.A.	N.A.
Male	N.A.	N.A.	N.A.
Female	N.A.	N.A.	N.A.
Scheduled Caste Population	N.A.	N.A.	N.A.
Total	N.A.	N.A.	N.A.
Male	N.A.	N.A.	N.A.
Female	N.A.	N.A.	N.A.
Non-Scheduled Caste Population	N.A.	N.A.	N.A.
Total	N.A.	N.A.	N.A.
Male	N.A.	N.A.	N.A.
Female	N.A.	N.A.	N.A.

Source : Census of Punjab, 1991

District : Mansa										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
070	Sardulgarh	49.88	57.53	41.29	48.30	56.15	39.52	63.47	69.21	56.82
069	Budhlada	51.25	57.54	44.23	46.82	53.02	39.90	73.07	79.91	65.49
068	Mansa	54.74	61.08	47.59	47.74	54.16	40.47	71.83	78.08	64.86
11	District	52.5	59.12	45.07	47.56	54.27	40.03	71.23	77.56	64.14
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Census Data

Annexure - XII

District Mansa						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	39987	35188	75175	23203	20505	43708
2000	40413	35472	75885	23089	20476	43565
2001	40575	31822	72397	22766	19608	42374
2006	34733	31581	66314	24207	21698	45905
2011	34023	31240	65263	19511	18006	37517
2016	35046	32177	67223	20789	19056	39845

Source : RGI Estimates

District Mansa							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	39.48	35.62	37.34	43.75	48.54	46.10
	2000	34.6	32.78	35.36	53.22	48.51	51.07
Middle	1999	40.97	45.82	43.70	49.80	56.68	53.58
	2000	56.40	56.40	56.93	64.76	65.64	66.54

Annexure - XIV

District Mansa						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	105.89	103.49	104.83	90.27	90.83	90.53
Middle	84.41	80.27	82.53	66.72	60.52	63.77
High	80.42	65.22	73.27	52.99	37.03	45.44
SR.Sec	35.52	35.78	35.64	15.22	11.03	13.41

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
11	MANSA	Bhikhi	58.04	32.90	6.00	3.05	100.00
		Budhlada	53.67	38.40	5.61	2.31	100.00
		Jhunir	53.76	40.42	2.96	2.86	100.00
		Mansa	56.90	34.55	6.22	2.34	100.00
		Sardul Garh	51.78	37.03	7.91	3.27	100.00
District Total			54.32	37.29	5.66	2.74	100.00

Source : SW Department

PART - II

School Evaluation and Gradation Method

Evaluation:

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

Self-evaluation :

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

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

Team-evaluation :

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

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

Gradation Method

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

School Building and its Surroundings :

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

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

Teaching material and teaching aids :

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

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

School Management :

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

School-Head :

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

Student:

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

Class room transactions :

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

Togetherness of children :

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

Community Participation :

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

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

Conclusion

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

EDUCATION GUARANTEE SCHEME (EGS)

EGS as an Alternative System:

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

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

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

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

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

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

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

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

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

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

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

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

Strategies and interventions of EGS

Children in remote, school-less habitations :

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

Bridge courses/Back to School camps :

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

Very specific, flexible strategies for certain groups of children :

Street children, children of sex workers, children on railway platforms, children living in slums, children living on construction sites, children working in shops, dhabas, mechanic shops, as coolies, as domestic workers, in juvenile homes, children whose parents are in jails etc, could be the vital 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 Proforma prepared by the department. This report shall be presented in the meeting of the VEDC to be held between 2nd and 7th of every month. After the approval of the VEDC the progress report shall be sent to the C.R.C. under the signatures of chairman VEDC and school head.

b) C.H.T.

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

c) B.P.E.O.

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

d) District Level

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

e) State level

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

10. Annual Report

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

11. Department directions

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

The Constitution of Village Educational Development committee (VEDC)

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

The following shall be the members of VEDC

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Regarding Construction

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

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

2. Technical issues

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

- Only best quality of bricks should be used in construction works the crushing power of which should not be less than 105 k.g/ s.c.m.
- Before using the bricks these should be soaked with water properly because dry bricks do not catch the cement mixture properly.
- For examining the grade of bricks on the spot inspection should be done as below:
 - a) Take the weight of two to five bricks.
 - b) Keep them drowned in water in a pot for more than twenty-four hours. (Note that these bricks are fully wet with water)
 - c) Bring out these bricks and clean the wetness with some cloth. Weigh them again. Their weight should not increase twenty percent more than their previous weight.
- The sand should be neat and clean, there should be no soil in it. For raising the walls and plaster the specification of sand should be 1.5 F.M and for concrete mixing it should be of 2.5 to 3.5 F.M.
- The concrete mixture should be used within thirty minutes after adding water to it. A mixture of more than one bag of cement should not be prepared at one go. A mixture of more bags should be prepared only when it is being prepared for lintel or slabs.
- Never use brickbats while raising the walls.
- While raising the walls the thickness of joints of bricks should be in between 6.25 to 9.4 m.m.
- At least fifteen days of wetting of plaster is required for maturing it. The date of construction should be noted down on the black board with chalk.
- Only pressed steel chowkhats should be used which fulfill the prescribed specifications of P.W.D. Before fixing it at site, these should be quoted well with the primer.
- The joints should be cut marked at least up to 13 m.m so that it may catch plaster in a better way.
- If the walls are not being plastered even then they look better surfaced.
- While doing face work the extra cement mixture should be wiped out from the bricks.
- Plywood panels should not be used for outer doors and windows; only solid wood panel manufactures in the factory should be used which fulfill the prescribed specification of P.W.D
- Don't use 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 progarmmes from time to time so that any officer/authority may inspect it in detail any time. Govt. is providing us with unaccounted money for the reform of the educational system. We have not only to utilize this money judiciously but it is also to be kept in mind that our honesty should remain transparent. It is necessary that community should have full faith in our honesty and decisions. It is possible only if we keep all the records ready for inspection. All the details have been given in the book, 'The Methods of Keeping Accounts' The Cash Book, Brief detail of accounts, the assets procured through grants, stock Register, material at site register etc. should be kept ready and up to date at every time.
 - A small extra board should be hanged with the main board by VEDC in which the detail of only ongoing works shall be given, on the other board a description of masons and labourers engaged in work will be displayed with numbers. The name of the material issued for completion of work should also be detailed. All the entries on this board should be with chalk only and it should be kept up to date with the completion of the ongoing works. This second board should give the present situation of every work being done so that the community may know the progress and the expenditure being incurred on the project in hand, and how the money is being spent on it.
 - The work being done by VEDC should be done according to the directions and guidelines of the department otherwise VEDC will be held responsible for it.
 - While starting construction all maps and drawings should be shown to the mason so that he may understand his job properly.

Guidelines for Maintaining the Accounts of Village Educational Development Committees

1. Sources of income

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

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

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

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

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

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

i) New construction

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

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

ii) Repair

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

iii) Purchase

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

iv) Honorarium/ Remuneration

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

v) Others

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

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

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

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

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

COMPUTERS AND ITS ALLIED SERVICES AS NEW TECHNOLOGY IN SCHOOL EDUCATION

Making a new Educational System

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

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

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

Educational Design of Learning Environments

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

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

Motivational Source of Education

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

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

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

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

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

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

Organizing Culture and Knowledge

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

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

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

Toward Computer-Based Educational Methods

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

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

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

Improving the Conditions of Teaching

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

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

Computers as New Technology

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

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

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

- **EMIS Solution**

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

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

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

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

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

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

- a) Drop outs at various levels

- 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	All	All	2 days	Once in 3 years
	- 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 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	Durati on	Frequency
Tentative Plan of Programs for General Training to Develop/Enhance Personal & Professional Competencies of School Heads					
1	Induction Training	All	On promotion	1 week	On promotion
1.	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
2.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
3.	First-Aid	All	2 years	2days	Once in 2 years
4.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
10.	Stress Management -what -how to manage -various exercises	All	All	1 days	Once in a year
11.	Behaviour Modification	All	2 years	2 days	Once in 2 years
12.	Child Development	All	2 years	2 days	Once in 2 years
Tentative Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of School Heads					
1.	Competence to identify refer special children	All	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	All	2 years	2 days	Annual
3.	Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counselling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	All	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual

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

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

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

Jan Samparak Abhiyan

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

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

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

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	%
MANSA	101	17	16.83	30	5	16.67	21	1	4.76	20	2	10.00	172	25	14.53
JHUNEER-I	38	12	31.58	15	1	6.67	6	3	50.00	4			63	16	25.40
JHUNEER-II	55	12	21.82	13			5			9			82	12	14.63
BUDHLADA-I	58	11	18.97	18	1	5.56	13	1	7.69	8	1	12.50	97	14	14.43
BUDHLADA-II	43	4	9.30	11	1	9.09	10	1	10.00	5			69	6	8.70
Grand Total	295	56	18.98	87	8	9.20	55	6	10.91	46	3	6.52	483	73	15.11

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
	I-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
Block - 242 MANSA														
11-242-0030U201 G.P.S. HARIJAN COLONY, MANSA	177		154		83	88	5		5				Y	Behtar
11-242-0035U201 G.P.S. BASTI AULAKH, MANSA	132		124		46	45	3		3				Y	Kushal
11-242-0039U201 G.P.S. (G) WARD NO-13, MANSA	193		104		3		5		5				Y	Shiromani
11-242-0039U202 G.P.S. (B) WARD NO-13, MANSA	95		86		15	19	4		4				Y	Uttam
11-242-0169R201 G.P.S. JAWAHARKE	309		282		67	73	9		9				Y	Kushal
11-242-0169R301 G.M.S. JAWAHARKE		160		147	67	73		8		7		1	Y	Ausat
11-242-0175R301 G.M.S. NANGAL KHURD		87		62	7	24		6		6			Y	Uttam
11-242-0178R201 G.P.S. CHEKERIAN	301		253		94	15	7		7				Y	Ausat
11-242-0178R301 G.M.S. CHAKERIAN		145		114	24	15		6		6			Y	Uttam
11-242-0196R501 G.S.S.S. KHALA KALAN		387		318	216	201		7		7			Y	Ausat
11-242-0201R201 G.P.S. THUTHIAN WALI	265		148		62	33	7		7				Y	Shiromani
11-242-0201R301 G.M.S. THUTHIAN WALI		139		119	62	33		8		8			N	Kushal
11-242-0202R201 G.P.S. BHAINI BAGHA		197		166	61	69		12		12			Y	Behtar
11-242-0203R201 G.P.S. BAPPIANA	214		195		29	11	6		6				Y	Shiromani
11-242-0203R301 G.M.S. BAPPIANA		102		84	29	11		7		6		1	Y	Shiromani
11-242-0208R201 G.P.S. KHILLAN	183		155		6		5		5				Y	Ausat
11-242-0209R201 G.P.S. KOT LALLU	295		236		104		7		7				Y	Kushal
11-242-0210R201 G.P.S. MOOSA	297		235		25	129	6		6				Y	Uttam
11-242-0210R501 G.S.S.S. MOOSA		199		174	25	129		6		6			Y	Shiromani
11-242-0219R201 G.P.S. BURJ DHILWAN, UBHA	771		698		22		12		12				Y	Kushal
11-242-0223R201 G.P.S. TAMKOT	263		236		22	16	6		6				Y	Uttam
11-242-0223R401 G.H.S. TAMKOT		130		125	22			5		5			Y	Uttam
11-242-0231R201 G.P.S. (B) JOGA	216		199		106	73	6		6				Y	Uttam
11-242-0231R202 G.P.S. (G) JOGA	396		343		106	73	9		9				Y	Uttam
11-242-0231R203 G.P.S. HARIJAN BASTI, JOGA	194		180		106	73	3		2		1		Y	Kushal
Total	4301	1546	3628	1309	1409	1203	100	65	99	63	1	2		
Block - 243 JHUNEER-I														
													Y	Kushal

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacance	LEVEL
11-243-0049R201 G.P.S. JHUNIR	208		175		86		5		5				Y	Shiromani
11-243-0053R201 G.P.S. KOREWALA	143		136		35		3		3				Y	Kushal
11-243-0055R201 G.P.S. AKKANWALI	328		293		61		7		7				Y	Kushal
11-243-0056R201 G.P.S. LAKHMIRWALA	179		143		18		4		4				Y	Uttam
11-243-0064R201 G.P.S. BHAMME KALAN	314		275		63		6		6				Y	Kushal
11-243-0065R201 G.P.S. KOT DHARMU	294		256		108	45	6		6				Y	Kushal
11-243-0065R401 G.H.S. KOT DHARMU		192		154	108	45		6		6			Y	Uttam
11-243-0067R401 G.H.S. BAJE WALA		154		141		59		7		6		1	Y	Uttam
11-243-0070R201 G.P.S. DULOWAL	242		226		62	35	5		5				Y	Uttam
11-243-0070R301 G.M.S. DULOWAL		113		107	62	35		6		6			Y	Kushal
11-243-0071R201 G.P.S. CHAHILA WALI	171		140		20		5		4		1		Y	Uttam
11-243-0072R201 G.P.S. BEHNIWAL	214		195		34		6		6				Y	Uttam
11-243-0072R403 G.H.S. BEHNI WALA		85		72	40	41		7		7			Y	Adarsh
11-243-0077R201 G.P.S. ULLAK	116		99		5		3		3				Y	Kushal
11-243-0081R201 G.P.S. MIAN	58		32		1		2		2				Y	Uttam
Total	2424	544	2120	474	717	260	56	26	55	25	1	1		
Block - 244 JHUNEER-II														
11-244-0126R201 G.P.S. FATTAMALOKA	370		265		107	77	8		8				Y	Uttam
11-244-0132R201 G.P.S. JATTANA KHURD	124		103		15	10	2		1		1		N	Behtar
11-244-0146R201 G.P.S. TIBBI HARI SINGH	104		71		11	19	2		1		1		N	Behtar
11-244-0147R201 G.P.S. AHLUPUR	181		128		48	60	5		5				N	Kushal
11-244-0150R201 G.P.S. BHUNDER	75		42		6	12	2		2				N	Kushal
11-244-0152R201 G.P.S. KORI WARA	80		66		8	9	3		2		1		N	Uttam
11-244-0156R201 G.P.S. KHAIRA KHURD	259		228		20	26	4		3		1		N	Shiromani
11-244-0158R201 G.P.S. JHANDA KALAN	361		270		18	21	8		8				N	Shiromani
11-244-0161R201 G.P.S. SANGHA	137		98		56	71	5		4		1		N	Kushal
11-244-0175U201 G.P.S. (B) WARD NO-1, SARDULGARH	220		174		33	47	5		2		3		N	Kushal
11-244-0183U201 G.P.S. (G) WARD NO-9, SADULGARH	314		264		47	46	7		7				N	Kushal
11-244-0187U201 G.P.S. HARIJAN BASTI, WARD NO-13, SADULGARH	274		227		9	15	6		3		3		N	Kushal

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
Total	2499		1936		378	413	57		46		11			
Block - 245 BUDHLADA-I														
11-245-0006R201 G.P.S. (B) BOHA	280		247		21	19	7		6		1		Y	Uttam
11-245-0006R203 G.P.S. GADDER PATTI, BOHA	249		226		83	67	5		4		1		Y	Shiromani
11-245-0009R201 G.P.S. RAMPUR MANDER	284		272		67	57	5		5				Y	Uttam
11-245-0010R201 G.P.S. GURNEY KALAN	339		323		78	69	7		7				Y	Kushal
11-245-0010R401 G.H.S. GURNEY KALAN		159		147	78	69		12		9		3	Y	Behtar
11-245-0011R201 G.P.S. GURNEY KHURD	171		160		1	8	4		3		1		Y	Kushal
11-245-0012R201 G.P.S. HASANPUR	126		115		23	39	3		3				Y	Uttam
11-245-0012R301 G.M.S. HASANPUR		123		112	23	39		7		6		1	Y	Kushal
11-245-0013R201 G.P.S. BIROKE KALAN		152		143	29	92		8		6		2	Y	Uttam
11-245-0014R201 G.P.S. JEETGARH	159		149		5	9	3		3				Y	Kushal
11-245-0016R201 G.P.S. BOREWAL	315		282		47	55	8		8				Y	Kushal
11-245-0027R201 G.P.S. KALIPUR	267		246		81		5		5				Y	Shiromani
11-245-0109U501 G.S.S.S. BUDHLADA		342		313	40	116		12		12			Y	Uttam
11-245-0110U201 G.P.S. BHIKHI ROAD, WARD NO-8, BUDHLADA	182		143		11		4		4				Y	Uttam
Total	2372	776	2163	715	587	639	51	39	48	33	3	6		
Block - 246 BUDHLADA-II														
11-246-0109R201 G.P.S. DATEWAS	268		228		15	14	5		5				N	Behtar
11-246-0110R201 G.P.S. KHATRIWALA	182		154		43	22	3		3				Y	Behtar
11-246-0112R201 G.P.S. RANGHRIAL	370		337		86	78	5		5				N	Adarsh
11-246-0113R201 G.P.S. DIALPURA	198		160		38		4		4				Y	Behtar
11-246-0113R301 G.M.S. DIALPURA		174		152				8		6		2	N	Behtar
11-246-0145U401 G.H.S. (G) BARETA		242		213	13	2		11		9		2	Y	Kushal
Total	1018	416	879	365	195	116	17	19	17	15		4		
Grant Total	12614	3282	10726	2963	3286	2631	281	149	265	136	16	13		

Legends :-

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

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

Sarva Shiksha Abhiyan During 2001-2002

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

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

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/Diets/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/II/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/III/1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/II/2	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/II/2.1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/II/3	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/II/4	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/II/5	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/II/6	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/II/7	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Code records of total Schools of Block SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Pre Primary Schools at Block level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Block
17.03	Report of number of Primary Schools/Sections at Block level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Upper Primary Schools/Sections at Block level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly School Enrolment Information at Block level I To V class	EMIS	Punjabi	SSA, Punjab	Block

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

PART - III

FAMILY SURVEY

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

Reference Date :
Unit : Village/Ward

I. Family

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

II. Child (3-19)

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

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

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

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

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

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

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

Reports

1. Total children attending school (classwise)
 - 1.1 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 Mansa.

Enrolment (Survey)- 2002				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	48908	16765	15814	81487
Upper primary	25827	5865	3895	35587

Enrolment (State Abstract)- 2000				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	63765	5465	-	69230
Upper primary	23308	1238	-	24546

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

District - 11 - MANSA

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	8881	6188	15069	2672	2053	4725	1201	783	1984
Pre Primary Total	8881	6188	15069	2672	2053	4725	1201	783	1984
I	12853	8893	21746	4250	3568	7818	1662	1152	2814
II	9147	7284	16431	2697	2487	5184	1106	997	2103
III	7958	6154	14112	2401	1968	4369	1037	801	1838
IV	8779	6889	15668	2722	2429	5151	983	792	1775
V	7476	6054	13530	1988	1837	3825	934	763	1697
Primary Total	46213	35274	81487	14058	12289	26347	5722	4505	10227
VI	7600	5833	13433	2067	1727	3794	996	705	1701
VII	6293	5042	11335	1459	1288	2747	777	610	1387
VIII	5990	4829	10819	1497	1119	2616	791	533	1324
Midlle Total	19883	15704	35587	5023	4134	9157	2564	1848	4412
IX	4458	3539	7997	892	654	1546	555	477	1032
X	6417	4289	10706	1376	769	2145	804	588	1392
Secondary Total	10875	7828	18703	2268	1423	3691	1359	1065	2424
XI	1846	1359	3205	239	141	380	233	155	388
XII	1806	1654	3460	233	119	352	186	193	379
Sr. Secondary Total	3652	3013	6665	472	260	732	419	348	767
Technical Education	297	398	695	18	18	36	15	31	46
Technical Education Total	297	398	695	18	18	36	15	31	46

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	2947	2257	5204	1650	1331	2981	405	323	728
Pre Primary Total	2947	2257	5204	1650	1331	2981	405	323	728
I	6351	5091	11442	3295	2898	6193	872	690	1562
II	5045	4557	9602	1983	1912	3895	610	599	1209
III	4721	4149	8870	1900	1627	3527	620	501	1121
IV	5404	4811	10215	2258	2059	4317	602	546	1148
V	4632	4147	8779	1608	1523	3131	608	541	1149
Primary Total	26153	22755	48908	11044	10019	21063	3312	2877	6189
VI	5169	4342	9511	1696	1488	3184	712	547	1259
VII	4389	3897	8286	1170	1084	2254	550	461	1011
VIII	4279	3751	8030	1224	929	2153	571	427	998
Midlle Total	13837	11990	25827	4090	3501	7591	1833	1435	3268
IX	3201	2719	5920	757	560	1317	413	364	777
X	4652	3221	7873	1086	612	1698	606	455	1061
Secondary Total	7853	5940	13793	1843	1172	3015	1019	819	1838
XI	1508	1074	2582	200	119	319	190	118	308
XII	1334	1087	2421	188	88	276	137	125	262
Sr. Secondary Total	2842	2161	5003	388	207	595	327	243	570
Technical Education	175	130	305	15	6	21	11	11	22
Technical Education Total	175	130	305	15	6	21	11	11	22

District - 11 - MANSA

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	2707	1829	4536	496	322	818	379	233	612
Pre Primary Total	2707	1829	4536	496	322	818	379	233	612
I	3072	1932	5004	473	307	780	351	182	533
II	2129	1417	3546	380	300	680	214	181	395
III	1810	1081	2891	266	161	427	202	131	333
IV	1634	1179	2813	265	219	484	184	122	306
V	1458	1053	2511	212	181	393	165	107	272
Primary Total	10103	6662	16765	1596	1168	2764	1116	723	1839
VI	1379	856	2235	232	147	379	158	93	251
VII	1160	700	1860	171	115	286	153	91	244
VIII	1098	672	1770	193	130	323	141	66	207
Middle Total	3637	2228	5865	596	392	988	452	250	702
IX	779	524	1303	91	72	163	101	73	174
X	1075	691	1766	186	112	298	137	82	219
Secondary Total	1854	1215	3069	277	184	461	238	155	393
XI	239	177	416	25	12	37	30	28	58
XII	336	389	725	31	18	49	39	46	85
Sr. Secondary Total	575	566	1141	56	30	86	69	74	143
Technical Education	78	181	259	3	6	9	3	16	19
Technical Education Total	78	181	259	3	6	9	3	16	19

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	3227	2102	5329	526	400	926	417	227	644
Pre Primary Total	3227	2102	5329	526	400	926	417	227	644
I	3430	1870	5300	482	363	845	439	280	719
II	1973	1310	3283	334	275	609	282	217	499
III	1427	924	2351	235	180	415	215	169	384
IV	1741	899	2640	199	151	350	197	124	321
V	1386	854	2240	168	133	301	161	115	276
Primary Total	9957	5857	15814	1418	1102	2520	1294	905	2199
VI	1052	635	1687	139	92	231	126	65	191
VII	744	445	1189	118	89	207	74	58	132
VIII	613	406	1019	80	60	140	79	40	119
Middle Total	2409	1486	3895	337	241	578	279	163	442
IX	478	296	774	44	22	66	41	40	81
X	690	377	1067	104	45	149	61	51	112
Secondary Total	1168	673	1841	148	67	215	102	91	193
XI	99	108	207	14	10	24	13	9	22
XII	136	178	314	14	13	27	10	22	32
Sr. Secondary Total	235	286	521	28	23	51	23	31	54
Technical Education	44	87	131	0	6	6	1	4	5
Technical Education Total	44	87	131	0	6	6	1	4	5

District - 11 - MANSA

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	1798	1350	3148	430	341	771	231	168	399
4	3931	2605	6536	980	719	1699	551	353	904
5	6268	4334	10602	1585	1298	2883	791	531	1322
Sub Total	11997	8289	20286	2995	2358	5353	1573	1052	2625
6	7485	5469	12954	2614	2191	4805	997	694	1691
7	7240	5525	12765	2615	2218	4833	908	748	1656
8	8488	6720	15208	2384	2132	4516	1053	922	1975
9	7325	5590	12915	2197	1888	4085	915	698	1613
10	8958	7003	15961	2682	2373	5055	1040	767	1807
Sub Total	39496	30307	69803	12492	10802	23294	4913	3829	8742
11	6668	5414	12082	1721	1570	3291	809	681	1490
12	7448	5638	13086	2050	1756	3806	1008	727	1735
13	6115	5133	11248	1534	1272	2806	772	602	1374
Sub Total	20231	16185	36416	5305	4598	9903	2589	2010	4599
14	5639	4474	10113	1272	992	2264	709	494	1203
15	4072	3387	7459	852	587	1439	484	452	936
Sub Total	9711	7861	17572	2124	1579	3703	1193	946	2139
16	3951	2901	6852	811	481	1292	504	410	914
17	2130	1426	3556	368	183	551	259	173	432
Sub Total	6081	4327	10408	1179	664	1843	763	583	1346
18	1863	1124	2987	331	145	476	204	117	321
19	422	312	734	85	31	116	45	43	88
			10721	416	176	592	249	160	409

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

Year : 2001-2002

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	645	535	1180	242	213	455	91	70	161
4	1240	873	2113	553	415	968	178	134	312
5	2266	1752	4018	931	805	1736	292	244	536
Sub Total	4151	3160	7311	1726	1433	3159	561	448	1009
6	3684	3088	6772	2056	1841	3897	533	409	942
7	4010	3408	7418	2092	1816	3908	500	477	977
8	4702	4285	8987	1738	1604	3342	594	541	1135
9	4252	3798	8050	1824	1631	3455	551	481	1032
10	5596	4876	10472	2220	2013	4233	639	513	1152
Sub Total	22244	19455	41699	9930	8905	18835	2817	2421	5238
11	4282	3918	8200	1392	1324	2716	568	511	1079
12	5071	4226	9297	1665	1482	3147	717	565	1282
13	4277	3976	8253	1255	1087	2342	550	470	1020
Sub Total	13630	12120	25750	4312	3893	8205	1835	1546	3381
14	4293	3611	7904	1066	838	1904	547	399	946
15	3084	2746	5830	703	499	1202	367	358	725
Sub Total	7377	6357	13734	1769	1337	3106	914	757	1671
16	3091	2315	5406	697	409	1106	387	312	699
17	1638	1016	2654	287	143	430	205	122	327
Sub Total	4729	3331	8060	984	552	1536	592	434	1026
18	1372	650	2022	246	94	340	152	77	229
19	304	160	464	63	22	85	36	25	61
Sub Total	1676	810	2486	309	116	425	188	102	290
Grand Total	53807	45233	99040	19030	16236	35266	6907	5708	12615

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	585	409	994	110	73	183	71	50	121
4	1180	813	1993	198	125	323	167	109	276
5	1820	1176	2996	309	215	524	236	125	361
Sub Total	3585	2398	5983	617	413	1030	474	284	758
6	1845	1246	3091	294	191	485	209	120	329
7	1712	1165	2877	248	161	409	188	116	304
8	1894	1277	3171	360	274	634	210	179	389
9	1649	1004	2653	193	137	330	180	98	278
10	1700	1139	2839	253	204	457	192	118	310
Sub Total	8800	5831	14631	1348	967	2315	979	631	1610
11	1343	892	2235	205	160	365	139	108	247
12	1387	819	2206	247	161	408	168	86	254
13	1131	739	1870	172	117	289	138	82	220
Sub Total	3861	2450	6311	624	438	1062	445	276	721
14	832	525	1357	140	108	248	112	56	168
15	653	415	1068	102	64	166	90	64	154
Sub Total	1485	940	2425	242	172	414	202	120	322
16	570	417	987	77	51	128	78	71	149
17	292	253	545	46	27	73	35	33	68
Sub Total	862	670	1532	123	78	201	113	104	217
18	301	299	600	54	30	84	38	26	64
19	60	93	153	16	4	20	6	10	16
Sub Total	361	392	753	70	34	104	44	36	80
Grand Total	18954	12681	31635	3024	2102	5126	2257	1451	3708

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	568	406	974	78	55	133	69	48	117
4	1511	919	2430	229	179	408	206	110	316
5	2182	1406	3588	345	278	623	263	162	425
Sub Total	4261	2731	6992	652	512	1164	538	320	858
6	1956	1135	3091	264	159	423	255	165	420
7	1518	952	2470	275	241	516	220	155	375
8	1892	1158	3050	286	254	540	249	202	451
9	1424	788	2212	180	120	300	184	119	303
10	1662	988	2650	209	156	365	209	136	345
Sub Total	8452	5021	13473	1214	930	2144	1117	777	1894
11	1043	604	1647	124	86	210	102	62	164
12	990	593	1583	138	113	251	123	76	199
13	707	418	1125	107	68	175	84	50	134
Sub Total	2740	1615	4355	369	267	636	309	188	497
14	514	338	852	66	46	112	50	39	89
15	335	226	561	47	24	71	27	30	57
Sub Total	849	564	1413	113	70	183	77	69	146
16	290	169	459	37	21	58	39	27	66
17	200	157	357	35	13	48	19	18	37
Sub Total	490	326	816	72	34	106	58	45	103
18	190	175	365	31	21	52	14	14	28
19	58	59	117	6	5	11	3	8	11
Sub Total	248	234	482	37	26	63	17	22	39
Grand Total	17040	10491	27531	2457	1839	4296	2116	1421	3537

District - 11 - MANSA

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											
3	1798	1350																																					
4	3082	2064	849	541								849	541																										
5	2893	2022	3177	2139	198	173						3375	2312																										
6	1108	752	5102	3635	1163	1002	112	80				6377	4717																										
7			3725	2578	2625	2109	785	722	105	116		7240	5525																										
8					5161	4003	2447	1978	772	651	108	91	8488	6720																									
9							4614	3374	1947	1516	650	583	7211	5473	114	117					114	117																	
10									5955	4606	2283	1782	8238	6388	606	522	114	93					720	615															
11											4435	3598	4435	3598	1595	1309	542	423	96	84	2233	1816																	
12														5176	3796	1555	1244	632	500	7363	5540	85	98			85	98												
13															109	89	3889	3072	1602	1426	5600	4587	443	465	72	81	515	546											
14																	193	210	3632	2677	3825	2887	1219	996	519	503	1738	1499	76	88		76	88						
15																			28	142	28	142	2711	1980	1039	932	3750	2912	228	261	66	72	294	333					
16																										3201	2113	3201	2113	482	424	242	333	724	757	26	3		
17																											795	397	795	397	757	448	511	474	1268	922	67	10	
18																											653	203	653	203	242	112	846	654	1088	766	122	15	
19																												138	60	138	60	61	26	141	121	202	147	82	10
Total	8881	6188	12853	8893	9147	7284	7958	6154	8779	6889	7476	6054	46213	35274	7600	5833	6293	5042	5990	4829	19883	15704	4458	3539	6417	4289	10875	7828	1846	1359	1806	1654	3652	3013	297	35			

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu							
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G				
3	430	341																																				
4	813	612	167	107									167	107																								
5	829	627	701	634	55	37							756	671																								
6	600	473	1696	1452	289	248	29	18					2014	1718																								
7			1666	1375	720	673	187	154	22	16			2615	2218																								
8					1633	1529	596	474	137	112	18	17	2384	2132																								
9							1589	1322	499	469	98	91	2186	1882	11	6					11	6																
10									2064	1832	530	467	2594	2299	79	64	9	10			88	74																
11										1342	1262	1342	1262	314	238	57	56	8	14	379	308																	
12													1663	1419	312	264	64	67	2039	1750	11	6			11	6												
13															1081	958	390	251	1471	1209	58	56	5	7	63	63												
14																	1015	772	1015	772	188	172	68	44	256	216	1	4			1	4						
15																	20	15	20	15	635	420	168	126	803	546	22	22	7	4	29	26						
16																							735	433	735	433	49	38	26	10	75	48	1					
17																							207	94	207	94	115	62	43	23	158	85	3	4				
18																								155	50	155	50	42	13	124	71	166	84	10	11			
19																								38	15	38	15	10	2	33	11	43	13	4	3			
Total	2672	2053	4250	3568	2697	2487	2401	1968	2722	2429	1988	1837	14058	12289	2067	1727	1459	1268	1497	1119	5023	4134	892	654	1376	769	2268	1423	239	141	233	119	472	260	18	18		

District - 11 - MANSA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 03

Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	231	168																																		
4	454	274	97	79								97	79																							
5	374	237	396	266	21	28						417	294																							
6	142	104	722	431	121	101	12	8				855	590																							
7			447	326	355	301	94	105	12	16		908	748																							
8					609	557	337	263	87	88	20	14	1053	922																						
9							10	594	425	248	197	65	56	907	688	8	10							8	10											
10									636	491	317	223	953	714	74	46	13	7					87	53												
11											532	470	532	470	197	153	71	48	9	10	277	211														
12													717	495	206	171	81	51	1004	718	4	9			4	9										
13															487	384	232	163	719	547	46	46	7	9	53	55										
14																	469	309	469	309	159	112	73	66	232	178	8	7		8	7					
15																			294	263	154	145	448	408	18	28	18	16	36	44						
16																			52	47	355	267	407	314	76	61	21	35	97	96						
17																					118	67	118	67	87	46	53	55	140	101	1	5				
18																					78	26	78	26	38	11	77	64	115	75	11	16				
19																					19	8	19	8	6	2	17	23	23	25	3	10				
Total	1201	783	1662	1152	1106	997	1037	801	983	792	934	763	5722	4505	996	705	777	610	791	533	2564	1848	555	477	804	588	1359	1065	233	155	186	193	419	348	15	31

District - 11 - MANSA

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	B	G			
3	645	535																																			
4	1048	761	192	112									192	112																							
5	903	682	1291	1010	72	60							1363	1070																							
6	351	279	2792	2330	511	458	30	21					3333	2809																							
7			2076	1639	1460	1315	430	417	44	37			4010	3408																							
8					3002	2724	1313	1173	350	356	37	32	4702	4285																							
9							2948	2538	1021	983	242	239	4211	3760	41	38							41	38													
10									3989	3435	1292	1116	5281	4551	275	283	40	42					315	325													
11											3061	2760	3061	2760	962	912	224	214	35	32	1221	1158															
12													3782	3020	985	870	267	273	5034	4163	37	63			37	63											
13													109	89	2947	2561	975	1000	4031	3650	218	280	28	46	246	326											
14															193	210	2974	2304	3167	2514	762	733	324	312	1086	1045	40	52			40	52					
15																28	142	28	142	2184	1643	659	693	2843	2336	171	207	42	61	213	268						
16																									2492	1708	2492	1708	402	342	180	250	582	592	17	15	
17																									572	300	572	300	647	364	383	318	1030	682	36	34	
18																									476	123	476	123	197	86	628	394	825	480	71	47	
19																									101	39	101	39	51	23	101	64	152	87	51	34	
Total	2947	2257	6351	5091	5045	4557	4721	4149	5404	4811	4632	4147	26153	22755	5169	4342	4389	3897	4279	3751	13837	11990	3201	2719	4652	3221	7853	5940	1508	1074	1334	1087	2842	2161	175	130	

District - 11 - MANSA

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 05
Year : 2001-2002

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

Class Age ↓	Pre Prim.		Primary						Middle						Secondary						Sr. Secondary						Tec. Edu									
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	242	213																																		
4	471	360	82	55									82	55																						
5	455	356	448	435	28	14							476	449																						
6	482	402	1342	1234	215	195	17	10					1574	1439																						
7			1423	1174	523	531	131	103	15	8			2092	1816																						
8					1217	1172	431	350	83	74	7	8	1738	1604																						
9							1321	1164	417	391	76	71	1814	1626	10	5					10	5														
10									1743	1586	413	376	2156	1962	60	47	4	4			64	51														
11											1112	1068	1112	1068	247	201	28	46	5	9	280	256														
12													1379	1235	242	204	36	40	1657	1479	8	3			8	3										
13															896	830	307	204	1203	1034	49	46	3	7	52	53										
14																	856	661	856	661	151	142	59	31	210	173			4				4			
15																	20	15	20	15	549	369	115	97	664	466	17	15	2	3	19	18				
16																							629	366	629	366	46	34	21	9	67	43	1			
17																							151	68	151	68	96	54	37	20	133	74	3	1		
18																							102	34	102	34	31	10	105	47	136	57	8	3		
19																							27	9	27	9	10	2	23	9	33	11	3	2		
Total	1650	1331	3295	2898	1983	1912	1900	1627	2258	2059	1608	1523	11044	10019	1696	1488	1170	1084	1224	929	4090	3501	757	560	1086	612	1843	1172	200	119	188	88	388	207	15	6

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

Class → Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu												
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G							
3	91	70																																									
4	145	115	33	19								33	19																														
5	118	95	166	138	8	11						174	149																														
6	51	43	415	310	64	53	3	3				482	366																														
7			258	223	189	189	47	61	6	4		500	477																														
8					349	336	189	142	45	55	11	8	594	541																													
9							10	381	295	143	140	23	30	547	475	4	6					4	6																				
10									408	347	181	134	589	481	43	29	7	3					50	32																			
11											393	369	393	369	138	113	29	23	8	6	175	142																					
12															527	399	138	126	49	33	714	558	3	7			3	7															
13																	376	309	144	126	520	435	24	27	6	8	30	35															
14																			370	262	370	262	120	89	50	43	170	132	7	5			7	5									
15																							231	211	125	125	356	336	9	19	2	3	11	22									
16																							35	30	269	212	304	242	63	47	20	23	83	70									
17																									89	44	89	44	72	37	43	39	115	76	1	2							
18																											52	19	52	19	33	8	59	45	92	53	8	5					
19																											15	4	15	4	6	2	13	15	19	17	2	4					
Total	405	323	872	690	610	599	620	501	602	546	608	541	3312	2877	712	547	550	461	571	427	1833	1435	413	364	606	455	1019	819	190	118	137	125	327	243	11	11							

District - 11 - MANSA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 07

Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu						
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G			
3	585	409																																			
4	887	595	293	218									293	218																							
5	897	590	859	529	64	57							923	586																							
6	338	235	1113	666	348	315	46	30					1507	1011																							
7			807	519	652	418	217	168	36	60			1712	1165																							
8					1065	627	590	429	205	184	34	37	1894	1277																							
9							957	454	465	340	204	175	1626	969	23	35					23	35															
10									928	595	522	352	1450	947	205	156	45	36					250	192													
11											698	489	698	489	396	246	210	126	39	31	645	403															
12															755	419	355	231	238	145	1348	795	39	24			39	24									
13																	550	307	396	261	946	568	154	142	31	29	185	171									
14																			425	235	425	235	253	153	131	116	384	269	23	21		23	21				
15																						333	205	272	169	605	374	34	34	14	7	48	41				
16																							463	297	463	297	58	53	44	58	102	111	5	9			
17																								92	37	92	37	88	54	92	112	180	166	20	50		
18																									72	33	72	33	27	14	165	176	192	190	37	76	
19																										14	10	14	10	9	1	21	36	30	37	16	46
Total	2707	1829	3072	1932	2129	1417	1810	1081	1634	1179	1458	1053	10103	6662	1379	856	1160	700	1098	672	3637	2228	779	524	1075	691	1854	1215	239	177	336	389	575	566	78	181	

District - 11 - MANSA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 08

Year : 2001-2002

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

Class Age ↓	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary			Tec. Edu												
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	110	73																																				
4	161	107	37	18									37	18																								
5	165	107	134	99	10	9							144	108																								
6	60	35	180	118	49	34	5	4					234	156																								
7			122	72	94	66	28	20	4	3			248	161																								
8					227	191	91	58	38	18	4	7	360	274																								
9							142	79	39	44	12	13	193	136		1																						
10								184	154	56	36	240	190	8	11	5	3																					
11									140	125	140	125	42	26	22	6	1	3	65	35																		
12														182	109	38	31	24	19	244	159	3	2			3	2											
13																105	75	58	34	164	109	6	8	2		8	8											
14																		110	74	110	74	25	25	5	9	30	34											
15																				57	37	38	23	95	60	4	4	3		7	4							
16																													1	3	1	3	2					
17																																						
18																																						
19																																						
Total	496	322	473	307	380	300	266	161	265	219	212	181	1596	1168	232	147	171	115	193	130	596	392	91	72	186	112	277	184	25	12	31	18	56	30	3	6		

District - 11 - MANSA

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				
3	71	50																																		
4	141	84	26	25									26	25																						
5	123	66	110	50	3	9							113	59																						
6	44	33	130	66	31	21	4						165	87																						
7			85	41	70	51	29	21	4	3			188	116																						
8					110	100	72	57	24	19	4	3	210	179																						
9							97	53	61	33	20	11	178	97	2	1					2	1														
10								95	67	74	37	169	104	18	12	5	2					23	14													
11									67	56	67	56	41	30	31	20					2	72	52													
12														97	50	47	24	23	12	167	86	1					1									
13																70	45	53	24	123	69	14	12	1	1	15	13									
14																		65	28	65	28	27	14	20	12	47	26		2		2					
15																					47	33	21	14	68	47	7	6	15	11	22	17				
16																					12	14	56	39	68	53	10	11		7	10	18				
17																							17	12	17	12	10	8	8	11	16	19	2			
18																							19	3	19	3	3	1	14	12	17	13	2	10		
19																							3	1	3	1			2	5	2	5	1	4		
Total	379	233	351	182	214	181	202	131	184	122	165	107	1116	723	158	93	153	91	141	66	452	250	101	73	137	82	238	155	30	28	39	46	69	74	3	16

District - 11 - MANSA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 10

Year : 2001-2002

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

Class Age ↓	Pre Prim.		Primary						Middle						Secondary						Sr. Secondary			Tec. Edu																				
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.									
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	568	406																																										
4	1147	708	364	211									364	211																														
5	1093	750	1027	600	62	56							1089	656																														
6	419	238	1197	639	304	229	36	29					1537	897																														
7			842	420	513	376	138	137	25	19			1518	952																														
8					1094	649	544	376	217	111	37	22	1892	1158																														
9							709	382	461	193	204	169	1374	744	50	44					50	44																						
10									1038	576	469	314	1507	890	126	83	29	15			155	98																						
11											676	349	676	349	237	151	108	83	22	21	367	255																						
12													639	357	215	143	127	82	981	582	9	11			9	11																		
13															392	204	231	165	623	369	71	43	13	6	84	49																		
14																	233	138	233	138	204	110	64	75	268	185	13	15					13	15										
15																			194	132	108	70	302	202	23	20	10	4	33	24														
16																					246	108	246	108	22	29	18	25	40	54	4	7												
17																					131	60	131	60	22	30	36	44	58	74	11	23												
18																					105	47	105	47	18	12	53	84	71	96	14	32												
19																					23	11	23	11	1	2	19	21	20	23	15	25												
Total	3227	2102	3430	1870	1973	1310	1427	924	1741	899	1386	854	9957	5857	1052	635	744	445	613	406	2409	1486	478	296	690	377	1168	673	99	108	136	178	235	286	44	87								

District - 11 - MANSA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 11

Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary												Middle						Secondary						Sr. Secondary						Tec. Edu				
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G			
3	78	55																																			
4	181	145	48	34									48	34																							
5	209	164	119	100	17	14							136	114																							
6	58	36	174	100	25	19	7	4					206	123																							
7			141	129	103	76	28	31	3	5			275	241																							
8					189	166	74	66	16	20	7	2	286	254																							
9							126	79	43	34	10	7	179	120	1																						
10									137	92	61	55	198	147	11	6		3																			
11											90	69	90	69	25	11	7	4	2	2	34	17															
12															102	75	32	29	4	8	138	112			1												
13																	79	53	25	13	104	66	3	2			3	2									
14																			49	37	49	37	12	5	4	4	16	9	1						1		
15																							29	14	15	6	44	20	1	3	2	1	3	4			
16																									32	18	32	18	3	3	2		5	3			
17																									30	8	30	8	3	2	2	2	5	4			1
18																									19	5	19	5	6	2	6	10	12	12			4
19																									4	4	4	4			2		2				1
Total	526	400	482	363	334	275	235	180	199	151	168	133	1418	1102	139	92	118	89	80	60	337	241	44	22	104	45	148	67	14	10	14	13	28	23			6

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	B	G	B	G	B	G				
3	69	48																																						
4	168	75	38	35									38	35																										
5	133	76	120	78	10	8							130	86																										
6	47	28	177	105	26	27	5	5					208	137																										
7			104	62	96	61	18	23	2	9			220	155																										
8					150	121	76	64	18	14	5	3	249	202																										
9							116	77	44	24	22	15	182	116	2	3					2	3																		
10									133	77	62	52	195	129	13	5	1	2					14	7																
11										72	45	72	45	18	10	11	5	1	2	30	17																			
12															93	47	21	21	9	6	123	74					2													
13																	41	30	35	13	76	43	8	7					8	7										
14																			34	19	34	19	12	9	3	11	15	20	1					1						
15																					16	19	8	6	24	25	2	3	1	2	3	5								
16																					5	3	30	16	35	19	3	3	1	5	4	8								
17																							12	11	12	11	5	1	2	5	7	6			1					
18																								7	4	7	4	2	2	4	7	6	9	1		1				
19																									1	3	1	3			2	3	2	3			2			
Total	417	227	439	280	282	217	215	169	197	124	161	115	1294	905	126	65	74	58	79	40	279	163	41	40	61	51	102	91	13	9	10	22	23	31	1	4				

District - 11 - MANSA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/9

Report : 01

Year : 2001-2002

01 - Out of School Children Total - Age-wise-Total Districtwise

Age ↓ v	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2419	1821	4240	1050	941	1991	284	201	485									
4	2729	2045	4774	1395	1151	2546	343	229	572									
5	2072	1768	3840	1275	1100	2375	216	210	426	2		2	2		2			
6	1097	1004	2101	815	710	1525	111	103	214	3		3	3		3			
7	738	675	1413	554	514	1068	64	78	142	5	1	6	5	1	6			
8	757	743	1500	573	554	1127	72	71	143	12	2	14	12	1	13		1	1
9	541	473	1014	410	331	741	60	56	116	14	3	17	13	3	16	1		1
10	1014	884	1898	735	619	1354	113	101	214	60	17	77	48	13	61	10		10
11	716	698	1414	477	477	954	67	99	166	52	6	58	41	6	47	8		8
12	1399	1340	2739	913	896	1809	159	163	322	119	32	151	102	25	127	12	1	13
13	1330	1436	2766	834	863	1697	193	194	387	151	36	187	130	28	158	12	3	15
14	1842	2012	3854	1006	1101	2107	230	219	449	159	43	202	135	38	173	13		13
15	2083	2217	4300	1157	1175	2332	255	286	541	327	67	394	269	56	325	27	4	31
16	2167	2212	4379	1065	970	2035	274	285	559	293	59	352	255	54	309	25	6	31
17	2039	1986	4025	863	726	1589	258	281	539	260	41	301	219	34	253	27	2	29
18	3095	2259	5354	1269	858	2127	411	305	716	392	60	452	312	58	370	47	4	51

01 - Physically/Mentally Challenged Children Total - (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	4		4	17	8	25	2		2	6	3	9				1		1
4	4	2	6	22	13	35	1	1	2	6	4	10	1	1	2	3	2	5
5	9	6	15	33	20	53	5	1	6	11	5	16	1		1	2	5	7
6	18	13	31	23	25	48	10	8	18	7	8	15	3	1	4	1	3	4
7	24	17	41	30	14	44	11	7	18	10	8	18	6	4	10	4	2	6
8	40	34	74	56	21	77	15	16	31	19	7	26	8	7	15	8		8
9	45	20	65	22	25	47	22	9	31	12	17	29	5	3	8	3	1	4
10	55	31	86	39	26	65	26	17	43	13	12	25	11	2	13	8	2	10
11	39	17	56	48	9	57	16	8	24	15	4	19	2	2	4	4		4
12	45	41	86	51	31	82	15	15	30	21	10	31	6	6	12	7		7
13	39	30	69	37	21	58	12	8	20	18	5	23	7	5	12	6	4	10
14	27	23	50	52	42	94	15	15	30	15	10	25	1	1	2	9	6	15
15	24	14	38	42	28	70	7	1	8	20	15	35	4	2	6	3	3	6
16	17	15	32	35	30	65	7	5	12	17	11	28	1		1	8	2	10
17	23	9	32	43	38	81	8	1	9	26	13	39		1	1	2	5	7
18	18	12	30	53	29	82	7	2	9	21	11	32	1	3	4	4	2	6

District - 11 - MANSA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/10

Report : 02

Year : 2001-2002

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

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

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

05 - Physically Challenged Children - (Agewise)-Total Districtwise

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1		1	7	4	11	1		1	2	1	3				1		1
4				5	3	8				2	1	3		1	1	2		2
5	1	1	2	12	7	19	1	1	2	6	4	10					1	1
6	7	3	10	4	10	14	7	1	8	2	4	6					2	2
7	8	9	17	5	6	11	5	3	8	3	5	8	1	3	4		1	1
8	24	15	39	20	3	23	11	12	23	5	3	8	5	1	6	1		1
9	29	8	37	7	6	13	14	6	20	5	3	8	4	1	5	1	1	2
10	34	18	52	13	5	18	16	13	29	5	4	9	7	1	8	2		2
11	15	9	24	12		12	9	6	15	7		7	2	1	3			
12	23	21	44	15	7	22	11	13	24	8	2	10	2	3	5	3		3
13	19	14	33	12	6	18	9	6	15	10	1	11	4	4	8	2	2	4
14	19	12	31	13	11	24	14	13	27	7	5	12				1	1	2
15	14	6	20	10	9	19	4	1	5	8	4	12	1	2	3	1	1	2
16	8	7	15	12	5	17	5	4	9	9	6	15				4	1	5
17	12	7	19	16	13	29	7	1	8	9	8	17		1	1	1	3	4
18	13	9	22	19	12	31	5	1	6	12	5	17	1	3	4	3	1	4

District - 11 - MANSA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

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

06 - Mentally Challenged Children - (Agewise)-Total Districtwise

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

District - 11 - MANSA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 08

Year : 2001-2002

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	6	4	10	3		3	1	2	3
I	44	22	66	21	15	36	4	3	7
II	26	27	53	13	10	23	5	6	11
III	32	26	58	11	11	22	2	5	7
IV	51	34	85	28	22	50	7	1	8
V	47	22	69	18	10	28	2	1	3
VI	36	33	69	15	14	29	5	5	10
VII	31	22	53	13	7	20	3	2	5
VIII	24	20	44	11	6	17	4		4
IX	26	6	32	10		10	3	2	5
X	26	16	42	12	2	14	2	1	3
XI	11	9	20	2	1	3			
XII	4	3	7	1		1			
Technical Education	2	6	8	1	1	2			

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary									
I	5	4	9	3	2	5	1	1	2
II	3	6	9	1	3	4		1	1
III	3	6	9	1	1	2		1	1
IV	4	4	8	2	3	5	1		1
V	5	1	6						
VI	5	5	10	2	3	5	1	1	2
VII	4	3	7	1		1		2	2
VIII	2	3	5	1		1			
IX	1	1	2						
X	2	2	4						
XI	1		1						
XII									
Technical Education	2	6	8	1	1	2			

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	58.94	41.06	100.00	56.63	43.37	100.00	59.68	40.32	100.00	60.56	39.44	100.00
Pre Primary Total	58.94	41.06	100.00	56.63	43.37	100.00	59.68	40.32	100.00	60.56	39.44	100.00
I	59.11	40.89	100.00	55.51	44.49	100.00	61.39	38.61	100.00	64.72	35.28	100.00
II	55.67	44.33	100.00	52.54	47.46	100.00	60.04	39.96	100.00	60.10	39.90	100.00
III	56.39	43.61	100.00	53.22	46.78	100.00	62.61	37.39	100.00	60.70	39.30	100.00
IV	56.03	43.97	100.00	52.90	47.10	100.00	58.09	41.91	100.00	65.95	34.05	100.00
V	55.25	44.75	100.00	52.76	47.24	100.00	58.06	41.94	100.00	61.88	38.13	100.00
Primary Total	56.71	43.29	100.00	53.47	46.53	100.00	60.26	39.74	100.00	62.96	37.04	100.00
VI	56.58	43.42	100.00	54.35	45.65	100.00	61.70	38.30	100.00	62.36	37.64	100.00
VII	55.52	44.48	100.00	52.97	47.03	100.00	62.37	37.63	100.00	62.57	37.43	100.00
VIII	55.37	44.63	100.00	53.29	46.71	100.00	62.03	37.97	100.00	60.16	39.84	100.00
Middle Total	55.87	44.13	100.00	53.58	46.42	100.00	62.01	37.99	100.00	61.85	38.15	100.00
IX	55.75	44.25	100.00	54.07	45.93	100.00	59.79	40.21	100.00	61.76	38.24	100.00
X	59.94	40.06	100.00	59.09	40.91	100.00	60.87	39.13	100.00	64.67	35.33	100.00
Secondary Total	58.15	41.85	100.00	56.93	43.07	100.00	60.41	39.59	100.00	63.44	36.56	100.00
XI	57.60	42.40	100.00	58.40	41.60	100.00	57.45	42.55	100.00	47.83	52.17	100.00
XII	52.20	47.80	100.00	55.10	44.90	100.00	46.34	53.66	100.00	43.31	56.69	100.00
Sr. Secondary Total	54.79	45.21	100.00	56.81	43.19	100.00	50.39	49.61	100.00	45.11	54.89	100.00
Technical Education	42.73	57.27	100.00	57.38	42.62	100.00	30.12	69.88	100.00	33.59	66.41	100.00
Technical Education Total	42.73	57.27	100.00	57.38	42.62	100.00	30.12	69.88	100.00	33.59	66.41	100.00
Grand Total	56.82	43.18	100.00	54.32	45.68	100.00	60.16	39.84	100.00	62.03	37.97	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	58.94	41.06	100.00	19.56	14.98	34.53	17.96	12.14	30.10	21.41	13.95	35.36
Pre Primary Total	58.94	41.06	100.00	19.56	14.98	34.53	17.96	12.14	30.10	21.41	13.95	35.36
I	59.11	40.89	100.00	29.21	23.41	52.62	14.13	8.88	23.01	15.77	8.60	24.37
II	55.67	44.33	100.00	30.70	27.73	58.44	12.96	8.62	21.58	12.01	7.97	19.98
III	56.39	43.61	100.00	33.45	29.40	62.85	12.83	7.66	20.49	10.11	6.55	16.66
IV	56.03	43.97	100.00	34.49	30.71	65.20	10.43	7.52	17.95	11.11	5.74	16.85
V	55.25	44.75	100.00	34.24	30.65	64.89	10.78	7.78	18.56	10.24	6.31	16.56
Primary Total	56.71	43.29	100.00	32.09	27.92	60.02	12.40	8.18	20.57	12.22	7.19	19.41
VI	56.58	43.42	100.00	38.48	32.32	70.80	10.27	6.37	16.64	7.83	4.73	12.56
VII	55.52	44.48	100.00	38.72	34.38	73.10	10.23	6.18	16.41	6.56	3.93	10.49
VIII	55.37	44.63	100.00	39.55	34.67	74.22	10.15	6.21	16.36	5.67	3.75	9.42
Middle Total	55.87	44.13	100.00	38.88	33.69	72.57	10.22	6.26	16.48	6.77	4.18	10.95
IX	55.75	44.25	100.00	40.03	34.00	74.03	9.74	6.55	16.29	5.98	3.70	9.68
X	59.94	40.06	100.00	43.45	30.09	73.54	10.04	6.45	16.50	6.44	3.52	9.97
Secondary Total	58.15	41.85	100.00	41.99	31.76	73.75	9.91	6.50	16.41	6.24	3.60	9.84
XI	57.60	42.40	100.00	47.05	33.51	80.56	7.46	5.52	12.98	3.09	3.37	6.46
XII	52.20	47.80	100.00	38.55	31.42	69.97	9.71	11.24	20.95	3.93	5.14	9.08
Sr. Secondary Total	54.79	45.21	100.00	42.64	32.42	75.06	8.63	8.49	17.12	3.53	4.29	7.82
Technical Education	42.73	57.27	100.00	25.18	18.71	43.88	11.22	26.04	37.27	6.33	12.52	18.85
Technical Education Total	42.73	57.27	100.00	25.18	18.71	43.88	11.22	26.04	37.27	6.33	12.52	18.85
Grand Total	56.82	43.18	100.00	34.05	28.63	62.68	11.98	7.94	19.92	10.79	6.61	17.40

District - 11 - MANSA

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

	Grade →	I	II	III	IV	V	Total I-V	VI	VII	VIII	Total VI-VIII	IX	X	Total IX-X	XI	XII	Total XI-XII	Overall Ratio I-XII
		Age →	6	7	8	9	10	6-10	11	12	13	11-13	14	15	14-15	16	17	16-17
Gross Enrolment in Grade	Boys	12853	9147	7958	8779	7476	46213	7600	6293	5990	19883	4458	6417	10875	1846	1806	3652	80623
	Girls	8893	7284	6154	6889	6054	35274	5833	5042	4829	15704	3539	4289	7828	1359	1654	3013	61819
	Total	21746	16431	14112	15668	13530	81487	13433	11335	10819	35587	7997	10706	18703	3205	3460	6665	142442
Population in the Relevant Age	Boys	8629	7160	8262	7895	8629	40575	6977	7711	8078	22766	9180	8078	17258	8813	7344	16157	96756
	Girls	6493	5850	6172	6493	6814	31822	5786	7072	6750	19608	7072	7393	14465	7714	6107	13821	79716
	Total	15122	13010	14434	14388	15443	72397	12763	14783	14828	42374	16252	15471	31723	16527	13451	29978	176472
Gross Enrolment Ratio	Boys	148.95	127.75	96.32	111.20	86.64	113.90	108.9	81.61	74.15	87.34	48.56	79.44	63.01	20.95	24.59	22.60	83.33
	Girls	137.0	124.51	99.71	106.10	88.85	110.85	100.8	71.30	71.54	80.09	50.04	58.01	54.12	17.62	27.08	21.80	77.55
	Total	143.80	126.30	97.77	108.90	87.61	112.56	105.2	76.68	72.96	83.98	49.21	69.20	58.96	19.39	25.72	22.23	80.72

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

PART - IV

District : Mansa

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	5
3	No. of CRC's	54
4	No. of Villages	240
4.1	No. of VEDC's	480
4.2	No. of VEDC's Members	3840
5	No. of Habitations/Wards (Unservd)	1339
5.1	No. of S.C. Bastis	354
6	No. of House Holds	113466
	No. of Schools	
7	No. of Primary Schools (State Govt.)	296
7.1	Non State Govt. Primary Schools	10
7.2	Unrecognised Primary Schools	214
8	No. of Middle Schools/Sections (State Govt.)	184
8.1	Non State Govt. Middle Schools/Sections	12
8.2	Unrecognised Middle Schools/Sections	86
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1211
9.1	No. of JBT Teachers + New	993
9.2	No. of HT	184
9.3	No. of CHT's	34
10	No. of Teachers Middle Schools/Sections	1104
	Primary (State Govt.)	
11	Total No. of Students	48908
11.1	Male Students	26153
11.2	Female Students	22755
11.3	Total No. of S.C. Students	21063
11.4	Male S.C. Students	11044
11.5	Female S.C. Students	10019
	Upper Primary (State Govt.)	
12	Total No. of Students	25827
12.1	Male Students	13837
12.2	Female Students	11990
12.3	Total No. of S.C. Students	7591
12.4	Male S.C. Students	4090
12.5	Female S.C. Students	3501
	Out of School Children	
13	No. of Out of School Children Total	18699
13.1	No. of Out of School Children Male	9434
13.2	No. of Out of School Children Female	9265
13.3	No. of EGS Centres (Proposed)	569
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1124
14.1	Male Handicapped Children	700
14.2	Female Handicapped Children	424

<i>District - Mansa</i>			
Blockwise list of BRC and CRC			
PEBlock Code & Name		CRC	BRC
242	MANSA	12	1
243	JHUNEER-I	10	1
244	JHUNEER-II	11	1
245	BUDHLADA-I	12	1
246	BUDHLADA-II	9	1
	Total	54	5

District wise list of PEBlocks	
PEBLOCK	CODE
MANSA	
MANSA	242
JHUNEER-I	243
JHUNEER-II	244
BUDHLADA-I	245
BUDHLADA-II	246

Source : Sarva Shiksha Abhiyan

<i>District - Mansa</i>		
<i>Blockwise Distribution of Villages</i>		
	<i>PEBlock Code & Name</i>	<i>Villages</i>
242	MANSA	72
243	JHUNEER-I	35
244	JHUNEER-II	50
245	BUDHLADA-I	48
246	BUDHLADA-II	35
	Total	240

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

DISTRICT - MANSA

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
E242 MANSА	101	0	0	0	101	0	1	4	0	0	75	80	181
E243 JHUNEER-I	39	0	0	0	39	0	0	1	0	0	25	26	65
E244 JHUNEER-II	55	0	0	0	55	0	0	0	1	0	38	39	94
E245 BUDHLADA-I	58	0	0	0	58	1	0	2	0	0	40	43	101
E246 BUDHLADA-II	43	0	0	0	43	0	0	0	0	0	36	36	79
TOTAL	296	0	0	0	296	1	1	7	1	0	214	224	520

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 - MANSA

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
P/E242 MANSА	70	0	0	0	70	3	1	3	0	0	31	38	108
P/E243 JHUNEER-I	24	0	0	0	24	0	0	1	0	0	9	10	34
P/E244 JHUNEER-II	26	0	0	0	26	0	1	0	2	0	24	27	53
P/E245 BUDHLADA-I	39	0	0	0	39	0	0	0	1	0	14	15	54
P/E246 BUDHLADA-II	25	0	0	0	25	0	0	0	0	0	8	8	33
TOTAL	184	0	0	0	184	3	2	4	3	0	86	98	282

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 - Mansa</i>					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name					
		JBT	HT	CHT	Total
242	MANSA	381	66	10	457
243	JHUNEER-I	118	22	5	145
244	JHUNEER-II	157	32	7	196
245	BUDHLADA-I	202	36	8	246
246	BUDHLADA-II	121	28	4	153
	Total	979	184	34	1197
	Unadjusted Teachers in Peblocks			20	20
	New Teachers				14
	Grand Total	979	184	54	1231

CD Block wise enrollment March'2002						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
11	MANSA	Bhikhi	57	1006	968	1974
		Budhlada	147	2623	2534	5157
		Jhunir	90	1695	1490	3185
		Mansa	52	1128	993	2121
		Sardul Garh	79	1674	1574	3248
District Total			425	8126	7559	15685

Source : SW Department

District-Mansa							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
242	MANSA	9312	7993	17305	3650	3325	6975
243	JHUNEER-I	3172	2687	5859	1315	1180	2495
244	JHUNEER-II	4107	3494	7601	1801	1584	3385
245	BUDHLADA-I	5638	4862	10500	2634	2370	5004
246	BUDHLADA-II	3924	3719	7643	1644	1560	3204
	TOTAL	26153	22755	48908	11044	10019	21063

District-Mansa							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
242	MANSA	5217	4523	9740	1476	1292	2768
243	JHUNEER-I	1718	1496	3214	481	436	917
244	JHUNEER-II	2365	2015	4380	673	534	1207
245	BUDHLADA-I	2643	2332	4975	930	795	1725
246	BUDHLADA-II	1894	1624	3518	530	444	974
	TOTAL	13837	11990	25827	4090	3501	7591

District - MANSA

Blockwise Enrollment in (Primary) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
242	MANSA	17305	7994	5696	30995
243	JHUNEER-I	5859	770	2011	8640
244	JHUNEER-II	7601	3043	3691	14335
245	BUDHLADA-I	10500	3482	1632	15614
246	BUDHLADA-II	7643	1476	2784	11903
Grand Total		48908	16765	15814	81487

Source : Family Survey 2002

District - MANSA

Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
242	MANSA	9740	3211	1600	14551
243	JHUNEER-I	3214	206	408	3828
244	JHUNEER-II	4380	749	887	6016
245	BUDHLADA-I	4975	1239	360	6574
246	BUDHLADA-II	3518	460	640	4618
Grand Total		25827	5865	3895	35587

Source : Family Survey 2002

District-Mansa							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
242	MANSA	3430	3168	6598	2289	2126	4415
243	JHUNEER-I	1226	1227	2453	858	799	1657
244	JHUNEER-II	1539	1478	3017	973	898	1871
245	BUDHLADA-I	1857	1787	3644	1322	1267	2589
246	BUDHLADA-II	1382	1605	2987	875	975	1850
	TOTAL	9434	9265	18699	6317	6065	12382

Blockwise Handicapped Children							
District : Mansa - 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
MANSA	22	60	28	139	87	27	363
JHUNEER-I	15	19	2	33	23	49	141
JHUNEER-II	8	19	5	52	30	64	178
BUDHLADA-I	7	3	9	94	38	52	203
BUDHLADA-II	11	30	11	110	54	23	239
Total	63	131	55	428	232	215	1124

Blockwise Handicapped Children

District : Mansa - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
MANSA	54	57	111	19	19	38
JHUNEER-I	33	36	69	10	9	19
JHUNEER-II	28	46	74	15	15	30
BUDHLADA-I	53	35	88	14	8	22
BUDHLADA-II	55	49	104	23	15	38
Total	223	223	446	81	66	147

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - MANSA							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	13.104	1.62	5.880	2.70	18.984	1.85
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	31.838	3.94	22.598	10.37	54.436	5.31
6.0	Civil Works	277.208	34.34	30.050	13.78	307.258	29.97
7.0	Maintenance and repair of school buildings	24.000	2.97	0.000	0.00	24.000	2.34
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.700	0.32	0.700	0.07
9.0	TLE for upper-primary and quality improvement	0.000	0.00	86.000	39.45	86.000	8.39
10.0	School grant	9.600	1.19	0.000	0.00	9.600	0.94
11.0	TLM grant	11.575	1.43	4.985	2.29	16.560	1.62
12.0	Teacher training	32.410	4.02	0.000	0.00	32.410	3.16
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	2.304	0.29	0.000	0.00	2.304	0.22
15.0	Provision for disabled children (IED)	13.547	1.68	5.968	2.74	19.515	1.90
16.0	Research, evaluation, supervision and monitoring	6.694	0.83	0.450	0.21	7.144	0.70
17.0	Management cost	50.003	6.20	10.900	5.00	60.903	5.94
18.0	Innovative activities	50.002	6.19	42.090	19.31	92.092	8.98
18.1	Computer Education	-		15.000			
18.2	Girls child education	-		9.996			
18.3	ECCE	-		15.008			
18.4	SC/ST	-		9.998			
19.0	Block resource centres	85.415	10.58	5.000	2.29	90.415	8.82
19.1	Cluster resource centres	3.186	0.39	3.400	1.56	6.586	0.64
20.0	Intervention for out of school children	196.251	24.31	0.000	0.00	196.251	19.14
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	807.137	100.00	218.021	100.00	1025.158	100.00

Annual Work Plan 2002-03, District Mansa, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Teacher				(in lacs)
1.0	Salary for primary teachers 14 x 12	0.078	168	13.104
	Subtotal			13.104
Intervention Name : Free textbooks				(in lacs)
5.0	Free text books for Non SC girls (12736+8489)	0.0015	21225	31.838
	Subtotal			31.838
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	144	48.888
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	7	13.580
6.0	Additional Class rooms for primary schools	1.160	50	58.000
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	72	83.520
6.0	Headmaster's room for upper primary sections	1.160	50	58.000
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 310	0.00032	1240	0.397
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 480 schools	0.00047	960	0.451
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
	Sutotal			277.208
Intervention Name : Maintenance and repair of school buildings				(in lacs)
7.0	Repairs and maintenance of school Primary and upper primary sections (296+184)	0.050	480	24.000
	Subtotal			24.000

Annual Work Plan 2002-03, District Mansa, 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 (296 primary + 184 upper primary)	0.020	480	9.600
Subtotal				9.600
Intervention Name : Teacher Grant				(in lacs)
11.0	TLM grant for teachers of primary and upper primary schools (1211+1104)	0.005	2315	11.575
Subtotal				11.575
Intervention Name : Teacher Training				(in lacs)
12.0	Teachers training for primary and upper primary=2315 x 20 days The details of various trainings and training schedule have been given in the chapter of Training Programme	0.0140	2315	32.410
Subtotal				32.410
Intervention Name : Training of Community Leaders				(In lacs)
14.0	Orientation to VEDC Members 480 x 8 members x 2	0.0003	7680	2.304
Subtotal				2.304
Intervention Name : Provision for disabled children(IED)				(in lacs)
15.0	IED Training to BRC staff 5x 10 x 5	0.0007	250	0.175
15.0	IED assessment camps 2 x 5	0.020	10	0.200
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 480 schools	0.00022	480	0.106
15.0	Manual for teachers about physically challenged children for 480 schools	0.00032	480	0.154
15.0	Manual for Teachers about visually impaired children for 480 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 480 schools	0.00028	480	0.134
15.0	Manual for Teachers about mentally challenged children for 480 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 480 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 1124	0.0087	1124	9.779

Annual Work Plan 2002-03, District Mansa, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
	Subtotal			13.547
Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)				
16.0	Annual School, Block and district planning for 480 Primary and Upper Primary schools @ Rs. 30/-	0.0003	480	0.144
16.0	Annual School Gradation and Evaluation process for 480 Primary & Upper primary schools @ Rs. 30	0.0003	480	0.144
16.0	Conduct of Pupil Achievement Survey 5% of schools @ Rs. 2000/-	0.020	24	0.480
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x 12 @ Rs. 1000/-	0.010	24	0.240
16.0	Academic supervision by BRCs 5 x 5 units @ Rs. 1000/-	0.010	25	0.250
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits x 12 months @ Rs. 1000/-	0.010	60	0.600
16.0	Annual Household survey @Rs.3/- per household for 113466 households (50% each year)	0.00003	56733	1.702
16.0	MIS Data collection and processing of data for 296 primary schools at State/District office	0.0017	296	0.503
16.0	MIS Data collection and processing of data for 184 upper primary schools/sections at State/District office	0.0018	184	0.331
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for 480 schools	0.0010	480	0.480
16.0	Development and supply of material for Diagnostic-preciprative teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 480 primary and upper primary schools	0.00031×3	480	0.450
16.0	Development and supply of material for evaluation of Instructional improvement in 480 primary and upper primary schools			0.000

Annual Work Plan 2002-03, District Mansa, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
16.0	Development and supply of material for evaluation of learning in 184 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028×7	184	0.360
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	480	1.010
	Subtotal			6.694
Intervention Name : Management Cost		(in lacs)		
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	84	5.880
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks × 2	0.030	10	0.300
17.0	Development and printing of modules on planning and management by State/District office	0.00036	480	0.173

Annual Work Plan 2002-03, District Mansa, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
17.0	Hiring of experts pedagogy, research, evaluation, community mobilization, gender, sensitization, alternative schooling, planning and management training Block 3×12 @ Rs 800 District 8 ×12@ Rs 8000	0.08	96	7.680
17.0	Circulation of material prepared by the experts to school/VEDC level.			3.367
17.0	News letter	0.00025	480	0.120
17.0	Media activity			1.443
	Subtotal			50.003
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 296 primary schools in parts	0.003	99	0.297
18.1	Remedial coaching for girls students for two months in 184 upper primary schools in parts	0.003	62	0.186
18.1	Development of supplement reading material and item Bank for 22755 girl student of primary students for use in remedial coaching in parts	0.00038	11377	4.323
18.1	Development of supplement reading material and item Bank for 20091 girl student of upper primary students for use in remedial coaching in parts	0.00057	9105	5.190
	Subtotal			9.996
b) ECCE				
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	19122	14.342
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 296 schools x 3	0.00075	888	0.666
	Subtotal			15.008
c) SC/ST				
18.3	Remedial coaching for 3 months in 240 schools	0.0030	240	0.720
18.3	Supplementary reading material for remedial coaching in primary schools SC children 21063 in parts	0.0005	11136	5.568
18.3	Question Bank for SC children of 11201 upper primary classes for remedial coaching in parts	0.0006	6183	3.710
	Subtotal			9.998

Annual Work Plan 2002-03, District Mansa, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
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
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/-x12 P.A	0.078	120	9.360
	Sutotal			85.415
Intervention Name: Cluster Resource Centres (in lacs)				
19.1	CRC Contingency grant for 54 CRCs Blocks @ Rs.2500/- P.A.	0.025	54	1.350
19.1	TLM grant for 54 CRCs @ Rs.1000/- P.A.	0.010	54	0.540
19.1	Meetings, Travel allowance for 54 CRCs Blocks @Rs.200 x 12 P.A.	0.002	648	1.296
	Subtotal			3.186
Intervention Name: Out of School children (in lacs)				
20.0	Cost of running of EGS centres for 7926 out of school children of 6-11 age group	0.00845	7926	66.975
20.0	Cost of running of EGS centres for 6919 out of school children of 11-13 age group	0.012	6919	83.028
20.0	Cost of running of EGS centre for 3854 out of school children of 14 age	0.012	3854	46.248
	Subtotal			196.251
Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)				
21.0				
	Subtotal			0.000

PART - V

District : Mansa
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	5
3	No. of CRC's	54
4	No. of Villages	240
4.1	No. of VEDC's	535
4.2	No. of VEDC's Members	4280
5	No. of Habitations/Wards (Unservd)	1339
5.1	No. of S.C. Bastis	354
6	No. of House Holds	113466
	No. of Schools	
7	No. of Primary Schools (State Govt.)	296
7.1	Non State Govt. Primary Schools	10
7.2	Unrecognised Primary Schools	214
8	No. of Middle Schools/Sections (State Govt.)	239
8.1	Non State Govt. Middle Schools/Sections	19
8.2	Unrecognised Middle Schools/Sections	111
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1211
9.1	No. of JBT Teachers + New	993
9.2	No. of HT	184
9.3	No. of CHT's	34
10	No. of Teachers Middle Schools/Sections	1269
	Primary (State Govt.)	
11	Total No. of Students	78253
11.1	Male Students	41845
11.2	Female Students	36408
11.3	Total No. of S.C. Students	33700
11.4	Male S.C. Students	17670
11.5	Female S.C. Students	16030
	Upper Primary (State Govt.)	
12	Total No. of Students	41323
12.1	Male Students	22139
12.2	Female Students	19184
12.3	Total No. of S.C. Students	12146
12.4	Male S.C. Students	6544
12.5	Female S.C. Students	5602
	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	1965
14.1	Male Handicapped Children	1100
14.2	Female Handicapped Children	865

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

	PEBlock Code & Name	CRC	BRC
242	MANSA	12	1
243	JHUNEER-I	10	1
244	JHUNEER-II	11	1
245	BUDHLADA-I	12	1
246	BUDHLADA-IJ	9	1
	Total	54	5

Disrtictwise list of Peblock	
MANSA	
PEBLOCK NAME	CODE
MANSA	242
JHUNEER-I	243
JHUNEER-II	244
BUDHLADA-I	245
BUDHLADA-II	246

Blockwise count of Villages
Perspective 2002-2007

	PEBlock Code & Name	Villages
	<i>District - Mansa</i>	
242	MANSA	72
243	JHUNEER-I	35
244	JHUNEER-II	50
245	BUDHLADA-I	48
246	BUDHLADA-II	35
	Total	240

District-Mansa														
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	
242	MANSA	101	0	0	0	101	0	1	4	0	0	75	80	181
243	JHUNEER-I	39	0	0	0	39	0	0	1	0	0	25	26	65
244	JHUNEER-II	55	0	0	0	55	0	0	0	1	0	38	39	94
245	BUDHLADA-I	58	0	0	0	58	1	0	2	0	0	40	43	101
246	BUDHLADA-II	43	0	0	0	43	0	0	0	0	0	36	36	79
TOTAL		296	0	0	0	296	1	1	7	1	0	214	224	520

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-Mansa														
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	
242 MANSA	85	0	0	0	85	4	2	4	0	0	37	47	132	
243 JHUNEER-I	32	0	0	0	32	0	0	2	0	0	12	14	46	
244 JHUNEER-II	35	0	0	0	35	0	2	0	3	0	29	34	69	
245 BUDHLADA-I	49	0	0	0	49	0	0	0	2	0	18	20	69	
246 BUDHLADA-II	38	0	0	0	38	0	0	0	0	0	15	15	53	
TOTAL	239	0	0	0	239	4	4	6	5	0	111	130	369	

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

<i>District - Mansa</i>					
Blockwise Breakup of Primary Teachers					
Perspective 2002-2007					
	PEBlock Code & Name	JBT	HT	CHT	Total
242	MANSA	381	66	10	457
243	JHUNEER-I	118	22	5	145
244	JHUNEER-II	157	32	7	196
245	BUDHLADA-I	202	36	8	246
246	BUDHLADA-II	121	28	4	153
	Total	979	184	34	1197
	Unadjusted Teachers in Peblocks			20	20
	New Teachers				14
	Grand Total	979	184	54	1211

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
11	MANSA	Bhikhi	57	1006	968	1974
		Budhlada	147	2623	2534	5157
		Jhunir	90	1695	1490	3185
		Mansa	52	1128	993	2121
		Sardul Garh	79	1674	1574	3248
District Total			425	8126	7559	15685

Source : SW Department

District-Mansa							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
242	MANSA	14899	12789	27688	5840	5320	11160
243	JHUNEER-I	5075	4299	9374	2104	1888	3992
244	JHUNEER-II	6571	5590	12162	2882	2534	5416
245	BUDHLADA-I	9021	7779	16800	4214	3792	8006
246	BUDHLADA-II	6278	5950	12229	2630	2496	5126
	TOTAL	41845	36408	78253	17670	16030	33700

District-Mansa							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
242	MANSA	8347	7237	15584	2362	2067	4429
243	JHUNEER-I	2749	2394	5142	770	698	1467
244	JHUNEER-II	3784	3224	7008	1077	854	1931
245	BUDHLADA-I	4229	3731	7960	1488	1272	2760
246	BUDHLADA-II	3030	2598	5629	848	710	1558
	TOTAL	22139	19184	41323	6544	5602	12146

District-Mansa					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
242	MANSA	27688	12790	9114	49592
243	JHUNEER-I	9374	1232	3218	13824
244	JHUNEER-II	12162	4869	5906	22936
245	BUDHLADA-I	16800	5571	2611	24982
246	BUDHLADA-II	12229	2362	4454	19045
GRAND TOTAL		78253	26824	25302	130379

District-Mansa					
Perspective 2002-2007					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
242	MANSA	15584	5138	2560	23282
243	JHUNEER-I	5142	330	653	6125
244	JHUNEER-II	7008	1198	1419	9626
245	BUDHLADA-I	7960	1982	576	10518
246	BUDHLADA-II	5629	736	1024	7389
GRAND TOTAL		41323	9384	6232	56939

District-Mansa							
Perspective 2002-2007							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
242	MANSA	0	0	0	0	0	0
243	JHUNEER-I	0	0	0	0	0	0
244	JHUNEER-II	0	0	0	0	0	0
245	BUDHLADA-I	0	0	0	0	0	0
246	BUDHLADA-II	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0

Blockwise Handicapped Children							
Perspective 2002-2007							
District : Mansa - 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
MANSA	39	105	48	243	151	47	632
JHUNEER-I	26	33	4	58	40	86	247
JHUNEER-II	14	33	9	91	53	112	312
BUDHLADA-I	12	5	16	164	67	91	355
BUDHLADA-II	19	53	19	193	95	40	419
Total	110	229	96	749	405	376	1965

Blockwise Handicapped Children						
Perspective 2002-2007						
District : Mansa - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
MANSA	86	91	177	30	30	61
JHUNEER-I	53	58	111	16	14	30
JHUNEER-II	45	74	119	24	24	48
BUDHLADA-I	85	56	141	22	13	35
BUDHLADA-II	88	78	166	37	24	61
Total	357	357	714	130	105	235

Summary

District Mansa

ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
	Total	%	Total	%	Total	%	Total	%	Total	%		
Teacher Salary	13.104	1.62	13.608	1.82	14.112	2.05	14.616	2.32	15.120	2.57	70.560	2.04
School/Alternative schooling facility		0.00		0.00		0.00		0.00		0.00	0.000	0.00
Upper Primary schools/sections		0.00		0.00		0.00		0.00		0.00	0.000	0.00
Classrooms		0.00		0.00		0.00		0.00		0.00	0.000	0.00
Free textbooks	31.838	3.94	36.614	4.90	41.390	6.00	46.166	7.31	50.942	8.67	206.948	5.98
Civil Works	277.208	34.34	246.727	32.99	227.695	33.02	207.983	32.95	203.072	34.55	1162.684	33.57
Maintenance and repair of school buildings	24.000	2.97	25.400	3.40	25.850	3.75	26.300	4.17	26.750	4.55	128.300	3.70
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
TLE for upper-primary and quality improvement	0.000	0.00	14.000	1.87	18.500	2.68	23.000	3.64	27.500	4.68	83.000	2.40
School grant	9.600	1.19	10.160	1.36	10.340	1.50	10.520	1.67	10.700	1.82	51.320	1.48
TLM grant	11.575	1.43	11.995	1.60	12.130	1.76	12.265	1.94	12.400	2.11	60.365	1.74
Teacher training	32.410	4.02	33.586	4.49	33.964	4.93	34.342	5.44	34.720	5.91	169.022	4.88
State Institute of Educational Management and Training (SIEMAT)		0.00		0.00		0.00		0.00		0.00	0.000	0.00
Training for community leaders	2.304	0.29	2.438	0.33	2.482	0.36	2.525	0.40	2.568	0.44	12.317	0.36
Provision for disabled children (IED)	13.547	1.68	15.488	2.07	17.837	2.59	20.465	3.24	23.615	4.02	90.952	2.63
Research, evaluation, supervision and monitoring	6.694	0.83	7.108	0.95	7.167	1.04	7.379	1.17	7.266	1.24	35.615	1.03
Management cost	50.003	6.20	44.869	6.00	41.362	6.00	37.894	6.00	34.444	5.86	208.572	6.02
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
8.1 Girls child education	9.996	1.24	9.996	1.34	9.996	1.45	9.996	1.58	9.996	1.70	49.981	1.44
8.2 ECCE	15.008	1.86	15.008	2.01	15.008	2.18	15.008	2.38	15.008	2.55	75.038	2.17
8.3 SC/ST	9.998	1.24	9.998	1.34	9.998	1.45	9.998	1.58	9.998	1.70	49.989	1.44
8.4 Computer Education	15.000	1.86	15.000	2.01	15.000	2.18	15.000	2.38	15.000	2.55	75.000	2.17
Block resource centres	85.415	10.58	85.415	11.42	85.415	12.39	85.415	13.53	85.415	14.53	427.075	12.33
Cluster resource centres	3.186	0.39	3.186	0.43	3.186	0.46	3.186	0.50	3.186	0.54	15.930	0.46
Intervention for out of school children	196.251	24.31	147.195	19.68	98.140	14.23	49.084	7.78	0.000	0.00	490.670	14.17
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	807.136	100.00	747.790	100.00	689.570	100.00	631.142	100.00	587.699	100.00	3463.337	100.00

Perspective Work Plan 2002-07, District Mansa, 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
Convention Name : Teacher (in lacs)																
5.0	Salary for primary teachers 14 x 12	0.078	168	13.104	0.081	168	13.608	0.084	168	14.112	0.087	168	14.616	0.090	168	15.120
	Subtotal			13.104			13.608			14.112			14.616			15.120
Convention Name : Free textbooks (in lacs)																
5.0	Free text books for Non SC girls	0.0015	21225	31.838	0.0015	24409	36.614	0.0015	27593	41.390	0.0015	30777	46.166	0.0015	33961	50.942
	Subtotal			31.838			36.614			41.390			46.166			50.942
Convention Name : Civil works (in lacs)																
5.0	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
5.0	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
5.0	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	144	48.888	0.340	153	52.020	0.340	155	52.700	0.340	159	54.060	0.340	161	54.740
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	7	13.580	1.940	7	13.580	1.940	7	13.580	1.940	7	13.580	1.940	7	13.580
6.0	Additional Class rooms for primary schools	1.160	50	58.000	1.160	50	58.000	1.160	45	52.200	1.160	45	52.200	1.160	40	46.400
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	72	83.520	1.160	43	49.880	1.160	36	41.760	1.160	18	20.880	1.160	23	26.680
6.0	Headmaster's room for upper primary sections	1.160	50	58.000	1.160	50	58.000	1.160	45	52.200	1.160	45	52.200	1.160	40	46.400
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 310	0.00032	1240	0.397	0.00032	1240	0.397	0.00032	1240	0.397	0.00032	1240	0.397	0.00032	1240	0.397
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 Mansa, 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
3.0	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
3.0	Development and distribution of architectural plans and layouts 2 x No. of primary+upper primary schools	0.00047	960	0.451	0.00047	1016	0.478	0.00047	1034	0.486	0.00047	1052	0.494	0.00047	1070	0.503
3.0	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
3.0	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			277.208			246.727			227.695			207.983			203.072
Intervention Name : Maintenance and repair of school buildings (in lacs)																
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	480	24.000	0.050	508	25.400	0.050	517	25.850	0.050	526	26.300	0.050	535	26.750
	Subtotal			24.000			25.400			25.850			26.300			26.750
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	28	14.000	0.500	37	18.500	0.500	46	23.000	0.500	55	27.500
	Subtotal			0.000			14.000			18.500			23.000			27.500
Intervention Name : School Grant (in lacs)																
10.0	School grants for existing schools (primary + upper primary)	0.020	480	9.600	0.020	508	10.160	0.020	517	10.340	0.020	526	10.520	0.020	535	10.700
	Subtotal			9.600			10.160			10.340			10.520			10.700

Perspective Work Plan 2002-07, District Mansa, 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	2315	11.575	0.005	2399	11.995	0.005	2426	12.130	0.005	2453	12.265	0.005	2480	12.400	
	Subtotal			11.575			11.995			12.130			12.265			12.400	
Intervention Name : Teacher Training															(in lacs)		
12.0	Teachers training for primary and upper primary for 20 days The details of various trainings and training schedule have been given in the chapter of Training Programme	0.0140	2315	32.410	0.0140	2399	33.586	0.0140	2426	33.964	0.0140	2453	34.342	0.0140	2480	34.720	
	Subtotal			32.410			33.586			33.964			34.342			34.720	
Intervention Name : Training of Community Leader															(in lacs)		
14.0	Orientation to VEDC Members No. of primary+upper primary schools x 8 members x 2	0.0003	7680	2.304	0.0003	8128	2.438	0.0003	8272	2.482	0.0003	8416	2.525	0.0003	8560	2.568	
	Subtotal			2.304			2.438			2.482			2.525			2.568	
Intervention Name : Provision for disabled children(IED)															(in lacs)		
15.0	IED Training to BRC staff 5x 10 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 x 5	0.020	10	0.200	0.020	10	0.200	0.020	10	0.200	0.020	10	0.200	0.020	10	0.200	
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 480 schools	0.00022	480	0.106	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 480 schools	0.00032	480	0.154	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	508	0.173	0.00034		0.000	0.00034		0.000	0.00034		0.000	

Perspective Work Plan 2002-07, District Mansa, Punjab

Unit 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
0	Manual for Teachers about hearing impaired children for no. of primary & upper primary schools	0.00028	480	0.134	0.00028		0.000	0.00028		0.000	0.00028		0.000	0.00028		0.000
0	Manual for Teachers about mentally challenged children for no. of primary & upper primary schools	0.00036		0.000	0.00036	508	0.183	0.00036		0.000	0.00036		0.000	0.00036		0.000
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	517	0.196	0.00038		0.000	0.00038		0.000
0	Special assistance and TLM to disabled children	0.0087	1124	9.779	0.0091	1292	11.757	0.0096	1486	14.266	0.010	1709	17.090	0.0103	1965	20.240
	Subtotal			13.547			15.488			17.837			20.465			23.615

vention Name : Research, Evaluation, supervision and monitoring

(in lacs)

0	Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	480	0.144	0.0003	508	0.152	0.0003	517	0.155	0.0003	526	0.158	0.0003	535	0.161
0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30	0.0003	480	0.144	0.000	508	0.152	0.000	517	0.155	0.000	526	0.158	0.000	535	0.161
0	Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000/-	0.020	24	0.480	0.020	51	1.020	0.020	52	1.040	0.020	53	1.060	0.020	53	1.060
0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x 12 @ Rs. 1000/-	0.010	24	0.240	0.010	48	0.480	0.010	48	0.480	0.010	48	0.480	0.010	48	0.480
0	Academic supervision by BRCs 5 x 5 units @ Rs. 1000/-	0.010	25	0.250	0.010	50	0.500	0.010	50	0.500	0.010	50	0.500	0.010	50	0.500

Perspective Work Plan 2002-07, District Mansa, Punjab

count ode	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/-	0.010	60	0.600	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200
16.0	Annual Household survey @Rs.3/- per household for 113466 households (50% each year)	0.00003	56733	1.702	0.00003	56733	1.702	0.00003	56733	1.702	0.00003	56733	1.702	0.00003	56733	1.702
16.0	MIS Data collection and processing of data for 296 primary schools at State/District office	0.0017	296	0.503	0.0017	296	0.503	0.0017	296	0.503	0.0017	296	0.503	0.0017	296	0.503
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	184	0.331	0.0018	212	0.382	0.0018	221	0.398	0.0018	230	0.414	0.0018	239	0.430
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for primary & upper primary schools	0.0010	480	0.480	0.0020	508	1.016	0.0020	517	1.034	0.0020	526	1.052	0.0020	535	1.070
16.0	Development and supply of material for Diagnostic- prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for primary and upper primary schools	0.00031 x3	480	0.450			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			0.000	0.00029	526	0.153			0.000

Perspective Work Plan 2002-07, District Mansa, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800	1.500	12	18.000	1.550	12	18.600	1.600	12	19.200	1.650	12	19.800
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks x 2	0.030	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	480	0.173	0.00036	508	0.183	0.00036	517	0.186	0.00036	526	0.189	0.00036	535	0.193
17.0	Hiring of experts pedagogy, research, evaluation, community mobilization, gender, sensitization, alternative schooling, planning and management training District 8 x 12 @ Rs 8000 Block 3 x 12 @ Rs 800	0.08	96	7.680												
17.0	Circulation of material prepared by the experts to school/VEDC level.			3.367			4.297			1.405						
17.0	News letter	0.00025	480	0.120	0.00025	508	0.127	0.00025	517	0.129						
17.0	Media activity			1.443			1.842			0.602						
	Subtotal			50.003			44.869			41.362			37.894			34.444

Perspective Work Plan 2002-07, District Mansa, 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 in primary schools SC children 21063 in parts	0.0005	11136	5.568	0.0005	11136	5.568	0.0005	11136	5.568	0.0005	11136	5.568	0.0005	11136	5.568
18.3	Question Bank for SC children of 11201 upper primary classes for remedial coaching in parts	0.0006	6183	3.710	0.0006	6183	3.710	0.0006	6183	3.710	0.0006	6183	3.710	0.0006	6183	3.710
	Subtotal			9.998			9.998			9.998			9.998			9.998
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/-x12 P.A	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360
	Suttotal			85.415			85.415			85.415			85.415			85.415

Perspective Work Plan 2002-07, District Mansa, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name: Cluster Resource Centres															(in lacs)		
3.1	CRC Contingency grant for 54 CRCs Blocks @ Rs.2500/- P.A.	0.025	54	1.350	0.025	54	1.350	0.025	54	1.350	0.025	54	1.350	0.025	54	1.350	
3.1	TLM grant for 54 CRCs @ Rs.1000/- P.A.	0.010	54	0.540	0.010	54	0.540	0.010	54	0.540	0.010	54	0.540	0.010	54	0.540	
3.1	Meetings, Travel allowance for 54 CRCs Blocks @Rs.200 x 12 P.A.	0.002	648	1.296	0.002	648	1.296	0.002	648	1.296	0.002	648	1.296	0.002	648	1.296	
	Subtotal			3.186			3.186			3.186			3.186			3.186	
Intervention Name: Out of School children															(in lacs)		
0.0	Cost of running of EGS centres for 7926 out of school children of 6-11 age group declining by 25%	0.00845	7926	66.975	0.00845	5945	50.235	0.00845	3964	33.496	0.00845	1983	16.756	0.00845	0	0.000	
0.0	Cost of running of EGS centres for 6919 out of school children of 11-13 age group declining by 25%	0.012	6919	83.028	0.012	5189	62.268	0.012	3459	41.508	0.012	1729	20.748	0.012	0	0.000	
0.0	Cost of running of EGS centre for 3854 out of school children of 14 age declining by 25%	0.012	3854	46.248	0.012	2891	34.692	0.012	1928	23.136	0.012	965	11.580	0.012	0	0.000	
	Subtotal			196.251			147.195			98.140			49.084			0.000	
Intervention Name: Preparatory activities for micro-planning, household surveys studies															(in lacs)		
21.0																	
	Subtotal			0.000			0.000			0.000			0.000			0.000	

Government of Punjab
Education- 7 Branch
Education Department
ORDER

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

1. The Need

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

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

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

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

2. Two Levels of School Education

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

3. Rechristening of School Directorates

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

4. Heads of the Department

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

5. Implementation

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

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

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

- 5.2.1 Directorate of 'School' education will henceforth be called Directorate of Secondary Education

- 5.2.2 Directorate of Primary Education will henceforth be called Directorate of Elementary Education.

- 5.2.3 Director Public Instruction (Schools) will henceforth be designated as Director Public Instruction (Secondary Education)

- 5.2.4 Director Public Instruction (Primary) will henceforth be designated as Director Public Instruction (Elementary Education)

- 5.2.5 All Primary and Middle Schools under the control of Government of Punjab will henceforth be called Government Elementary Schools.

- 5.2.6 All High and Senior Secondary Schools under the control of Government of Punjab will henceforth be called Government Secondary

Schools.

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

5.3 Staff Salaries

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

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

5.4 Two Levels of Schools

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

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

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

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

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

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

5.5 Redeployment of Staff

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

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

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

5.6 School Heads

- 5.6.1 Secondary Schools will remain under the control of Headmaster/ Principals as at present.
- 5.6.2 Seniors most 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. 721/32 Dated, Chandigarh, the 28th, October 2002

A copy is forwarded to the following for information

and necessary action:-

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

Bilal Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.

No. 10'6/2002-Edu. 7/

Dated Chandigarh, the 28th, October 2002

A copy is forwarded to the:

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

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

Bilal Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.