

SARVA SHIKSHA ABHIYAN

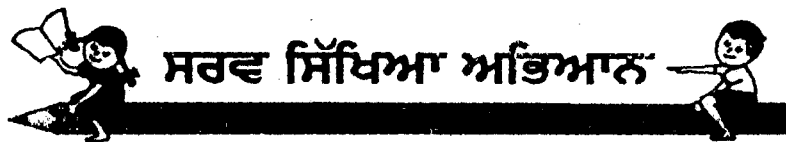
RIGID ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



Annual Work Plan
2003-2004

Distt
MOGA



ਪੜ੍ਹੋ ਸਾਰੇ ਵਧੋ ਸਾਰੇ

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.

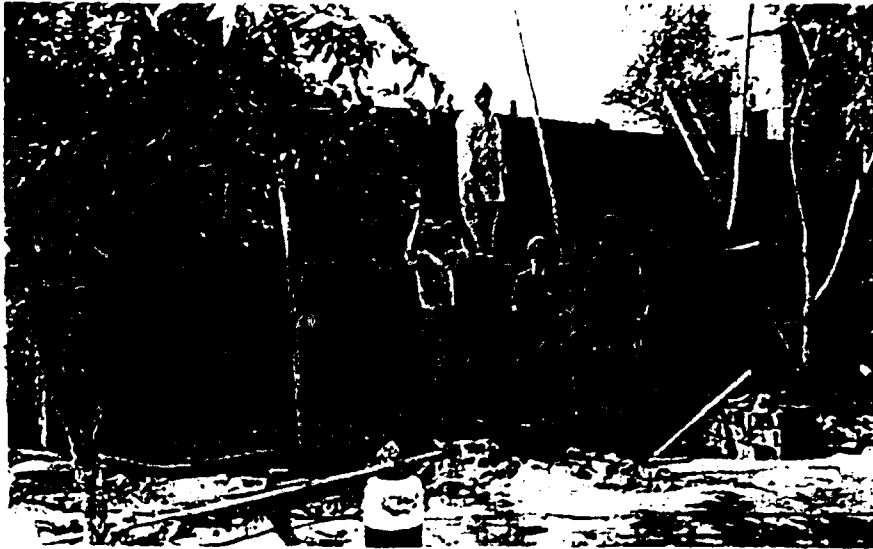
We hereby commit ourselves to the attainment of the following goals:

- 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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SSA in News and through Pictures



Govt. Elementary School Senian
Distt. Moga

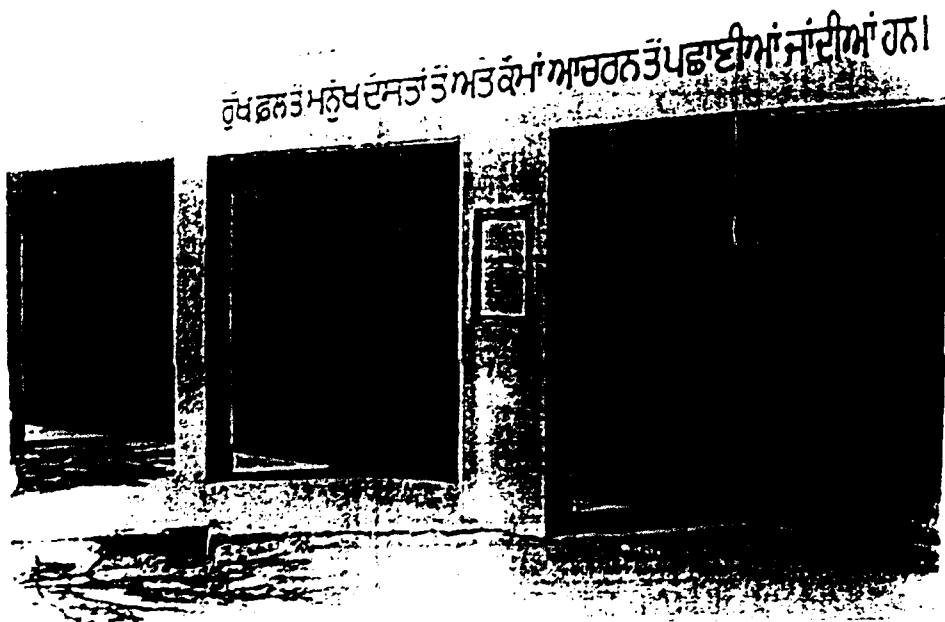


Govt. Elementary School Churchak
Distt. Moga

Govt. Elementary School Churchak
Distt. Moga



Govt. Elementary School Takhan Badh
Block Moga-I
Distt. Moga



ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ

ਮੋਗਾ, 16 ਅਕਤੂਬਰ (ਨਮੋਗਾ)- ਕੇਂਦਰ ਸਰਕਾਰ ਵੱਲੋਂ ਕਿਸੇ ਖਾਸਤ ਪੱਛਾਈ ਵਿਚੋਂ ਸਰਕਾਰ ਵੱਲੋਂ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੀ ਹੈ। ਇਸ ਸਕੀਮ ਅਧੀਨ 183 ਚੈਕ ਵੰਡ ਕੀਤੇ ਗਏ ਹਨ। ਇਹ ਚੈਕ ਵੰਡ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ। ਇਹ ਚੈਕ ਵੰਡ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ। ਇਹ ਚੈਕ ਵੰਡ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ।

ਕਿਸੇ ਖਾਸਤ ਪੱਛਾਈ ਵਿਚੋਂ ਸਰਕਾਰ ਵੱਲੋਂ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੀ ਹੈ। ਇਸ ਸਕੀਮ ਅਧੀਨ 183 ਚੈਕ ਵੰਡ ਕੀਤੇ ਗਏ ਹਨ। ਇਹ ਚੈਕ ਵੰਡ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ। ਇਹ ਚੈਕ ਵੰਡ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ।

ਇਸ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ। ਇਹ ਚੈਕ ਵੰਡ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ। ਇਹ ਚੈਕ ਵੰਡ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ।

ਅਕਾਲੀ ਪੱਤ੍ਰਕ

ਸਿੱਖਿਆ ਅਭਿਆਨ ਸਕੀਮ

ਚੈਕ ਵੰਡ

2006

ਇਸ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ। ਇਹ ਚੈਕ ਵੰਡ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ।

ਮਿਡ ਡੇ ਮੀਲ ਸਕੀਮ ਦੀ ਡੀ.ਸੀ. ਵੱਲੋਂ ਚੈਕਿੰਗ

ਮੋਗਾ, 16 ਅਕਤੂਬਰ (ਨਮੋਗਾ)- ਮਿਡ ਡੇ ਮੀਲ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ। ਇਹ ਚੈਕ ਵੰਡ ਸਕੀਮ ਅਧੀਨ ਵਿਲੱਖਣ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਚੈਕ ਵੰਡ ਕੀਤੇ ਹਨ।

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**District Profile
and
Statistics**

Brief Profile of District Moga

Location

Moga district was carved out of the Faridkot district in 1995. The Faridkot district itself was a part of Ferozepur district till 7th Aught. 1972. Moga is surrounded by Ludhiana district on the east, Jalandhar district on the north, Ferozepur district on West, Faridkot district on Southwest, Bathinda district on south and Sangrur district on the Southeast.

The district fall under the Faridkot Parliamentary Constituency. Some part of this district was a part of Kalian State before Independence.

Area

As per 2001 Census, the district is spread over an area of 2216 sq. km. (*Annexure-I*). The district constitute 4.4% of the total area of the state.

Climate

The district is situated in the dry region of the state. Climate of the district is arid, semi-arid and hot in summer and severe cold in winter. The rainy season is mild as the region is situated far away from the hills. It begins to warm up in the middle of March, though the nights are cool. It goes on getting hotter till early July when the mercury on many days crosses 45^oC. Dust storms are frequent during the hot weather. The monsoon rains commence in first week of July and lasting upto middle of September. Thus, the average rainfall is approximately 214.8 mm. The days are wet until middle of October. The cold weather for the next few months is severe and dry but healthy. Some rain may occur due to westerly disturbance from mid-December to mid-February. January and February are the coldest month when mercury may touch the freezing point of water on such occasions frost are likely occur in the district.

The rainfall in district increases generally from the south-west towards the north east. About three fourth of the annual normal rainfall in the district is received during the period from July to September, whereas the remaining rainfall occurs during the winter months December to February. However, variation in rainfall from year to year is appreciable. The average rainfall reported in the district in 2001-02 was 214.8mm (*Annexure-I*).

Topography

Moga district is a part of Malwa Plain and on the basis of soil, topography, climate and natural vegetation in known as Moga plain.

The Moga Plain region forms the north and northeastern part of the district. The maximum height of 227.6 meters in the district is located near Badhani Kalan. A few sand dunes are found near southwest of Moga town. The

natural vegetation includes Pepal, Shisham, Neem, Ber and Mango. The major canal is Abohar branch of Sirhind Canal. The other important distributaries are Kotkapura, Jaitu and Jagraon.

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

Rivers and Drains

No river flows through this district but the major canal flows through is Abohar Branch of Sirhind Canal. There are some drains and channels which flow during the rainy season. The most important one is Danda Nala, Sota Nala and Moga Nala, which serve as natural drainage in the district.

Present Jurisdiction

Among the 17 district of the state Moga is one among the youngest as it was carved out from Faridkot district as separate district in July 1972 with head quarters at Moga and later 147 villages from Faridkot were added to the district.

The district comprises of 3 tehsils: Moga, Nihal Singh Wala and Bagha Purana and 4 Community Development Blocks: Moga-I, Moga-II, Nihal Singh Wala and Bagha Purana . The district has four towns and 329 inhabited villages (*Annexure-I*).

Major Characteristics

Land Utilization

During 2001-02, the Geographical Area of the District was 168 thousand hectares and total area according to village papers was 223 thousand hectares, which shows a wide disparity as the area arrived at by different sources of measurements adopted by two agencies. Out of total area 2 thousand hectares is under forests, 1000 hectares is under barren and un-culturable and 20 thousand hectares is put to non-agricultural use, 1 thousand hectares is current fallow and 1 thousand hectare is culturable waste. Other than current fallow the district has 200 thousand hectares 'Net Sown Area' which works out to 89.6 percent of the total area of the district. The area sown more than once is 192 thousand hectares thus 392 thousand hectares the total cropped area in year (*Annexure-I*).

Agriculture

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

Moga is, mainly an agricultural district as 79.96 percent population is residing in rural areas (*Annexure-I*). There are two major crop seasons in the district: Rabi and Kharif. Between the two Rabi is more important as it covered 197 thousand hectares of area against 195 thousand hectares covered by Kharif crops. The area under food and Non-food crops in the district is 348 thousand hectares and 44 thousand hectares respectively. The area under high yielding varieties of major food crops in the district is wheat 172 thousand hectares, paddy 159 thousand hectares and bajra 1000 hectares.

The area under different fruits in 2002 was 132 hectares. The break up of different fruits such as: Kinnow 9 hectares, Orange and Malta 11 hectares, Lemon 10 hectares, Mangoes 1 hectares, Guava 69 hectares, Grapes 7 hectares, Ber 24 hectares and miscellaneous 1 hectares etc. The area under fruits in district ranks 1st from bottom. The production of total fruits in district during 2001 was 2058 metric tons.

The district has a good area under different vegetables i.e. 7407 hectares. Out of total 5478 hectares is under potato, 380 hectares is under onion, 853 hectares is under winter vegetables and 696 hectares of area is under summer vegetables. During 2001-02, the district consumed 67 thousand tons of chemical fertilizers. (50 thousand tons Nitrogenous, 16 thousand tons Phosphatic and 1 thousand tons Potassic.)

Irrigation

The major sources of irrigation in the district are government canals and tubewells. However, wells are also used in areas where water table is not very deep. The tubewells and pumping sets have been introduced in a big way during the post-independence period in areas where sub-soil water is fit for irrigation the irrigation is done mainly from Abohar branch of Sirhind canal.

Net area irrigated was 197.4 thousand hectares in the district. 11.3 thousand hectares of area irrigated by Government canals and remaining 188.2 thousand hectares by tubewells and wells (*Annexure-I*). The percentage of Net Irrigated Area to Net Sown area works out to 99.7 percent. Further Gross Irrigated Area was 391.7 thousand hectares and percentage of Gross Irrigated Area to Gross Cropped Area works out to 99.9 percent during 2001-02 (*Annexure-I*).

Though flat rates have been introduced for electricity consumption and priority is being accorded in electricity connections for agriculture, there is unsuitable demand the waters from canals. The Sirhind feeder has made available more supply of waters, but still supply is short of demand due to change in cropping pattern. With the popularity of sugar cane and paddy cultivation the position is likely to worsen.

Animal Husbandry

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

During 1997, the district has a total of 3,50,300 animals. Out of total there were 87,000 Cattles, 2,26,700 Buffaloes, 500 Horses and Ponies, 300 Donkeys, 500 Mules, 16,400 Pigs. The number of poultry birds was 2,10,300. The district has 53 Veterinary Hospitals and 79 permanent Outlaying Dispensaries and Insemination units for the treatment of sick animals (*Annexure-I*).

Fisheries

The area stocked under fish in the district was 172 hectares (*Annexure-I*) The district has only one slaughterhouse in 2001-02 in order to ensure quality meat to general public.

Industry

The district is not very important from the industrial point of view as it did not attract many industrialists to set up their units in the district. However district was known for some small scale/cottage industries such as pulkaries, durries with floral designs, khes and cheddar weaving, desi jutis and Baan mailing.

Infact every village was a self-deficient unit in many respects as arrangements existed, in Kharas (bullock/camel driven flour mills) before the advent of electricity operated chakkis. The kohlus (formerly wooden, driven by bullock) were used for oil extraction). The village potters manufactured and supplied pitchers and other earthenware to meet the local demands. Khadder (coarse cloth) was made by the village weavers out of soot (yarn) supplied by

their clients in the village. The agricultural implements were manufactured by the local carpenters, who manufactured charkhas (spinning wheels), wooden boxes and bullock carts at important places. The jutis were manufactured by the local leather workers.

However, gradually things started changing shape and the customers went to make purchases of their requirements of all types from the nearby towns, where industries developed fast. With the popularity of sugar cane cultivation many khandsari and shakkar manufacturing units were established. With cotton cultivation, the cotton ginning and pressing industrial units mushroomed here and there in the district.

With the growth of urban centres, the modern industries were set up at various places in the district

In 2001-02, the district has 207 registered working factories and the average number of workers was 4194 (*Annexure-I*). There were 464 workers per lakh of population. Some of the present time industries of the district are as follow (1) Electricity and Gas Supply, (2) Repair Services (Motors), (3) Agricultural Services, (4) Manufacturing of Food and Beverages, (5) Manufacturing of Textiles, (6) Manufacturing of wood and wood products, furniture and fixtures, (7) Manufacturing of paper and paper products, (8) Printing publishing and allied services, (9) Manufacturing of rubber and plastics, (10) Manufacturing metal products and part, (11) Manufacturing of machinery and equipments, (12) Manufacturing of motor vehicles and trailer, (13) Repair of motor vehicles, (14) Retail trade in others except motors, (15) Supporting transport activities and (16) Basic metal industries, etc. Other main industry is Nestle India Ltd. Moga. Mainly district is dependent on the agriculture economy.

The state government department of industries set up a industrial Focal point at Moga in a area of 108.28 areas and 202 industrial plots were developed here. (*Annexure-I*)

Electricity

The district has no electricity generating station. The diesel operated private, power stations have since been closed with the advent of hydro/thermal power. This district happens to be an important centre of transmission of electricity to the southern district of state and Rajasthan.

During 2001-02, the district consumed 592 million units of electricity (*Annexure-I*). The classification of total consumption is Domestic 146.38 million units, Commercial 24.82 million units, Industrial 86.54 million units, Agricultural 330.86 million units and others 3.40 million units. The percentage to total consumption of the state works out to 2.91 percent. Total number of

households using electricity in the district is 136987 out of total 145329 households.

Minerals and Mining

The district is not important from the minerals point of view. Some kankar (calcareous nodules) is found which is used for road making or burnt for lime.

Communication

Roads, railways, Post, Telegraph and other communication means etc are very important for the development of agriculture, industries and solving many economic problems. Moga is fortunate in having a efficient network of roads, railways and other means of communications.

Moga district falls under the Ferozepur division of Northern Railway. It is well served by railway network as Ferozepur-Ludhiana railway broad gauge line passes through Moga and serves the district.

In 2001-02, the total road length maintained by public works Department (B&R) in the district was 1980 km. Out of this, total of 110 km. are under National Highways and remaining 1870 kms were under provincial highways. There are 98 km. of roads for every one lakh of population. The number of villages linked with roads is 322 and percentage of villages linked with roads works out to be 100 percent.

During 2001-02, the district has 133 Post offices, 11 Telegraph offices, 38 Telephone Exchanges, 387 Public Call offices and 32668 Telephone connections (*Annexure-I*).

Trade and Commerce

Though trade is mostly in private hands. During 2001-02, the district has a total of 565 Co-operative Societies. The major societies are such as 169 Agricultural Credit Societies, 8 Non-Agricultural Credit Societies, 118 milk supply societies, 85 Weavers Societies, 72 Women Societies and 11 Housing Societies, etc. There are a number of consumer stores, which help in making available essential goods at reasonable price to the customers.

There were 134 banks in the district, during 2002. The district has 10 State Bank of India branches, 8 State Bank of Patiala branches, 13 Punjab National Bank branches, 50 Co-operative Banks branches and 53 other Commercial Banks branches. So, the district has 84 Scheduled Banks (*Annexure-I*).

Forestry

There are no regular forests in the district except protected forests. In view of the shortage of fuel after partition, in 1951 the railway and national

highway strips and in 1956 PWD roads and canals strips were transferred to forest department for purpose of plantation. During 2001-02, the total area under forest was 20 Sq. km. and the whole of the area was protected forests. The percentage to total area is 1.20 percent.

Medical and Public Health

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

In 2002, the district has 83 Medical Institutions, out of total 77 are in rural areas and 6 are in urban areas. These can be classified as: 5 Hospitals (3 Rural, 2Urban), 21 P.H.Cs (20 Rural 1Urban) and 57 Dispensaries (56 Rural, 1Urban), Further 82 Medical Institutions are owned by State Government and only one by Voluntary Organisations. There are 7 Ayurvedic and 7 Homeopathic institutions in the district. The number of beds in different Medical Institutions in 783 (*Annexure-1*).

Education

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

In 2000, the district has 8 Arts, Science, Commerce and Home Science Colleges (5 boys, 3 girls), 1Engineering, Technology and Architecture College (1 boys), 2 Teachers Training College (1 boys, 1 girls), 77 Senior Secondary Schools (61 boys, 16 girls), 99 High Schools (93 boys, 6 girls), 84 Middle Schools (82 boys, 2girls), 361 Primary School (350 boys, 11 girls), 1 Elementary Teachers Training School (1 boys), 1Polytechnic Institutions (1 boys), 3 Technical Industrial Art Craft School (1 boys, 2 girls) (*Annexure-III to XIV*).

In 2002, the district reported a literacy rate of 63.94 percent (Rural 61.18 percent and Urban 74.84 percent) males 68.94 percent (Rural 65.93 percent and Urban 78.05 percent) and females 58.96 percent (Rural 55.87 percent and Urban 71.20 percent) (*Annexure-XI*)

Occupation

According to 2001 Census the total number of workers in the district were 359197, There are 303053 main workers is such as: 104208 Cultivators, 84042 agricultural labourers, 19727 household workers and 151220 other workers.

If we take percentage of workers into consideration, the district has 33.9 percent main workers (49.7 percent male, 16.0 percent female). Further, there were 34.4 percent main workers in rural areas and 31.8 percent in urban areas. The break-up of total workers is: 29 percent cultivators, 23.4 percent agricultural labourers, 5.5 percent workers in household Industry and 42.1 percent other workers.

District: Moga		
Primary Statistics		
S.NO	ITEM	
1	Area	2216 Sq. km
	Tehsils	3
	Sub Tehsils	2
	Blocks	4
	Towns	4
	Inhabited villages	329
2	Population (2001)	
	Total population	886313
	Rural population	708682
	Percentage to total Population	79.96%
	Urban population	177631
	Percentage to total Population	20.04%
	Density	400 per sq. km
	Literate and educated persons	496338
	Literacy	63.94%
	Female per 1000 male	883
	Total Workers	359197
	Main Workers	303053
	Marginal Workers	56144
	Non- Workers	535623
	Break up of Main Workers	
	I) Cultivators	104208
	II) Agriculture Labourer	84042
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	19727
	IV) Other Services	151220
3	Local Bodies(2001-2002)	
	I) Zila Parishads	1
	II) Municipal Committees	4
4	Climate	
	Average Rainfall	214.8mm
5	Agriculture (2001-2002)	
	Net Area Sown	200000 hect.
	Area Sown more than once	192000 hect.
6	Irrigation (2001-2002)	
	Net Area Irrigated by:	
	Govt. Canals	11300 hect.
	Wells/Tubewells	188200 hect.
	Total	199500 hect.
	Percentage of net area irrigated to net area sown	99.70%
	Gross Area Irrigated	391900 hect.
	Percentage of gross irrigated area to gross cropped area.	99.90%
7	Animal Husbandry (2001-2002)	
	Veterinary Hospitals	53
	Permanent Outlying Dispensaries & Insemination Units	79
	Area Stocked with fish	172 hect.
	Total Live Stock (Live Stock Census 1997)	350300
	Total Poultry (Live Stock Census 1997)	210300
8	Energy (1999-2000)	
	Consumption of Electricity	592 million kwh
9	Forest (2001-2002)	
	Area under State Forests	20 sq. km
	Area under Private Forests	Nil
	Total area under Forests	20 sq. km
10	Industries (2001-2002)	
	Regd. Working Factories	207
11	Medical and Health (2002-2003)	
	Hospitals	5
	Dispensaries	57
	P.H.Cs.	21
	Ayurvedic and Unani Institution	7
	Homoeopathic Institutions	1
	Beds installed in Medical Institutions (Allopathy)	783
12	Co-operation (2001-2002)	
	Co-operative Societies	565
	Primary Agricultural Credit Societies	169
13	Banking (2001-2002)	
	Scheduled Banks & Cooperative Banks	134
14	Miscellaneous(2001-2002)	
	Post Offices	133
	Police-Stations/ Police Posts	9

Source : Statistical Abstract of Punjab

District: Moga Demographic Profile		
	1991	2001
Population-Total	773889	886313
Male	410712	470712
Female	363177	415601
Rural	625091	708682
Male	331947	375884
Female	293144	332798
Urban	148798	177631
Male	78765	94828
Female	70033	82803
Sex Ratio-Total	884	883
Rural	883	885
Urban	889	873
No. of Literates-Total	334446	496338
Male	197343	280538
Female	137103	215800
Rural	250420	378722
Male	149800	215350
Female	100620	163372
Urban	84026	117616
Male	47543	65188
Female	36483	52428
0-6 Population-Total	N/A	110111
Male	N/A	60546
Female	N/A	49565
Rural	N/A	89638
Male	N/A	49241
Female	N/A	40397
Urban	N/A	20473
Male	N/A	11305
Female	N/A	9168
SC Total-1991	235165	N/A
Male	125936	N/A
Female	109229	N/A
Rural	205820	N/A
Male	110150	N/A
Female	95670	N/A
Urban	29345	N/A
Male	15786	N/A
Female	13559	N/A
Projection 2002-Total	897911	

Source : Statistical Abstract of Punjab

District : Moga																
No. of Recognised Institution																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities																
1. Science, Commerce and Home Science Colleges.	4	3	7	42.86	4	3	7	42.86	4	3	7	42.86	5	3	8	37.50
Engineering, Technology and Architecture Colleges.	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00
Senior Secondary Schools	29	8	37	21.62	29	8	37	21.62	40	11	51	21.57	61	16	77	20.78
High Schools	71	8	79	10.13	72	8	80	10.00	87	11	98	11.22	93	6	99	6.06
Middle Schools	72	2	74	2.70	76	3	79	3.80	94	3	97	3.09	82	2	84	2.38
Primary Schools	227	10	237	4.22	237	10	247	4.05	345	11	356	3.09	350	11	361	3.05
Pre-Primary Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Elementary Teacher's Training Schools					1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Technical Industrial Art Craft Schools	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	2	3	66.67

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 take as per survey figures.

District : Moga																
No. of Working Teachers in Recognised schools																
Type	1998				1999				2000				2001			
	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.	52	82	134	61.19	43	86	129	66.67	47	101	148	68.24	45	112	157	71.34
Engineering, Technology and Architecture Colleges.	17	4	21	19.05	19	9	28	32.14	27	15	42	35.71	27	15	42	35.71
Medical Colleges (Allopathic Only)																
Teacher's Training Colleges (B.ed.)	6	28	34	82.35	6	28	34	82.35	7	30	37	81.08	7	29	36	80.56
Senior Secondary Schools	459	418	877	47.66	462	424	886	47.86	598	564	1162	48.54	643	578	1221	47.34
High Schools	468	447	915	48.85	441	491	932	52.68	567	410	977	41.97	524	478	1002	47.70
Middle Schools	274	235	509	46.17	289	255	544	46.88	225	385	610	63.11	207	192	399	48.12
Primary Schools	527	962	1534	62.71	523	1029	1552	66.30	592	1145	1737	65.92	561	1109	1670	66.41
Pre-Primary Schools		1	1	100.00		1	1	100.00		1	1	100.00		1	1	100.00
Elementary Teacher's Training Schools					5	2	7	28.57	5	2	7	28.57	3	1	4	25.00
Polytechnic Institutions	44	2	46	4.35	43	3	46	6.52	43	3	46	6.52	43	3	46	6.52
Technical Industrial Art Craft Schools	48	4	52	7.69	49	5	54	9.26	47	11	58	18.97	47	11	58	18.97

Source : Statistical Abstract of Punjab

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

District: Moga

No. of Students (Total)

Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.																
M. Phil.																
M.A.																
M.Sc.																
M.Com.																
B.A / B.A. (HONS)	1421	1534	2955	51.91	1421	1746	3167	55.13	2072	2100	4172	50.34	2340	2264	4604	49.17
B.Sc./ B.Sc. (HONS)	69	150	219	68.49	84	107	191	56.02	98	119	217	54.84	112	134	246	54.47
B.Com./ B.Com. (HONS)	154	210	364	57.69	161	209	370	56.49	168	188	356	52.81	152	133	285	46.67
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	135	24	159	15.09	320	87	407	21.38	548	124	672	18.45	548	124	672	18.45
M. B. B. S																
B. ed.	133	317	450	70.44	132	318	450	70.67	113	286	399	71.68	113	337	450	74.89
Senior Secondary School	17710	15024	32734	45.90	17180	15652	32832	47.67	19597	17361	36958	46.97	18803	18180	36983	49.16
High School	14339	12721	27060	47.01	14590	13649	28239	48.33	17041	15023	32064	46.85	13342	11670	25012	46.66
Middle School	4280	3655	7935	46.06	4392	3835	8227	46.61	5531	5028	10559	47.62	3597	3133	6730	46.55
Primary School	39825	34786	74611	46.62	39941	34947	74888	46.67	50218	42812	93030	46.02	46863	40685	87548	46.47
Pre - Primary School	15	15	30	50.00	17	14	31	45.16	15	13	28	46.43	15	14	29	48.28
Elementary Teacher's Training School J.B.T.					54	42	96	43.75	54	42	96	43.75	103	92	195	47.18
Polytechnic Institutions	522	7	529	1.32	528	17	545	3.12	568	11	579	1.90	589	13	602	2.16
Technical Industrial Art and Craft School	460	85	545	15.60	494	83	577	14.38	412	204	616	33.12	409	210	619	33.93

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 Moga																
No. of Scheduled Caste Students.																
Type	1998				1999				2000				2001			
	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.																
M.Sc.																
M.Com.																
B.A / B.A. (HONS)	53	40	93	3.15	49	49	98	3.09	144	74	218	5.23	133	64	197	4.28
B.Sc / B.Sc. (HONS)	1	1	2	0.91				0.00		1	1	0.46	1	1	2	0.81
B.Com. / B.Com. (HONS)	1		1	0.27	3	2	5	1.35	1		1	0.28	1	1	1	0.35
B.E. / B.Sc. (Eng.) / B.Arch. / B. Tech.	2	1	3	1.89	8	5	13	3.19	36	5	41	6.10	36	5	41	6.10
M. B. B. S																
B. ed.	29	44	73	16.22	34	46	80	17.78	30	40	70	17.54	30	38	68	15.11
Senior Secondary School	3492	2677	6169	18.85	3228	2612	5840	17.79	3479	3182	6661	18.02	4306	4250	8556	23.13
High School	3240	2448	5688	21.02	3470	2703	6173	21.86	4120	3484	7604	23.72	2854	2560	5414	21.65
Middle School	1016	798	1814	22.86	961	832	1793	21.79	1284	1144	2428	22.99	1235	1221	2456	36.49
Primary School	17281	15374	32655	43.77	17974	15960	33934	45.31	21652	18923	40575	43.61	24014	20488	44502	50.83
Pre - Primary School	2		2	6.67	5	1	6	19.35	7	1	8	28.57	7	2	9	31.03
Elementary Teacher's Training School J.B.T.					11	10	21	21.88	11	10	21	21.88	27	23	50	25.64
Polytechnic Institutions	115		115	21.74	116		116	21.28	131		131	22.63	140		140	23.26
Technical Industrial Art and Craft School	93	17	110	20.18	93	12	105	18.20	92	34	126	20.45	95	38	133	21.49

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 Moga												
Enrolment by Department												
Description	2000						2001					
	State Government Schools			Total Enrolment (Recognised Schools)			Total Enrolment (Recognised Schools)			SC Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	45383	39459	84842	56984	48845	105829	46863	40688	87551	24014	20488	44502
Middle	37026	15560	52586	20895	18746	39641	21260	19794	41054	4840	5019	9859
Elementary	82409	55019	137428	77879	67591	145470	68123	60482	128605	28854	25507	54361
High School	8312	7286	15598	10374	9123	19497	10206	9566	19772	2065	1657	3722
Sr. Secondary	2958	2609	5567	4134	3510	7644	4276	3623	7899	490	355	845
Secondary	11270	9895	21165	14508	12633	27141	14482	13189	27671	2555	2012	4567
Total (I-XII)	93679	64914	158593	92387	80224	172611	82605	73671	156276	31409	27519	58928

Source : Statistical Abstract of Punjab

District Moga						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	35946	32013	67959	46949	41077	88026
Middle	13879	13079	26958	17284	15828	33112
<i>Elementary</i>	49825	45092	94917	64233	56905	121138
High School	6865	6669	13534	8415	8226	16641
Sr. Secondary	2406	2155	4561	3455	2952	6407
<i>Secondary</i>	9271	8824	18095	11870	11178	23048
Total (I-XII)	59096	53916	113012	76103	68083	144186

Source : Statistical Abstract of Punjab

Annexure - IX

District Moga						
Enrolment in rural schools (Recognised -total) 2000-2001						
Year	Enrolment in Rural School			% of Enrolment in Rural to total enrolment		
	Male	Female	Total	Male	Female	Total
Primary	44472	36018	80490	84.39	85.7	84.97
Middle	20633	17129	37762	83.22	82.88	83.07

Source : Statistical Abstract

District: Moga			
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 : Moga										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
061	Nihal Singhwala	62.16	66.64	57.16	62.02	66.62	56.88	65.30	67.00	63.48
062	Baghapurana	59.54	64.06	54.54	58.19	62.76	53.12	71.01	75.24	66.44
060	Moga	66.19	70.59	61.22	62.30	67.20	56.82	75.79	78.89	72.24
12	District	83.94	68.40	58.96	61.18	65.93	55.87	74.84	78.05	71.20
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Census Data

Annexure - XII

District Moga						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	51392	45224	96616	29821	26353	56174
2000	51940	45589	97529	29675	26317	55992
2001	52014	41145	93159	29185	25352	54537
2006	44640	40588	85228	32011	27886	59897
2011	43727	40150	83877	25076	23141	48217
2016	45041	41355	86396	26718	24492	51210

Source : RGI Estimates

Annexure - XIII

District Moga							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	27.03	20.13	26.28	37.00	32.80	35.01
	2000	19.56	18.74	19.57	36.10	31.64	34.13
Middle	1999	32.75	31.89	33.49	56.10	55.15	54.95
	2000	40.12	36.38	38.43	57.65	56.10	56.97

Family Survey 2002

Annexure - XIV

District Moga						
Gross Enrolment Ratio 2001- 2002						
Year	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	107.93	106.1	107.11	102.78	100.38	101.67
Middle	88.96	86.88	88.00	76.23	71.93	74.23
High	87.01	85.50	86.32	64.01	60.63	62.46
SR.Sec	50.79	62.70	56.35	29.60	36.24	32.54

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
12	MOGA	Bagha Purana	49.09	44.10	5.95	0.85	100.00
		Dharamkot	49.63	41.90	6.82	1.65	100.00
		Moga-I	58.65	31.02	9.10	1.23	100.00
		Moga-II	50.90	34.94	12.12	2.04	100.00
		Nihal Singh Wala	52.49	26.76	18.31	2.44	100.00
District Total			52.02	36.40	10.02	1.56	100.00

Source : SW Department

Family Survey 2002

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/VI 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/U/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 Class wise/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.

District - 12 - MOGA

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	14453	10754	25207	5086	4279	9365	1948	1535	3483
Pre Primary Total	14453	10754	25207	5086	4279	9365	1948	1535	3483
I	12880	9711	22591	4980	3941	8921	1744	1277	3021
II	10358	8320	18678	4108	3393	7501	1492	1094	2586
III	9853	7973	17826	3710	3143	6853	1425	1082	2507
IV	10351	8450	18801	3711	3246	6957	1421	1184	2605
V	9253	7574	16827	3182	2694	5876	1309	1083	2392
Primary Total	52695	42028	94723	19691	16417	36108	7391	5720	13111
VI	9457	7604	17061	3130	2520	5650	1423	1171	2594
VII	7733	6641	14374	2305	1916	4221	1094	940	2034
VIII	7602	6422	14024	2109	1730	3839	1195	1010	2205
Midlle Total	24792	20667	45459	7544	6166	13710	3712	3121	6833
IX	6075	5255	11330	1496	1256	2752	1068	878	1946
X	7820	6402	14222	1976	1517	3493	1282	1153	2435
Secondary Total	13895	11657	25552	3472	2773	6245	2350	2031	4381
XI	2910	2909	5819	608	576	1184	461	463	924
XII	3011	3498	6509	524	527	1051	451	491	942
Sr. Secondary Total	5921	6407	12328	1132	1103	2235	912	954	1866
Technical Education	342	677	1019	39	78	117	35	73	108
Technical Education Total	342	677	1019	39	78	117	35	73	108

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	3089	2430	5519	1011	933	1944	422	333	755
4	5604	4175	9779	1875	1571	3446	726	581	1307
5	7233	5353	12586	2618	2025	4643	1034	766	1800
Sub Total	15926	11958	27884	5504	4529	10033	2182	1680	3862
6	8705	6802	15507	3109	2690	5799	1207	988	2195
7	8728	6884	15612	3578	2796	6374	1225	915	2140
8	9409	7828	17237	3548	3103	6651	1312	981	2293
9	9028	7252	16280	3323	2789	6112	1241	1011	2252
10	10302	8366	18668	3690	3146	6836	1462	1202	2664
Sub Total	46172	37132	83304	17248	14524	31772	6447	5097	11544
11	8645	7117	15762	2868	2443	5311	1263	1000	2263
12	8961	7303	16264	2929	2343	5272	1342	1081	2423
13	7641	6944	14585	2269	1980	4249	1153	1038	2191
Sub Total	25247	21364	46611	8066	6766	14832	3758	3119	6877
14	7425	6193	13618	2097	1682	3779	1114	951	2065
15	5527	4765	10292	1342	1119	2461	977	831	1808
Sub Total	12952	10958	23910	3439	2801	6240	2091	1782	3873
16	4625	4232	8857	1110	939	2049	800	771	1571
17	3538	3320	6858	819	684	1503	564	547	1111
Sub Total	8163	7552	15715	1929	1623	3552	1364	1318	2682
18	2806	2391	5197	608	419	1027	394	319	713
19	832	835	1667	170	154	324	112	119	231
Sub Total	3638	3226	6864	778	573	1351	506	438	944
Grand Total	112098	92190	204288	36964	30816	67780	16348	13434	29782

District - 12 - MOGA

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	3075	2425	10	5									10	5																						
4	505	3801	539	369	8	5							547	374																						
5	465	3322	2395	1877	179	154	1						2575	2031																						
6	152	1114	5886	4552	1196	1042	95	94					1	7178	5688																					
7	9	69	3696	2672	4051	3277	797	773	87	93	2		8633	6815																						
8	3	14	251	177	4493	3523	3663	3096	873	904	91	113	9371	7813	3	1																				
9		4	78	40	292	217	4727	3540	3000	2559	870	818	8962	7174	64	74																				
10		5	20	16	104	91	429	365	5730	4427	3069	2635	9352	7534	826	714	124	113																		
11			1	3	28	7	101	83	488	355	4633	3604	5251	4052	2599	2300	702	661	92	103	3393	3064	1	1			1	1								
12			3		3	2	37	18	137	87	438	305	618	412	5303	4010	2285	2083	661	679	8249	6772	93	113	1	6	94	119								
13			1		1	1	8	4	25	23	114	75	149	103	470	373	4047	3385	2336	2261	6853	6019	569	699	69	123	638	822	1							
14					2	1			7	2	29	20	38	23	148	95	472	313	4082	3038	4702	3446	1867	1874	724	727	2591	2601	91	123	3	94	123			
15									4		4	2	8	2	31	29	71	69	304	254	406	352	3068	2263	1623	1641	4691	3904	350	411	72	96	422	507		
16					1						1		2		13	7	22	14	87	68	122	89	328	299	2987	2325	3315	2544	833	993	322	548	1155	1541	31	58
17											1	2	1	2		1	5	1	26	16	31	18	115	65	1548	1108	1663	1173	964	888	828	1048	1792	1936	51	191
18																	5	1	10	2	15	3	32	17	735	371	767	388	563	402	1311	1345	1874	1747	150	253
19																		1	4	1	4	2	2	4	133	101	135	105	108	92	475	461	583	553	110	175
Total	14453	10754	12880	9711	10358	8320	9853	7973	10351	8450	9253	7574	52695	42028	9457	7604	7733	6641	7602	6422	24792	20667	6075	5255	7820	6402	13895	11657	2910	2909	3011	3498	5921	6407	342	677

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/9

Report : 01

Year : 2001-2002

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

Age v	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1279	920	2199	559	439	998	206	170	376									
4	1381	1019	2400	718	614	1332	220	161	381									
5	1137	966	2103	774	612	1386	176	168	344	10	8	18	8	6	14		2	2
6	609	500	1109	438	333	771	72	72	144	3	2	5	3	1	4	1	2	3
7	464	448	912	337	338	675	42	48	90	7	4	11	6	3	9	1	4	5
8	459	490	949	324	346	670	42	60	102	11	10	21	9	11	20	1	1	2
9	381	376	757	283	291	574	39	46	85	15	7	22	8	10	18	2		2
10	738	664	1402	529	523	1052	57	71	128	33	23	56	24	18	42			
11	578	527	1105	425	417	842	56	42	98	51	25	76	41	21	62	2		2
12	1046	899	1945	711	656	1367	107	112	219	97	36	133	87	24	111	4	8	12
13	999	999	1998	695	733	1428	113	133	246	95	55	150	81	37	118	8	14	22
14	1398	1242	2640	950	850	1800	166	140	306	159	73	232	125	54	179	10	8	18
15	1619	1434	3053	1035	923	1958	205	191	396	260	115	375	209	88	297	33	17	50
16	1813	1440	3253	996	801	1797	250	233	483	293	94	387	217	67	284	28	19	47
17	1682	1227	2909	899	620	1519	222	188	410	265	64	329	200	47	247	30	14	44
18	2345	1516	3861	1166	688	1854	333	255	588	371	84	455	273	61	334	50	24	74

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/10
Report : 01
Year : 2001-2002

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	4	1	5	26	18	44	2	1	3	11	6	17				1	4	5
4	2	2	4	27	14	41				11	4	15	1	1	2	5	4	9
5	12	6	18	27	9	36	5	3	8	13	8	21	1		1	4		4
6	28	15	43	28	18	46	23	11	34	13	9	22	1		1	4	3	7
7	36	22	58	33	20	53	24	18	42	15	13	28	4	3	7	2	3	5
8	59	35	94	39	23	62	29	15	44	15	12	27	8	1	9	6	3	9
9	73	47	120	31	18	49	46	29	75	14	5	19	11	8	19	3	5	8
10	69	53	122	51	17	68	34	27	61	23	9	32	7	3	10	6		6
11	58	46	104	38	26	64	29	29	58	17	12	29	6	6	12	8	8	16
12	58	33	91	41	42	83	25	25	50	16	20	36	5	4	9	10	9	19
13	38	38	76	44	36	80	18	20	38	21	21	42	4	6	10	7	5	12
14	41	27	68	46	55	101	12	11	23	23	22	45	8	3	11	8	7	15
15	31	24	55	58	29	87	15	13	28	24	17	41	6	2	8	8	2	10
16	23	22	45	51	36	87	7	4	11	26	16	42	5	1	6	5	5	10
17	23	10	33	49	18	67	5	2	7	23	5	28	2		2	4	2	6
18	18	10	28	50	30	80	5	3	8	18	12	30	3	2	5	3	3	6

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 01

Year : 2001-2002

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	18	16	34	6	6	12	1	1	2
I	72	35	107	44	21	65	4	4	8
II	65	47	112	42	31	73	5	6	11
III	84	42	126	51	25	76	11	5	16
IV	78	53	131	42	29	71	8	7	15
V	54	54	108	33	35	68	5	6	11
VI	53	32	85	18	18	36	5	2	7
VII	44	29	73	13	12	25	3	2	5
VIII	27	16	43	11	6	17	5	2	7
IX	33	22	55	17	9	26	7	2	9
X	32	22	54	8	7	15	6	3	9
XI	23	7	30	4	1	5	3		3
XII	12	9	21	2	4	6	3	1	4
Technical Education	5	3	8	1	2	3			

District - 12 - MOGA

Sarav Shiksha Abhiyan, Punjab

SSA/FS/IV/15

Report : I

Distribution of School going Children (Percentage) -Total-Districtwise Year : 2001-2002

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	57.34	42.66	100.00	55.42	44.58	100.00	59.18	40.82	100.00	59.77	40.23	100.00
Pre Primary Total	57.34	42.66	100.00	55.42	44.58	100.00	59.18	40.82	100.00	59.77	40.23	100.00
I	57.01	42.99	100.00	54.93	45.07	100.00	59.15	40.85	100.00	62.03	37.97	100.00
II	55.46	44.54	100.00	54.42	45.58	100.00	57.80	42.20	100.00	55.41	44.59	100.00
III	55.27	44.73	100.00	53.32	46.68	100.00	57.73	42.27	100.00	62.49	37.51	100.00
IV	55.06	44.94	100.00	53.56	46.44	100.00	57.28	42.72	100.00	60.54	39.46	100.00
V	54.99	45.01	100.00	54.17	45.83	100.00	56.12	43.88	100.00	57.93	42.07	100.00
Primary Total	55.63	44.37	100.00	54.09	45.91	100.00	57.78	42.22	100.00	59.82	40.18	100.00
VI	55.43	44.57	100.00	53.57	46.43	100.00	58.60	41.40	100.00	61.78	38.22	100.00
VII	53.80	46.20	100.00	52.16	47.84	100.00	57.15	42.85	100.00	57.51	42.49	100.00
VIII	54.21	45.79	100.00	52.07	47.93	100.00	59.52	40.48	100.00	53.77	46.23	100.00
Middle Total	54.54	45.46	100.00	52.66	47.34	100.00	58.45	41.55	100.00	57.97	42.03	100.00
IX	53.62	46.38	100.00	52.46	47.54	100.00	56.57	43.43	100.00	54.10	45.90	100.00
X	54.99	45.01	100.00	53.99	46.01	100.00	57.08	42.92	100.00	56.80	43.20	100.00
Secondary Total	54.38	45.62	100.00	53.31	46.69	100.00	56.86	43.14	100.00	55.53	44.47	100.00
XI	50.01	49.99	100.00	49.81	50.19	100.00	51.31	48.69	100.00	44.14	55.86	100.00
XII	46.26	53.74	100.00	47.60	52.40	100.00	44.08	55.92	100.00	44.84	55.16	100.00
Sr. Secondary Total	48.03	51.97	100.00	48.66	51.34	100.00	47.41	52.59	100.00	44.53	55.47	100.00
Technical Education	33.56	66.44	100.00	38.33	61.67	100.00	30.11	69.89	100.00	31.37	68.63	100.00
Technical Education Total	33.56	66.44	100.00	38.33	61.67	100.00	30.11	69.89	100.00	31.37	68.63	100.00
Grand Total	54.09	45.91	100.00	54.09	45.91	100.00	57.78	42.22	100.00	59.82	40.18	100.00

Annual Work Plan

2003-2004

District : Moga

District Data Summary Sheet

SL.No.	DESCRIPTION	2003-04
1	No. of C D Blocks/BRC's	5
1.1	No. of B.R. & D.R. Personnels (3x20+1x10)+10	80
2	No. of P E Blocks	6
3	No. of CRC's	40
4	No. of Villages	329
4.1	No. of VEDC's	605
4.2	No. of VEDC's Members	4840
5	No. of Habitations/Wards (Unservd)	1998
5.1	No. of S.C. Bastis	361
6	No. of House Holds	145329
	No. of Schools	
7	No. of Primary Schools (State Govt.)	376
7.1	Non State Govt. Primary Schools	52
7.2	Unrecognised Primary Schools	81
8	No. of Middle Schools/Sections (State Govt.)	229
8.1	Non State Govt. Middle Schools/Sections	53
8.2	Unrecognised Middle Schools/Sections	119
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	2043
9.1	No. of JBT Teachers + New	1768
9.2	No. of HT	235
9.3	No. of CHT's	40
10	No. of Teachers Middle Schools/Sections	1165
	Primary (State Govt.)	
11	Total No. of Students	75008
11.1	Male Students	39727
11.2	Female Students	35281
11.3	Total No. of S.C. Students	42225
11.4	Male S.C. Students	22405
11.5	Female S.C. Students	19820
	Upper Primary (State Govt.)	
12	Total No. of Students	34382
12.1	Male Students	17653
12.2	Female Students	16729
12.3	Total No. of S.C. Students	11489
12.4	Male S.C. Students	6195
12.5	Female S.C. Students	5294
	Out of School Children	
13	No. of Out of School Children Total	10669
13.1	No. of Out of School Children Male	5564
13.2	No. of Out of School Children Female	5105
13.3	No. of EGS Centres (Proposed)	
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1032
15	Anganwari Centres	573

District - Moga		
Blockwise list of BRC and CRC		
PEBlock Code & Name	CRC	BRC
094 DHARAM KOT-I	9	
095 DHARAM KOT-II	5	1
256 MOGA-I	8	1
257 MOGA-II	9	1
258 BAGHA PURANA	4	1
259 NIHAL SINGH WALA	5	1
Total	40	5

Source :- D.E.O. (E.E.)

District wise list of PEBlocks	
PEBLOCK	CODE
MOGA	
DHARAM KOT-I	094
DHARAM KOT-II	095
MOGA-I	256
MOGA-II	257
BAGHA PURANA	258
NIHAL SINGH WALA	259

Source : Sarva Shiksha Abhiyan

PEBlock Code & Name		No. of Villages
	<i>District - Moga</i>	
094	DHARAM KOT-I	78
095	DHARAM KOT-II	48
256	MOGA-I	52
257	MOGA-II	71
258	BAGHA PURANA	39
259	NIHAL SINGH WALA	41
	Total	329

SOURCE :- D.E.O. (E.E)

BLOCKWISE COUNT OF PRIMARY SCHOOLS - 2003														
DISTRICT - MOGA														
PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
PE094	DHARAM KOT-I	77	0	0	0	77	0	2	2	0	0	19	23	100
PE095	DHARAM KOT-II	44	0	0	0	44	0	0	2	0	0	9	11	55
PE256	MOGA-I	72	0	0	0	72	0	1	0	0	0	29	30	102
PE257	MOGA-II	85	0	0	0	85	0	3	4	1	0	32	40	125
PE258	BAGHA PURANA	50	0	0	0	50	0	7	1	0	0	14	22	72
PE259	NIHAL SINGH WALA	48	0	0	0	48	0	9	2	1	0	13	25	73
TOTAL		376	0	0	0	376	0	22	11	2	0	116	151	527

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

Source : D.E.O. (E.E.)

BLOCKWISE COUNT OF MIDDLE SCHOOLS - 2003														
DISTRICT - MOGA														
PE BLOCK CODE & NAME		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE094	DHARAM KOT-I	23	0	0	0	23	4	2	6	3	0	15	30	53
PE095	DHARAM KOT-II	17	0	0	0	17	0	1	2	0	0	10	13	30
PE256	MOGA-I	54	0	0	0	54	1	3	5	1	0	45	55	109
PE257	MOGA-II	59	0	0	0	59	5	0	4	1	0	27	37	96
PE258	BAGHA PURANA	35	0	0	0	35	0	8	1	0	0	11	20	55
PE259	NIHAL SINGH WALA	41	0	0	0	41	1	6	1	1	0	11	20	61
TOTAL		229	0	0	0	229	11	20	19	6	0	119	175	404

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

Source : D.E.O. (E.E.)

District - Moga					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name		JBT	HT	CHT	Total
094	DHARAM KOT-I	195	36	8	239
095	DHARAM KOT-II	126	26	5	157
256	MOGA-I	385	49	9	443
257	MOGA-II	376	56	9	441
258	BAGHA PURANA	316	32	4	352
259	NIHAL SINGH WALA	302	36	5	343
	Total	1700	235	40	1975
	Unadjusted Teachers in Peblocks				0
	New Teachers	68			68
	Grand Total	1768	235	40	2043

SOURCE :- D.E.O. (E.E)

CD BLOCKWISE ENROLLMENT MARCH 2003**DISTRICT - MOGA**

S. NO.	Integrated Child Development Scheme	Anganwari Centres	Pre School Education (3-6) Years		
			Boys	Girls	Total
1	Bagha Purana	142	4523	3735	5643
2	Dharamkot	142	3404	2748	2876
3	Moga-I	108	3375	2849	3667
4	Moga-II	72	2546	2137	1879
5	Nihal Singh Wala	109	3220	2801	4022
	Total	573	17068	14270	18087

SOURCE : D.E.O. (E.E.)

District-Moga							
Blockwise Enrolment in State Govt. Primary Schools - 2003							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
094	DHARAM KOT-I	4825	4249	9074	2192	1948	4140
095	DHARAM KOT-II	2930	2621	5551	1486	1283	2769
256	MOGA-I	8093	7148	15241	4815	4221	9036
257	MOGA-II	9660	8481	18141	5702	4843	10545
258	BAGHA PURANA	7259	6480	13739	4041	3487	7528
259	NIHAL SINGH WALA	6960	6302	13262	4169	4038	8207
	TOTAL	39727	35281	75008	22405	19820	42225

Source : D.E.O. (E.E.)

District-Moga**Blockwise Enrollment in State Govt. Middle Schools - 2003**

Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
094	DHARAM KOT-I	2308	2049	4357	672	513	1185
095	DHARAM KOT-II	1035	876	1911	344	207	551
256	MOGA-I	3785	3748	7533	1393	1309	2702
257	MOGA-II	3807	3719	7526	1276	1143	2419
258	BAGHA PURANA	3280	3203	6483	1204	1089	2293
259	NIHAL SINGH WALA	3438	3134	6572	1306	1033	2339
	TOTAL	17653	16729	34382	6195	5294	11489

Source : D.E.O. (E.E.)

District-Moga					
Blockwise Enrollment in State Govt. Primary Schools - 2003					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
094	DHARAM KOT-I	9074	1198	1226	11498
095	DHARAM KOT-II	5551	1340	1458	8349
256	MOGA-I	15241	2422	352	18015
257	MOGA-II	18141	590	356	19087
258	BAGHA PURANA	13739	2748	1451	17938
259	NIHAL SINGH WALA	13262	1825	3680	18767
	TOTAL	75008	10123	8523	93654

Source : D.E.O. (E.E.)

District-Moga					
Blockwise Enrollment Middle Schools - 2003					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
094	DHARAM KOT-I	4357	1407	472	6236
095	DHARAM KOT-II	1911	539	135	2585
256	MOGA-I	7533	4407	1485	13425
257	MOGA-II	7526	2890	673	11089
258	BAGHA PURANA	6483	1453	141	8077
259	NIHAL SINGH WALA	6572	1114	268	7954
	TOTAL	34382	11810	3174	49366

Source : D.E.O. (E.E.)

District-Moga							
Blockwise Out of Schools Children - 2003							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
094	DHARAM KOT-I	672	754	1426	334	373	707
095	DHARAM KOT-II	448	484	932	316	368	684
256	MOGA-I	882	704	1586	625	530	1155
257	MOGA-II	2014	1742	3756	1491	1346	2837
258	BAGHA PURANA	996	906	1902	686	695	1381
259	NIHAL SINGH WALA	552	515	1067	1472	454	1926
	TOTAL	5564	5105	10669	4924	3766	8690

Source : D.E.O. (E.E.)

Blockwise Handicapped Children - 2003-04						
District : Moga - 6-14 Years (Total)						
PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Mentally Challenged Children	Any Other Challenged Children	Total
DHARAM KOT-I	0	0	30	0	0	30
DHARAM KOT-II	0	0	21	0	0	21
MOGA-I	0	20	123	17	8	168
MOGA-II	0	7	177	30	31	245
BAGHA PURANA	17	9	135	29	19	209
NIHAL SINGH WAL	7	1	107	2	0	117
Upper Primary	45	10	36	0	151	242
Total	69	47	629	78	209	1032

Source : D.E.O. (E.E.)

Blockwise Handicapped Children - 2003						
District : Moga - 6-14 Years (Govt. School)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
DHARAM KOT-I	9	6	15	2	5	
DHARAM KOT-II	13	13	26	4	3	
MOGA-I	29	26	55	0	0	
MOGA-II	85	69	154	7	6	
BAGHA PURANA	67	33	100	9	4	
NIHAL SINGH WALA	32	42	94	4	3	
Total	235	189	444	26	21	

Source : D.E.O. (E.E.)

ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Moga

(Rs. In lacs)

S.No	Maj. Act.	Activity Description	Unit Cost 2003-04	Total AWP 2002-03		Expenditure 2002-03	Spill over 2002-03	AWP 2003-04		Total AWP 2003-04
				Physical	Financial			Financial	Physical	
1	PFE	Primary Schools								
		Salary of teachers (schools opened last year)	0.072	136	10.608		10.608	816	58.752	69.360
		TLE Grants	0.100	34	3.400		3.400	34	3.400	6.800
		Sub-Total			14.008		14.008		62.152	76.160
2	UPE	Upper primary Schools								
		No. of UPS							0.000	0.000
		Salary for teachers in Upper Primary							0.000	0.000
		TLE Grants for uncovered UPS.	0.500					12	6.000	6.000
		Sub-Total					0.000		6.000	6.000
3		School Grants	0.020	614	12.280	12.040	0.240	605	12.100	12.340
4		Teachers Grants	0.005	3208	16.040	13.825	2.215	3208	16.040	18.255
5	EGS	EGS Centers for 6-14	0.00845					10669	90.153	90.153
		Sub-Total							90.153	90.153
5.1	IED	Education of disabled		1361	16.332	0.53886	15.793		12.381	28.174
		Sub-Total			16.332	0.53886	15.793		12.381	28.174
6	BRC	Salary of staff	0.072	140	10.920		10.920	720	51.840	62.760
6.1		Contingency Grant	0.125	4	0.500	0.510	-0.010	4	0.500	0.490
6.2		TLM Grant	0.060	4	0.200		0.200	4	0.200	0.400
6.3		Workshops and Meetings Grants	0.005	48	0.240	0.240	0.000	48	0.240	0.240
6.4		BRC	0.072				0.000	120	6.640	6.640
		Sub-Total			11.860	0.750	11.110		61.420	72.530
7	CRC	Salary CRC coordinator							0.000	0.000
7.1		Contingency Grant	0.025	40	1.000	1.000	0.000	40	1.000	1.000
7.2		TLM Grant	0.010	40	0.400		0.400	40	0.400	0.800
7.3		Workshops and Meetings Grants	0.002	480	0.960		0.960	480	0.960	1.920
7.4		CRC						0	0.000	0.000
		Sub-Total			2.360	1.000	1.360		2.360	3.720
8	R&E	Research and Evaluation Programme		614	8.596	8.596	0.000		8.464	8.464
		Sub-Total			8.596	8.596	0.000		8.464	8.464
9		Civil Works								0.000
9.1		Construction of BRC buildings	6.000	4	24.000	24.000	0.000	0	0.000	0.000
9.2		Construction of CRG buildings	2.000	6	12.000	6.000	6.000	5	10.000	16.000
9.3		Construction of additional room for P/S	1.200	57	68.400	68.400	0.000	65	78.000	78.000
9.4		Construction of additional room for UP/S	1.200	37	44.400	32.400	12.000	60	72.000	84.000
9.4		Buildingless Schools	3.000	5	15.000	0.000	15.000	0	0.000	15.000
9.5		Branch School Buildings	3.000	10	30.000	9.000	21.000	0	0.000	21.000
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.360	126	43.760	61.200	-37.440	196	68.280	30.800
9.7		Construction of Headmaster room for UPS	1.200				0.000	18	21.600	21.600
9.8		Varanda	1.000	42	42.000	27.000	15.000	0	0.000	15.000
9.9		Buildings for schools having unsafe buildings	3.000				0.000	0	0.000	0.000
		Sub-Total			279.550	248.000	31.550		249.850	281.400
10		Maintenance and Repair Grant	0.050	1154	57.700	56.250	1.450	605	30.250	31.700
		Sub-Total			57.700	56.250	1.450		30.250	31.700
11	MGT	Management Cost			21.800	0.187	21.413		50.430	71.843
		Sub-Total			21.800	0.187	21.413		50.430	71.843
12	TRG	20 days Teachers training (in service)	0.014	3208	44.912	44.912	0.000	3208	44.912	44.912
		Sub-Total			44.912	44.912	0.000		44.912	44.912
13	VEC	Training to VEC Members	0.0003	9824	2.947	2.947	0.000	9680	2.904	2.904
		Sub-Total			2.947	2.947	0.000		2.904	2.904
14	INO	Computer Education			15.000		15.000		15.000	30.000
		Education of Girls			10.000		10.000		10.001	20.001
		Education of SC/ST			9.999		9.999		9.999	19.998
		ECE			15.000		15.000		15.035	30.035
		Sub-Total			49.999	0	49.999		50.035	100.034
15		Free text books for Non BC girls	0.0015	23630	35.745	27.4139535	8.331	28600	42.900	61.231
		Sub-Total			35.745	27.413954	8.331		42.900	61.231
		Grand Total			573.929	416.460	157.488		742.351	898.820

**Annual Work Plan & Budget for the year 2003-04,
District Moga, Punjab**

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
1	PFE	Salary for primary teachers 68 x 12	0.072	816	12 months	58.752		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	34		3.400		
						62.152	8.372	
2	UPE	Upper primary Schools						
		TLE for Upper Primary Schools	0.500	12		6.000		
						6.000	0.808	
3		School Grant (P+UP Schools)	0.020	605		12.100	1.630	
4		Teacher Grant (P+UP Teacher)	0.005	3208		16.040	2.161	
5	EGS	Cost of running of EGS centres for 10669 out of school children of 6-14 age group declining by 25%	0.00845	10669		90.153		
		Subtotal				90.15	12.144	
5.1	IED	IED Training to BRC staff 4x10 x 5	0.0007	200	5 months	0.140		
		IED assessment camps 2 x 4	0.020	8		0.160		
		One Resource person honorarium 4 Blocks x 12 months	0.070	48	12 months	3.360		
		Manual for Teachers about visually impaired children for primary & upper primary schools	0.00034	605		0.206		
		Manual for Teachers about mentally challenged children for primary & upper primary schools	0.00036	605		0.218		
		Special assistance and TLM to disabled children	0.00804	1032		8.297		
		Subtotal				12.381	1.668	
6	BRC	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 3 Blocks @ Rs. 7200/- x 12 P.A.	0.072	720	12 months	51.840		
6.1		BRC Contingency grant for 4 CD Blocks @ Rs.12500/- P.A.	0.125	4		0.500		

**Annual Work Plan & Budget for the year 2003-04,
District Moga, Punjab**

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
6.2		TLM grant for 4 CD Blocks @ Rs.5000/- P.A.	0.050	4		0.200		
6.3		Meetings, Travel allowance for 4 CD Blocks @Rs.500 x 12 P.A.	0.005	48		0.240		
8.4		Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ Rs. 7200/-x12 P.A.	0.072	120	12 months	8.640		
		Subtotal				61.420	8.274	
7	CRC	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	40		1.000		
7.2		TLM grant for 40 CRCs @ Rs.1000/- P.A.	0.010	40		0.400		
7.3		Meetings, Travel allowance for 40 CRCs Blocks @Rs.200 x 12 P.A.	0.002	480	12 months	0.960		
		Subtotal				2.360	0.318	
8	R&E	Reasearch and Evaluation Programme						
		Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	605		0.182		
		Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	605		0.182		
		Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000/-	0.02	60		1.200		
		Academic monitoring of schools by DIET staff by travelling 2x12 months @ 1000/-	0.01	48		0.480		
		Academic supervision by BRCs 4 x 5 units @ Rs. 1000/-	0.01	40		0.400		
		Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.0100	120	12 months	1.200		

**Annual Work Plan & Budget for the year 2003-04,
District Moga, Punjab**

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Annual Household survey @Rs.3/- per household for 145329 households 50/- each year in parts	0.00003	45000		1.350		
		MIS Data collection and processing of data for 376 primary schools at State/District office	0.0017	376		0.639		
		MIS Data collection and processing of data for 229 upper primary schools/sections at State/District office	0.0018	229		0.412		
		State office activities on research, evaluation monitoring and supervision @ Rs.190/- per school for primary & upper primary schools	0.00190	605		1.150		
		Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies				0.000		
		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	0.00030x7	605		1.271		

**Annual Work Plan & Budget for the year 2003-04,
District Moga, Punjab**

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
9		Civil Works						
9.1		Block Resource centre buildings	6.000	0		0.000		
9.2		Cluster Resource Centres	2.000	5		10.000		
9.3		Additional Class rooms for primary schools	1.200	65		78.000		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	60		72.000		
9.5		New Primary school buildings Branch Schools	3.000			0.000		
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	195		68.250		
9.7		Headmaster's room for upper primary sections	1.200	18		21.600		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		Subtotal				249.850	33.657	
10		Maintenance and Repair Grant						
		Repairs and maintenance of school Primary and upper primary sections	0.050	605		30.250		
		Subtotal				30.250	4.075	
11	MGT	Management Cost						
		Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360		5.400		
		DPO/state consumables	0.070	12		0.840		
		Water, Electricity, Telephone etc. of District and State office	0.100	12		1.200		
		TA & DA of District and State etc.	0.300	12		3.600		
		Consultants (12 Months x 7) for District and State	0.070	84		5.880		
		Computer Stationery Peripherals DPO/State	0.200	1		0.200		
		Documentation at DPO/State	3.000	1		3.000		

**Annual Work Plan & Budget for the year 2003-04,
District Moga, Punjab**

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		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	1.500	12		18.000		
		Jan Samparak Abhiyan (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks×2	0.030	8		0.240		
		Development and printing of modules on planning and management by State/District office	0.00036	605		0.218		
		Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management training District 8×12×8000	0.08000	96		7.680		
		Circulation of material prepared of the expects to school/VEDC level						
		News Letter	0.00025	605		0.151		
		Media Activity						
		Development and distribution work training manual for VEDCs 4 x 605	0.00032	2420		0.774		
		Development and distribution training manual on civil works for BRPs and DRPs 4 x (70+10)	0.00068	320		0.218		
		Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2		0.540		
		Development and distribution of architectural plans and layouts 2 x no. of primary & upper primary schools	0.00047	1210		0.569		
		Hiring of vehicles for monitoring of civil works	0.010	72		0.720		

**Annual Work Plan & Budget for the year 2003-04,
District Moga, Punjab**

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12		1.200		
		Subtotal				50.430	6.793	
12	TRG	Teachers training for primary and upper primary for 20 days	0.0140	3208		44.912		
		Subtotal				44.912	6.050	
13	VEC	Training to VEC Members						
		Orientation to VEDC Members no. of primary & upper primary schools x 8 members x 2	0.0003	9680		2.904		
		Subtotal				2.904	0.391	
14	INO	INNOVATIVE						
a) Computer Education								
		Cost of running of computer education centres at block/cluster level	15.000	1		15.000		
		Subtotal				15.000	2.021	
b) Education of Girls								
		Remedial coaching for girls students for two months in 376 primary schools in parts	0.003	126		0.378		
		Remedial coaching for girls students for two months in 229 upper primary schools in parts	0.003	78		0.234		
		Development of supplement reading material and item Bank for 35281 girl student of primary students for use in remedial coaching in parts	0.00038	13728		5.217		
		Development of supplement reading material and item Bank for 16729 girl student of upper primary students for use in remedial coaching in parts	0.00057	7320		4.172		
		Subtotal				10.001	1.347	

**Annual Work Plan & Budget for the year 2003-04,
District Moga, Punjab**

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
c) SC/ST								
		Remedial coaching for 3 months in primary & upper primary schools in parts	0.0030	307		0.921		
		Supplementary reading material for remedial coaching in primary schools SC children 42225 in parts	0.0005	10895		5.448		
		Question Bank for SC children of 11489 upper primary classes for remedial coaching in parts	0.0006	6050		3.630		
		Subtotal				9.999	1.347	
d) ECCE								
		School readiness kits and playway material for 3-5 age children in ICDS Centres x3	0.00075	1719		1.289		
		Teaching learning material for 3-5 age children in ICDS centers x 2 partly	0.00030	43000		12.900		
		School readiness kits for first generation learners in primary schools of 5 year age for no. of primary schools x 3	0.00075	1128		0.846		
		Subtotal				15.035	2.025	
15		Free text books for Non SC girls	0.0015	28600		42.900		
						42.900	5.779	
		Grand Total				742.35		

Training

DEVELOPING THE PERSONAL AND PROFESSIONAL COMPETENCIES OF TEACHERS AND HEADS THROUGH TRAINING

It is visualised in the GOVERNMENT OF PUNJAB EDUCATION POLICY AND PROGRAMME OF ACTION 2002 that the teachers need to acquire professional competencies and commitment to enable and empower them to perform the multiple tasks in the classrooms as well as in the school and community in genuinely professional manner, which can enable the school system to obtain the necessary criticality to set a chain reaction, starting with the sound teacher performance. It further states, that effective stages of teacher education now necessarily have to be conceived with a more comprehensive paradigm, which encompasses a number of interrelated components. Therefore, in-service teacher training should be offered on a yearly basis in a most organised manner. Training should be conducted through workshops, seminars and orientation programmes.

The policy states that to run the In-Service Programme effectively, competencies of In-Service Training Institutes i.e. DIETs and GISTCs will have to be thoroughly revitalized by providing able teacher educators, equipment, teaching material/modules and other necessary support.

Focus is required for the proper education of teachers both for pre-service as well as in-service teacher training. All pre-service or in-service teacher training programmes are being designed and organised in such a way so as to make a substantial initiation into preparation for the different roles suggested in the PUNJAB EDUCATION POLICY AND POA 2002 for future education. Programmes at all levels are being geared to certain basic and general objectives, keeping in mind the influences of the present technological advances on the education system. These objectives are being commonly applied in varying degrees to all the levels. The need for changing technology, quality management in education, stable staff requirement, and better management of education make it essential that the teachers are trained in specific skills.

Training is an organised activity for increasing the knowledge and skills of educational functionaries for a definite purpose. It involves systematic procedures for transferring technical know-how to the teachers/Heads/administrators so as to increase their knowledge and skills for doing their job with proficiency. A training programme should be able to bring about positive change in the knowledge, skills and attitudes of the teachers.

The enhancement of competencies in regular teachers as well as Heads of schools is a vital step 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 constantly developing and 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.

IDENTIFICATION OF TRAINING NEEDS

Identification of training needs has gained new importance in educational programme because of the technological changes taking place. Modern working methods are making it necessary that new techniques of training are used for the professional growth of teachers. Therefore, training programmes related to the current skills with expected needs for future requirements are being designed. While identifying the needs, the gaps between the existing and required levels of knowledge, skills, performance and attitudes have been taken into account. The problem areas that can be resolved through training have also been targeted.

Following types of analysis may be helpful in identification of training needs:

1. Setting specific goals of the teacher training programmes.
2. Analysing long term and short term objectives and their relative priorities.
3. Identification of the physical and professional resources and their efficient utilisation in meeting the operational targets should be analysed.
4. Identification of skills and training through a task analysis.
5. Identification of the time frame within which training must be imparted and introduction of new work methods and technology.

THE OBJECTIVES OF THE TRAINING PROGRAMME

The objectives of the training programmes are to develop competencies in the Teachers and Heads on the following dimensions:

I. Knowledge and Understanding

1. Understand facts and scientific principles involved in various forms of work.
2. Understand the use of teaching-learning material.
3. Understand the utility of working with the community.
4. Understand the needs of a technologically advancing society in terms of education.
5. Understand the process of planning and organization.
6. Develop an awareness of social programmes.
7. Develop the abilities for self-evaluation.

II. Skills

1. Develop skills for the selection, arrangement and assimilation of useful educational concepts.
2. Develop her/his skills of observation, manipulation and participation in work experience.
3. Develop skills of problem solving.
4. Develop her/his skills of inquisitiveness.
5. Use her/his creative faculties to devise innovative methods and materials.

III. Attitude and Values

1. Inculcate socially desirable values such as self-reliance, helpfulness, cooperativeness, teamwork, perseverance, tolerance etc.
2. Develop proper work ethics such as regularity, punctuality, honesty, dedication, discipline etc.
3. Develop self-esteem through achievements.
4. Develop a deeper concern for the environment and a sense of belonging, responsibility and commitment to the society.

TRAINING PROGRAMMES

These programmes are targeted to help develop concrete plans for enhancing competencies in regular teachers, Heads, community and administrative staff. The upgradation of one's skills is entirely one's personal choice and enforcing or thrusting these on any teacher/Head or educational functionaries 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. The absence of the teacher/Head or educational functionaries from home/personal duties must be compensated so as to motivate him to enhance her/his desire to undergo refresher courses.

This list is by no means exhaustive, since the very nature of refresher programmes is need based. The list also contains all other kinds of training i.e. orientation training, on-the-job-training, apprenticeship training, management training, as well as social responsibility training. Personal development training is also included since the personal competence of educational functionaries holds a lot of importance. Any programme of training has to be, by nature, dynamic and flexible meeting the future needs of Heads, teachers and students. The trainer is the best judge of that. This list can be added to at any time if the need is felt.

The information given in the following pages list the training areas of all these. They also state the level, minimum service requirement to undergo the training and duration of the training.

TYPES OF TRAINING

On the basis of the purpose, several types of training programmes can be offered. It should be noted that these programmes are not mutually exclusive. They invariably overlap and employ many common techniques. The important types of training are:

1. *Orientation Training*: Helps the newly recruited to know better about the department.
2. *Job-Training*: Helps in developing confidence and skills.
3. *Apprenticeship Training*: Tends more towards information. The usual apprenticeship combines on the job training and experience with classroom instructions in particular subjects.
5. *Refresher Training*: As the name implies, this training is meant for the old employees, the basic purpose of refresher training is to acquaint the existing work force with the latest methods of performing their jobs and improve

their efficiency further. The skills of the existing employees become obsolete because of technological changes and because of the tendency of the human beings to forget. Thus refresher training is essential.

6. *Management Training*: This training develops certain management qualities in the educational functionaries such as Leadership, etc
7. *Social Responsibility*: This is meant to develop sensitivity in the employees towards socially relevant subjects e.g. the socially disadvantaged students like the handicapped, the first generation learners and the girl child.
8. *Personal Development Skills*: Skills that would make the Head a more competent person. For example, interpersonal skills, counseling skills, conflict management skills etc.

In education, pre-service and in-service training are familiar concepts. Pre-service training focuses both on theory and practice of the academics, whereas the in-service training methods may involve orientation courses, seminars/workshops, case studies and special projects etc. These training programmes may be conducted through vestibule, direct, cascading or distance learning. These days tele-conferencing is becoming the most commonly used and economic training device for imparting knowledge to more people in lesser time and without traveling much distances.

TRAINING PERIOD

The length of the training period depends upon the skills to be acquired, the trainee's learning capacity and the training methodology used. The use of effective and visual material usually helps to reduce the training time to maintain interest and secure maximum accomplishment. No single session lasts longer than two hours. The duration of the whole training will be 2-3 days for optimum absorption and internalization of the knowledge. It may be useful if workshops/seminars are organized for 3 days and refresher/orientation are organized for 5 days duration.

TRAINING METHODS AND MATERIALS

There are several on-the-job and off-the-job methods of training. The choice of any method would depend upon the specific objectives of the training programme. Mostly, however, the techniques of role-play, lectures and games have been employed to increase interest and participation of the educational functionaries.

To increase the effectiveness of training some written material is given as a basis for instruction, review and reference. The training material is distributed among the trainees well in advance so that they may come prepared in the lecture class and understand the subject quickly their doubts may be removed by asking questions from the instructor. Material is being developed through several working groups that are constituted especially for this purpose. Expertise and experience available in the field is also utilised for this purpose.

TRAINING EFFECTIVENESS

Training effectiveness is the degree to which the trainees are able to learn and apply the knowledge and skills acquired during the programme. The attitudes, interests, values and expectations of the trainees and also the training environment influence it. A

training programme is likely to be more effective when the trainees want to learn, and are involved in their jobs and have career-plans. Contents of the training programme and the ability of the trainees also determine training effectiveness to a certain extent. The learning of the trainees is assessed through assignments and exercises. These are evaluated at the end of the programme and a feedback is given to the participants about their performance.

SUGGESTED CRITERIA FOR THE EFFECTIVENESS OF THE PROGRAMME

This depends upon the quality of the resource faculty to a large extent. The following guidelines help in the selection and deputation of the resource faculty. These are, however, suggestive. Any other guideline(s) particular to the situation can be employed.

1. Selection of the state level key persons

These persons should:

- Have a high reputation for teaching and developing innovative practices.
- Possess adequate knowledge of the subject content and the pedagogical theory and practice for upgrading the competence of educational functionaries
- Have a democratic disposition and skills for initiating and leading group discussions.
- Help the nodal agency through various activities in the planning, organisation, implementation and evaluation of the programme.

2. Selection of the resource persons

The resource persons selected for participation should have:

- Qualification and expertise both in the contents and pedagogy of the subject areas.
- Experiences of organisation and participation in the In-Service Education Programme and activities.
- Reputation for teaching and innovative works in classroom situations.
- Experience of serving as teacher educators.

Training Programmes For Teachers/Heads

A. Training Programme For Regular Teachers					
Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
<i>Plan of Programs for General Training to Develop/Enhance Personal & Professional Competencies of Regular Teachers</i>					
1	Induction Training	All	On joining	1 week	On joining
1	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
2	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
3	First-Aid	All	2 years	2 days	Once in 2 years
4	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years

5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of Regular Teachers					
1.	Competence to identify refer special children	Primary and Upper Primary	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	Primary Upper Primary	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.	Primary Upper Primary	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual
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) Physics, Biology, Chemistry	Secondary	5 years	2 days	
	d) Geography	Upper Primary Secondary	5 years	2 days	
	e) Social Studies	Primary	5 years	2 days	
	f) History	Upper Primary Secondary	5 years	2 days	
	g) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how - responsibility, wrong definitions of love and affection.	All All	All All	2 days 2 days	Once in 3 years Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual

6.	Current trends which influence teacher's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years
Plan of Programs to Develop/Enhance Personal & Professional Competencies of Pre Primary Teachers					
1.	Discipline	-	All	2 days	Annual
2.	Behavior Modification	-	2 years	2 days	Once in 2 year
3.	Child Development	-	2 years	2 days	Once in 2 years
4.	Content Innovations	-	5 years	3 days	Once in 3 years
5.	Innovation in conduct of Program	-	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	-	5 years	1/2 days	Annual
7.	Referral – Why? Constraints & limitations	-	All	2 days	Annual
8.	Grievances and feedback (This is a local Program)	-	All	½ days	Annual

B. Training Programme For School Heads					
Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
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	All	All	1 days	Once in a year

	-how to manage -various exercises				
11.	Behaviour Modification	All	2 years	2 days	Once in 2 years
12.	Child Development	All	2 years	2 days	Once in 2 years
Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of School Heads					
1.	Competence to identify refer special children	Primary and Upper Primary	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	Primary Upper Primary	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 2 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	Primary Upper Primary	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual
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 of methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Physics, Biology, Chemistry	Secondary	5 years	2 days	
	d) Geography	Upper Primary Secondary	5 years	2 days	
	e) Social Studies	Primary	5 years	2 days	
	f) History	Upper Primary Secondary	5 years	2 days	
	g) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how - responsibility, wrong definitions of love and affection.	All	All	2 days	Once in 3 years
		All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence Head's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real	All	All	3 days	Once in 2 years

8	life: beyond text book 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	3 days	Once in 2 years
10	Leadership -how to develop -how to maintain	On promotion	On promotion	3 days	Once in 3 years
11	Communication -techniques of clear communication	All	All	3 days	Annual
12	Administrative and Financial Competency	On promotion	On promotion	2 days	Once in 2 years

The above training programmes were identified on the basis of job and need analysis in order to improve quality and efficiency of school education. The trained teachers and Heads 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.

TRAINING PARTICULARS

S.No.	Particular	Details
A	Agencies for Conducting Training for Teachers	DIET/GISTC/SSA
B	Agencies for Conducting Training for Heads	GISTC/SSA
C	Arrangement of venue, OHP, paper, pens. etc	Training Agency
D	Arrangement of Reading Material	Punjab Government
E	No. of Master Trainers @ of 5 per district (17)	85
F	No. of Resource Persons (district wise)	
	District	(District) + (Block)
1	Amritsar	$(12 \times 20 + 4 \times 10) + (10) = 290$
2	Bhatinda	$(6 \times 20 + 2 \times 10) + (10) = 150$
3	Faridkot	$(1 \times 20 + 1 \times 10) + (10) = 40$
4	Fatehgarh Sahib	$(4 \times 20 + 1 \times 10) + (10) = 100$
5	Ferozepur	$(8 \times 20 + 3 \times 10) + (10) = 200$
6	Gurdaspur	$(11 \times 20 + 4 \times 10) + (10) = 270$
7	Hoshiarpur	$(8 \times 20 + 2 \times 10) + (10) = 190$
8	Jalandhar	$(8 \times 20 + 2 \times 10) + (10) = 190$
9	Kapurthala	$(4 \times 20 + 1 \times 10) + (10) = 100$
10	Ludhiana	$(9 \times 20 + 3 \times 10) + (10) = 220$

11	Mansa	$(4*20+1*10)-(10)=100$
12	Moga	$(3*20+1*10)+(10)=80$
13	Mukatsar	$(3*20+1*10)-(10)=80$
14	Nawan Shehar	$(4*20+1*10)+(10)=100$
15	Patiala	$(7*20-2*10)+(10)=170$
16	Ropar	$(5*20+2*10)+(10)=130$
17	Sangrur	$(9*20+3*10)+(10)=220$
	TOTAL	2630

Above are the various particulars regarding the Training to be imparted to the School Heads and the Teachers. In the following pages is the Training Schedule for the year of Training starting January 2003 and ending March 2004. The description of the Training topic; number of trainees; number and source of trainers; materials required and the Training Calendar are given.

PLANNING THE CURRICULUM

Planning for the state level training programme is a decentralized process. At the national level only a suggestive syllabus frame for various subjects is prepared to ensure relevance to the needs, resources and conditions that are present. The model syllabus developed by the state has been elaborated into detailed syllabus at the district and local levels.

Expert groups are helping the state in developing a balanced curricula and to indicate the kind of curricula and content which can go into the syllabi after passing the test of relevance to state needs and resources. The lists of such material are being prepared both for the elementary and secondary stage separately. The training activities for various stages may continue over a span of time. Accordingly, the contents need to be graded over successive training programmes. Therefore, selection, modification, elaboration and gradation of the training activities will constitute the process of its adaptation to the needs of the state. There is ample scope for local variation in content, finalized in consultation with the district authorities and professionals.

A balanced selection of activities is made in each of the areas according to the educational potentials of each activity and the facilities and time available for it. A variety of activities should be provided as far as possible so that teachers / Heads / administration can develop self-sufficiency in meeting their needs. Besides, a balanced distribution of activities over the three dimensions i.e. life skills, education and community involvement is being achieved in accordance with their importance at different stages of education.

The training includes planning, analysis and detailed preparation at every stage, so that it is educational in character. Improved tools and modern techniques have been adopted so that it leads to the understanding of a progressive society based on technology.

CONTENTS OF THE TRAINING PROGRAMME

1. Contents of the training programme have been so designed so that the functionaries are able to relate their knowledge of facts and the scientific principles involved, to various types of work. They should learn to apply problem-solving methods and be able to identify and use the tools, raw materials and equipment in scientific manner. Observation, manipulation and work practice are the methodologies to achieve the stipulated goals. The process of inoculation of positive attitudes and values is being continued. Besides, a deeper concern for the environment and a sense of belonging, responsibility and commitment to the community is being developed in the participant.
2. The content at the elementary stage has three components--environmental studies and application; experimentation with the materials, tools and techniques; and work practices. At the secondary stage, the content comprises two parts i.e. essential activities for the academic gain and the essential activities for the satisfaction of day-to-day living needs of the teachers, their families and communities.
3. National, physical and human resources in the locality and the socio-economic background of the local community also influence the contents of the programme.
4. Activities are selected that they help the teachers in giving shape to their imagination. Activities should also offer scope for experimentation with material and tools and participation in activities that involve helping the others in diverse work situations, sharing work in group situations as well as in fulfilling individual responsibilities. In the selection of activities special care has been taken to select those that satisfy their curiosity and have the potential for developing desirable work and social values.

These activities lead to the development of self-reliance in meeting day-to-day needs and to the improvement of the environment. A large number of activities in related areas have been put in such a sequence that they assume the form of project. The choice of activities and project is such that the needs of the students and community are met.

If the continuity is maintained, it may be conceived that sufficient experience gathered in a particular area can equip the individual in a fair degree with regard to her/his vocational competencies.

The training programme keeps in its focus, the needs of the teachers on the one hand and on the resources available in the community and the facilities available in the schools on the other hand. Since these will differ from place to place, no fixed programme can be prescribed for all the employees in an area let alone in a state or in the country as a whole. It is in keeping with this realization that a suggestive list of activities rather than a prescriptive syllabus is recommended for the subject at the national level also.

FACILITIES REQUIRED FOR TRAINING

Two types of facilities are required for the training programme namely,

- (i) Physical facilities consisting of accommodation, venue, technical facilities etc.
- (ii) Teacher/Trainer expertise.

For physical facilities some resources of the community are being used. It is ensured that the venue is centrally located for the participants and well connected by rail and roads.

EVALUATION OF TRAINING CONDUCTED

Effectiveness of training programme is judged by the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme. It is influenced by the attitudes, interest, values and expectations of the trainees. A training programme is always more effective with willing participants. Besides this the quality of contents also affects the results. The following criteria are being used to measure the effectiveness of training.

1. *Reactions*: Of the trainees to the objectives, contents and methods of training and also the competency of the trainer. In case the trainees are satisfied with the way training is conducted, programme may be considered successful.
2. *Learning*: The extent to which the trainees have assimilated the desired knowledge and skills. This is a useful indicator to evaluate the training effectiveness.
3. *Behaviour*: Changes in the behaviour of the trainees will reflect the extent to which the learning has been put to practice.
4. *Results*: Quality improvement, decrease in absenteeism, high level of motivation, curiosity to learn more, improvement in the behaviours, satisfying administration and management behaviours are used as indicators of evaluating training effectiveness.

Evaluative programme or studies are also being conducted at different levels, through different agencies. At some places the University Departments of Education are collaborating with state level nodal agencies. At some place the SCERTs/SIEs are conducting evaluative studies at their own levels. State has requested some National level agencies to evaluate the training programmes and suggest ways to improve the effectiveness. But in all the cases the evaluation is being treated as the most important exercise. The evaluation of various programmes gathers information on: -

1. Facilities provided.
2. Distribution and quality of material.
3. Use of transaction and demonstrative activities.
4. Process of transaction and demonstrative activities.
5. Participation by teachers in content areas.
6. Likely gain of the programme to the teacher.
7. In-service education needs of teachers.
8. Suggestions for the improvement of the programme.
9. Capability of the trainers.
10. Evaluation of action plan of the trainee.

COMMUNITY SUPPORT

Effective community support is required for a successful training programme. There is provision in the training programme for the involvement of experts from the community. This is particularly necessary to provide orientation at the beginning of various programmes, for the identification of various problems and strengthening of educational issues.

The programmes are built on policy support and the strength of pedagogical foundations. The problem solving approach and the integration of knowledge relating to different subject areas demands a new type of literature for the guidance of teachers. Instructional material in the form of curriculum guides, handbooks, source books, manuals, resources units and doing learning units along with community participation plays a very vital role in the implementation and success of various educational programmes. Teachers' involvement in the community activities is especially necessary in the future training schedules.

Community is represented by the VEDCs i.e. the Village Education Development Committees.

EMERGING ISSUES AT ELEMENTARY AND SECONDARY EDUCATION LEVEL

1. Nature of students and their behaviour pattern.
2. Discipline, self-discipline, freedom necessary for solving education problems relating to school discipline/class room discipline, discipline & drug abuse. Need for resource mobilization.
3. Application of advanced technology in teaching learning and administration.
4. Quality Management in Elementary and secondary education: Necessity of modern times.
5. Vocalization of secondary and higher secondary education
6. Teaching of Professional ethics.
7. Handling the exceptional children.
 - Education of girl child.
 - Education of gifted/creative children.
 - Education of disabled children.
 - Education of delinquent /truant child.
 - Education of drug-abused child: considerations for remedial teaching.
8. Examination and their uses
 - Learning facilities
 - Teacher's role as facilitator and ways to minimise the learning fatigue in the students.
 - Improving learning conditions in the school/classrooms.
 - Ways and means of motivating children in the classroom.
9. Creating Congenial School Environment
 - Classroom identification
 - Classroom illumination
 - The problem of supplying Mid-day meals.
 - Drinking water facilities

- Aspects of school health education programme
 - Factors affecting health of school children: with special emphasis on drug abuse, alcoholism and training in school children.
10. Strategies of teaching
 11. Techniques of teaching
 12. Management in teaching - learning
 13. Planning of teaching
 14. Organising teaching
 - Leading teaching
 - Meaning of Motivation
 - Selection of Appropriate Strategies of Motivation

IN-SERVICE EDUCATION TRAINING

The main contents of the In-service Programmes are organized around,

- (i) the school curriculum,
- (ii) innovations in pedagogy,
- (iii) changes in curriculum areas,
- (iv) enrichment of curriculum, and
- (v) development of new approaches to teaching methodologies.

The other areas of In-service education are concerned with the development of awareness about vital contemporary issues, developments of professional skills and abilities including those required for development of instructional materials and evaluation procedures. Clarification of concepts, development of healthy attitudes and values, motivation devices and pedagogical theories are also areas of concern in in-service education.

Some new items in the content may emerge according to the needs and development of education from time to time. The planners and organizers of in-service education programmes have to be sensitive and responsive to changes. This attitude will help in identifying needs promptly so that the required programmes can be arranged in a timely manner.

Refresher courses are meant for renewing the information already available with the teachers. Any addition in the available information is communicated to teachers. Even where the persons appointed have some job experience, they are being given some training to renew their knowledge and skills and to tell them what they are expected to do. The talent of on-the-job teachers cannot be fully utilized without a systematic programme of training and development.

The Education Department of Punjab has been restructured recently and two directorates of education have become operational i.e. (i) Directorate of Elementary Education and, (ii) Directorate of Secondary Education. Elementary consists of first-eight classes, secondary education consists of secondary and senior secondary levels relating to age group fourteen to seventeen. As per the GOVERNMENT OF PUNJAB EDUCATION POLICY AND POA 2002, all urban primary schools shall be elevated to elementary level in the state. Urban middle schools are a stand-alone unit. Middle

sections of urban high/senior secondary schools will be nominally separated and the separated middle section shall start primary classes to complete their elementary school structure. Thus, only two levels of education will remain operative i.e. elementary and secondary as per the policy decision of the Govt. of Punjab.

This restructuring of the system calls for a readjustment of the teachers and hence the need for changing the teacher training of elementary teachers both pre-service and in-service. Keeping in mind the new scenarios. New Instructional Strategies are being planned which focus more on the inter-related personal, social and physical environment. The elementary teachers are being trained to teach children to explore: -

1. Processes, systems, relationships, areas and regions in arranged learning environments.
2. Providing opportunities for values exploration related to their personal, social and physical environments.
3. Guiding children in solving problems related to social issues.
4. By providing children with opportunities to learn and use the skills characteristic of their age and surroundings.
5. Involving children in the exploration of survival and to suggest probable solutions.

The above-mentioned strategies are workable and are effective in use. They help in the development of skills in thinking, information, assimilation and processing and expressing ideas. Learning and achievement of elementary stage are less a matter of teaching strategies and more a matter of the adequacy of children skills. The elementary teacher training therefore expands this point of view.

Training Contents For The Resource Persons (Administrators/ DEOS /CEOS / Principals Of DIETs And GISTCs)

1. **Education policy-2002 and the Administrators Role in the Education of Punjab**
 - Education policy-2002
 - Application of Education Policy
 - Two-tier system of schooling instead of four
 - Recruitment Policy
 - Re-deployment of teachers
 - Leading Quality Institutions
 - Participatory management and Team work
2. **Principles of School Administration / School organizations.**
 - Principles of school administration.
 - Objectives of School administration
 - Importance of physical aspects of School Administration
 - Needs of a school building.
 - Economy in construction.
 - Healthful school condition
 - Securing parental co-operation.
 - Building proper relations with the staff.

- Staff meetings-their utility and organization.
- School management, school finance and budget.
- 3. Inspection and Supervision**
 - Objectives of school inspection and ways to improve it.
 - Functions of supervision.
 - Modern trends in supervision
 - Leading Quality Institutions
 - Discipline in schools
- 4. Importance of Management system for administration**
 - Role of education technology in the effective management
 - Importance of data system, data analysis and presentation of data.
 - Administrator's role in the effective management of education.
 - Storage of educational data for preparing comparative profiles
- 5. Agencies of Education**
 - Community as an agency of Education.
 - Society as an agency of Education: Special emphasis on global society as a complementary agency of Education.
 - Passive agencies of Education.
 - Wastage and stagnation in Elementary Education.
 - Role of community in controlling wastage and stagnation
 - How to control wastage and stagnation.
 - Role of Administration/PTA/Community in controlling wastage and stagnation

Contents given above will be spread in subsequent training programmes. The training related to the above contents will be converted during the year 2003-04.

Contents For The Training Of Center Head Teachers / Head Teachers And Headmasters

1. Social Role

- Head Teachers as the Liaison Officer between the govt. and the society.
- Head Teacher as the motivator for the community.
- Functional Relationship of Chairman of VEDC of the society and the member secretary.
- School Head as community member
- Management of community grievances. students and parents' problems

2. Teachers Role

- School Head as a teacher.
- Breaking isolation of Teacher Education
- Improving the quality of classroom teaching in the school.
- A catalyst for providing quality training to teachers and global education to students.
- Computer savvy Head Teacher: Role as modern administrator

3. Administrator's Role

- Head Teacher as a Professional Democratic Leader.

- Duties and responsibilities of Head Masters and Head Teachers.
- Position of Head Teachers in the Schools / Classroom . Community.
- School Head: A link between the administration and the community
- School Head as a perfect communicator and stress buster
- Head Teacher as Accounts Administrator

4. School Discipline

- Traditional vs. Modern concepts of discipline.
- Rewards and discipline.
- Punishment and discipline
- Indiscipline: A result of bad school organization
- Common forms of Indiscipline in schools.
- Steps to check indiscipline.

5. Special Role of the Head Teachers

- Need and importance of education for girl child
- Making the community gender sensitive.
- Importance of education for disabled children identification of disabled children.
- Knowledge of Personal Disability Law
- Institutions catering to the needs of mild moderate severely disabled
- Role of special teachers in the education of disabled children.
- Head Teacher as a stress buster: Techniques for-minimizing the staff stress

6. Promoter of Co-Curricular Activities in the school.

- Bringing a change in the attitude towards extra-curricular activities.
- Organization of Co-Curricular activities.
- Literacy and academic activities promoting healthy competition among students.
- Creating congenial school environment.

Contents of syllabus to be prescribed for E.T.T. teachers who are to be on contract for two years before joining as confirmed teachers.

- In-service Education Field Interaction and Innovative Co-ordination (IFIC)
- M.L.L.s for all the school subjects up to eighth class.
- Knowledge, skills and attitudes for the foundation courses. with particular emphasis on Educational fundamental right and its legal aspects.
- Fundamental duties and how to inculcate dedication in the teachers and the learners.
- Training of children with special needs regarding P.W.D. Act 1995 and its implementation.
- Practical performance in aspects of learning, personality traits, child psychology.
- Community cooperation regarding infrastructure.
- Maintenance of school records and registers regarding school complex.
- To impart knowledge regarding maintenance of funds and rules to minimise court cases.

Educational Technology:

- In service training regarding Educational Technology.

- Preparation of low cost and no-cost Teaching Aids.
- Preparation of audio and video educational cassettes and use of scientific instruments and computers.
- Use of Science Kit, Maths Kit, Tool Kits.

Work Experience:

- In service work experience of various crafts.
- Use of Operation Black Board material like Harmonium, Dholak, and Manjira for community singing for national integration.
- Preparation of charts for different subjects i.e. drawing and painting.
- Papier-mâché and Collage work in art education, cutting and tailoring for art purposes.
- Preparation of puppets, charts for the various games and knowledge about different rules.
- Systematic conduct of morning assembly and use of Tippiery, dummies and drum etc. for parade.

Planning Management:

- In service training regarding Planning and Management for different activities of the school and S.S.A. activities.

Curriculum Material Development and Education:

- Curriculum Material Development and Education.
- Preparation of different tools and material for evaluating achievement of students and introduction of grading system.
- Play way child-centered and activity-based approach to attract the children to attend the schools right from the age group of three to six to enhance enrolment to achieve U.E.E. and U.P.E., D.P.E.P activities etc.

TRAINING IN COMPUTER EDUCATION

THE GOVERNMENT OF PUNJAB EDUCATION POLICY AND PROGRAMME OF ACTION-2002 states that with the setting up of Information and Communication Technology Centres, it should be made obligatory for all the teachers to make themselves conversant with the computer technology and to achieve a minimum level of competency in handling computers. Information and Computer Technology (ICT) has the potential to change the entire scenario of Indian Education System. Each change brings with it new roles, new relationships and most importantly new and unique information needs. These information needs are related to global education and can be satisfied by access to external data bases which when programmed properly can provide new knowledge and suggestions on how it might be used. This development in communication technology and information has generated new patterns and mode of learning and this has influenced the very approach to curriculum transaction. The didactic functions of computers, for example, are not limited to simple presentations of information. Computers can also provide interactive instructions and instructional simulation.

This implication of educational technology to teacher education training and curriculum is far reaching. In the first place, curriculum transaction within teacher education institutions is itself undergoing a drastic transformation calling to its disposal

all the available technological hardware and software. Secondly, the methodologies that are taught to the trainees are becoming more forward looking. Further teacher training programme focus more on self-directed learning and the development of learning to learn skills utilizing computers. The future teacher will be a competent, computer-savvy, professional and skilled teacher. She/he will be an effective communicator. Therefore, teacher education both pre-service and in-service strives to incorporate the new role perceptions and expectations. The vision is that: -

1. The ICT be introduced in the teacher-training programme for reducing the transmission time and also making the training cost effective.
2. The ICT facilities (telephone, computer, dish antenna, radio, television) are provided in all SCERTs, DIETs and BRCs for organising the training programme continuously. The SCERT is to act as presentation centre and DIETs will be learning centres.
3. A time slot has been provided in the timetable prepared by DIETs and In-Service Training Centres in the state for the teaching of computers. Equipment should be provided for the state agencies by the government.
4. Training in computers will increase the skills in the performance of jobs. Increase in skills usually helps increase both quantity and quality of output. Such training will also help in increasing the current performance and will prepare for the future assignments.

Teachers who are teaching class III onwards should have a sound knowledge of computers. The future of education depends to a great extent on the computerization because the concept of global education is finding favours from the specialists as well as parents and communities. Therefore, becoming computer savvy is becoming a necessity rather than a fashion for the teachers.

Content for Teacher's Training Programme for Elementary Teachers of Punjab (Computer Education)

1. Role of computers in Elementary Education
2. Role of computers in global education.
3. Education policy and computer education
4. Computer awareness; Explaining about the computers.
5. Information technology and classroom education.
6. Information about hardware and software educational appliances.
7. Exposure to the world of windows.
8. Understanding storage device.
9. Folders and files.
10. Web site and its use in the elementary education.
11. Introduction to Internet facilities and their use in the classrooms.
12. Teacher's reactions to the computerization and globalization of education.
13. How community can be benefited in the computerization process.
14. Possible practical problems in the use of computers in the classes.
15. Viruses and scanners.
16. Information about the Microsoft world.
17. Input/output devices.

18. Abbreviation related to computers.

TRAINING OF ENGLISH TEACHERS

In Punjab, English is to be taught from class 3rd in all government and private aided and recognised schools of the state as stated in the GOVERNMENT OF PUNJAB EDUCATION POLICY AND POA-2002. Privately managed schools are also introducing the instruction in second language and English from class III is being taught compulsorily if not introduced earlier. Science, mathematics and commerce are being taught compulsorily in English medium, instructions are optional in other subjects. This vision of the policy makers makes it essential that the teachers in the schools of Punjab should have a high level of professional competency for teaching the students in English medium. A concentrated and effective training programme is required for providing short-term training to teachers for immediate improvement in usage of English as a teaching medium in the schools of Punjab. Therefore, teachers with specialized training are needed for effective instructions in the classroom. These teachers should: -

1. Have high degree of competence in basic skills of reading, writing, listening, and speaking;
2. Have high quality skills in social interaction; and
3. Have capacity for logical and critical thinking in expression of ideas and in acceptances and rejections of ideas,
4. Follow and give instructions in English,
5. Keep up with technical knowledge available for teaching English.
6. Develop needed professional skills.

The teacher of English is expected to help students accomplish the following goals:

1. Develop basic competencies in the accurate reading, writing and speaking of English language.
2. To develop competence in those reading skills necessary for the performance of school tasks and for the use of reading as an instrument of personal enlightenment and enjoyment.
3. To teach students how to write simply and effectively.
4. Give students a sense of security and such competence, as they are able to achieve in the use of the mother-tongue including effectively express their thoughts clearly in sentences and paragraphs and convey exact meanings through discrimination in the choice of words.
5. Help in the development of linguistic competence necessary for vocational efficiency in their future professional lives. English as a school subject has been judged to be of major importance by almost every authority who has dealt with the practical working day needs of people. The teacher must realize, however, that teaching skills and ideas related to the subject matter of English is not an end in itself but a means of achieving the objectives of English as they relate to General Education.

Tentative Training Programme Contents for the (English) (Elementary Teachers)

- Review of English Text Books prepared by the Punjab School Education Board for teaching English Classes III- VIII.
- Justification for this training programme
- Contents (Grammar & Usage)
 - Synonyms
 - Affixes
 - The Phrase and the Clause
 - Formation of different parts of speech
- Methodology
 - Aims of Teaching English in India
 - As a International Language
 - As a Link Language
 - As a Library Language
- Difference between learning the mother tongue and a foreign language.
- Teaching of English in Indian schools: Causes of decline and suggestions for improvements with special emphasis on the schools of Punjab
- Methods of Teaching English
 - Grammar Translation Method
 - Direct Method
 - Bilingual Method
 - Structural Approach
 - Pragmatic Approach
- Methods of Teaching Grammar
 - Inductive and Deductive Method
 - Drill Method
 - Substitution Method
- Communication skills

Tentative Training Programme Contents for the English Teachers (Secondary)

- Review of English Text Books prepared by the Punjab School Education Board for teaching English in classes IX-XII
- The above exercise will continue to establish the rapport with the teachers and to find out the practical problems faced by the teachers while teaching
- Justification for this programme
- Contents
 - Voice Modulations & Pronunciations
 - Narrations
 - Common errors
 - Drafting of letters/advertisements etc.
 - The Art of Communication
- Methodology

- The art of teaching prose
- The Art of teaching poetry
- Steps in Planning of Lessons for teaching English
- Use of audio-video aids in teaching English
 - Audio aids
 - Video aids
 - Use of Computer in teaching English
- Remedial English and Corrections
 - Identifying areas of remedial English
 - Requirement and measures of remedial English
 - Developing correct listening, speaking, reading and writing ability in the students.

TRAINING OF SCIENCE AND MATHS TEACHERS

Like any language, the language of the science changes, some times rapidly in definitions and contexts. There are no easy solutions for teachers interested in keeping up with the changes in the language, the processes and progress of science. Knowing the latest elements that the teachers should be constantly exposed to training. Such training is able to give greater insight into how that content relates to the students and the community. In the present world, science is not an insulated entity but an amalgamation of educational, psychological and sociological research studies. Therefore, the contents of the training are designed to help in the development of students, scientific thinking and learning and assessment in the classrooms. The trainers keep in mind that the high school students' attitudes towards science may be affected by several variables some of which teachers and family can influence. Therefore, the teacher-training programmes are being designed accordingly.

Science now is an integral part of school curriculum up to the secondary stage. The objectives of the science teachers training are to develop such competencies and skills in the teachers so that she/he is able to: -

1. Develop in the students an understanding of the nature of science.
2. Develop the concept of holistic view of science.
3. State instructional objectives in terms of specific behavioral outcomes.
4. Analyse content in terms of concepts, sub-concepts and the relation between them.
5. Plan suitable activities, select appropriate resources, organise group activities.
6. Design teaching strategies aimed at development of science process and skills.
7. Select, Develop and Relate learning experience learning activities with the developmental stages of the learner.
8. Design and Employ suitable activities and learning experiences to help children.

The teacher has to be competent at: -

1. Planning of activities
2. Preparing the students for activities.
3. Conducting and supervising activities.
4. Conducting discussions.
5. Designing activities for evaluating the learning outcomes.

While designing the contents of the training it is kept in mind that "integrated science" is a component of science curriculum. therefore, its contents and methodology are properly dealt with. It is emphasised during training that the teachers use a variety of strategies in and out of the classroom to capture and continue students' interest in science.

It is essential that the participants think about their goal orientation. Once they establish their goals, training helps them to monitor their own progress in achieving those goals so that they can be more successful in attaining them and thereby further increase their motivation to learn science. During training:

1. Before beginning a lesson the participants are shown an overview of the day's contents.
2. Analogies are used to help them develop more valid conceptions.
3. Conceptual change models are used to overcome participants' misconceptions.
4. A problem-centred or problem-based approach to teaching/learning is encouraged.
5. Work directly with the participating teachers as often as possible.
6. Apply the Learning-cycle approach to science teaching to understand scientific concepts.
7. Efforts are made to improve the alignment between teaching practices and learning styles.
8. Present a more authentic view of the nature of scientific practice and how it is integrated into culture and society.
9. Reasoning and problem solving skills are encouraged
10. Questioning skills are encouraged
11. Co-operative activities are encouraged.
12. Involvement of community is emphasised during training.
13. Science is promoted as a value free activity.
14. Scientific inquiry is taught as a simple algorithmic process.
15. Science proceeds via induction.
16. Observation provides direct and reliable access to secure knowledge.
17. Special efforts are made to encourage girls to study science and to be sure that girls are given the same quantity and quality of attention as is given to the boys. Cultural biases are discouraged. These may steer the female students away from biology, chemistry and physics, in particular and science in general, whereas given a change many might really enjoy science.

Improvement of Science Education Scheme
Contents for Middle Science Seminar (Medical Group) Year 2003-04
(5-5-03 to 14-5-03)

Day-1 (5.5.03)

Registration

Particulars of the teachers will be registered as per following columns.

- i) Date of joining.
- ii) Name of participant, Name of School, School's Phone No. & District.

- iii) Distance of school from venue of seminar.
 - iv) Category (General, SC, ST, BC etc.)
 - v) Educational Qualification.
 - vi) Medical or Non-medical background.
 - vii) Last seminar attended (Date, Year, Place & Name of seminar).
 - viii) Stationary (Folder, Register, Pen etc.) Received/not received.
- From teachers, Relieving slips will be collected and roll numbers will be issued.

Inauguration

- Prayer
- Welcome of seminarians by Co-coordinator of scheme.
- Inaugural address by Director S.I.S.E./Principal of G.I.S.T.C.
- Information regarding seminar and importance of seminar in the present scenario including emphasis on moral responsibilities of the teachers by Coordinator of the scheme.
- Vote of thanks by Co-coordinator.

Assignment

- Teachers will be given information regarding preparation of assignment for a particular topic of Physics, Chemistry, Biology from Classes 6th to 8th.
- Teachers will be asked to prepare a lesson of 5-10 minutes duration on the topic, which they think that they can give some innovative idea regarding its methodology.
- Performa will be given to teachers regarding their choice of topics of particular subject (to be included in seminar.)

Pre-Test

A pre-test contains questions of Physics, Chemistry & Biology from the syllabus and general awareness regarding subject will be given to teachers and their previous knowledge will be tested.

Practicals

Seminarians will be divided in three groups: A, B and C. The following Practical of Physics, Chemistry and Biology will be first demonstrated by the subject experts to Group A, B & C respectively & then they will be asked to do the Practical themselves.

Physics	Chemistry	Biology
1. To show the weight of air by experiment.	1. To prepare lime water and show that exhaled air contains more CO ₂ than present in ordinary air	1. To study plant cell from epidermal cells of onion peel & animal cell from epithelial cells of cheek.
2. To find the focal length of mirror.	2. To determine the melting point of ice	2. To study micro-organisms such as amoeba, paramecium etc from pond water.
3. Prove that sound needs a medium to propagate.	3. To determine the boiling point of water.	3. To study human digestive system, human heart and ear from models.

4. To find pressure using Barometer.	4. To prepare oxygen gas in the laboratory.
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Discussion

Teachers will be asked to give problems to be faced by them regarding content and methodology of a particular topic and solutions will be evolved by interaction among them. Subject experts of practical group will act as facilitators.

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

- Element, Compound and mixture.
- Elements, Compounds and mixtures with examples.
- Chemical symbol, its significance.
- Molecular formula, its significance. molecular formulae of some common compounds.
- Chemical equation.

Work and Energy (Physics)

- What is work (specially in terms of mechanics)? Explanation to be given by using some examples.
- How work changes into energy.
- Different Type of Energy (Detailed forms. F.g. mechanical Energy, Electric energy, Nuclear energy, Sound energy, Electromagnetic energy, Sun energy etc.)
- Relationship between different forms of energy.
- Uses of energy.

Health & Diseases (Biology)

- Importance of balanced diet.
- Preservation of food.
- Deficiency diseases due to nutrients
- Food Pyramids.
- Importance of cheaper but nutritious foods.
- Diet plan according to age, life-style, and nature of work.
- Communicable & Non Communicable Diseases.

Library

- Teachers will go to Library & they can get issued textbooks & reference books for the preparation of assignment & their topic.
- They can also see latest magazines of Physics, Chemistry & Biology.

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

- States of matter, properties of solid, liquid & gas
- Pure substances and mixtures.
- Need for separating components of a mixture

- Methods/Principles of separation-magnetic separation, sedimentation, decantation, filtration etc.
- Separation using more than one method.

Light and its Projections

- Light- a source of energy on sources of light energy.
- Incident, Reflected, Refracted, Transmitted radiations and respective angle. Relationship between them.

Light and its Projections

- Prism, Angle of incidence, Angle of deviation, Angle of emergence, Relation between them.
- Mirror, lens, Images formed by them and their defects.

Basic Algebraic Concepts (Maths)

- Relationship between numbers & letters.
- Operations on numbers and letters.
- Indices.
- Algebraic expressions.
- Operations on algebraic expressions.
- Simplification.
- Linear equation.
- Solution of Linear equation.
- Problems leading to linear equations.

Practicals

Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, Base & Salt (Chemistry)

- Acidic and basic oxides with demonstrations.
- Properties of acids, bases & salts.
- Uses of salts in daily life.
- To prepare soap.
- To prepare Carbon-di-oxide gas and to study its properties.

Heat & flow of heat (Physics)

- Heat - one of the forms of energy.
- Production of heat in molecules (due to molecular vibrations).
- Temperature, Difference between Heat and Temperature: Scale of Temperatures. Relationship between different scales.
- Units of Heat.
- Heat capacity with examples.
- Conductors, Insulators.
- Conduction, Convection with examples.

Measurement (Physics)

- Mass, length and time.
- A few basically physical quantities derived from them.

Educational Excursion

- An Educational Excursion will be arranged for seminarians to update their knowledge.

Day-5 (9-5-03)

Number System (Maths)

- Introduction to 'Set' & notations used to represent relation between sets.
- Set of Natural Numbers & Fundamental operations.
- Set of whole Numbers & Fundamental operations.
- Set of Integers & Fundamental operations.
- Set of Rational Numbers & Irrational Numbers.
- Decimal representation of Rational Numbers.
- Recurring and non-terminating Numbers.
- Set of Real Numbers.
- Number line:-one-one correspondence between numbers & points on line.

Chemistry

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & innovative ideas regarding topic will be given to the seminarians.

Magnetism (Physics)

- Origin of magnetism.
- Properties of magnet.
- Relationship between magnetism & electricity.
- Permanent & Temporary magnets.

Participation of Teachers

- Teachers will speak on the topics prepared by them for 5-7 minutes.

Practicals

Physics	Chemistry	Biology
1. To show the direction of ray of light using glass slab.	1. To show that during the process of photosynthesis, oxygen gas is produced.	1. To study structure of Spirogyra from pond water and Rhizopus from decaying bread.
2. To show the direction of ray of light using glass prism.	2. To prepare Carbon dioxide gas in the laboratory and test it with limewater.	2. Study of parts of flowering plant and a seed.
3. To prepare Volta cell	3. With the help of valve tubes make a model of graphite.	3. To study plant tissue and animal tissues from slides.
4. To show real and virtual images by using lens.	4. To study the different parts of flame.	

Day -6 (12-5-03)

Biology

- According to choice of seminarians.

- If no choice, an important topic will be taken by the subject expert & more emphasis will be given regarding its methodology.

Electricity (Physics)

- Concepts of changes.
- Flow of electricity in terms of changes.
- Relationship between current & Change.

Basic Geometrical Concepts (Maths)

- Point, line, surface.
- Relation between points & lines in a surface.
- Relation between lines in a surface.
- Line segment.
- Ray, Angle, types of Angles.
- Units of measuring line segment & Angles.

OHP, Slide Projector

- Knowledge regarding working of OHP (Over Head Projector). Slide Projector. preparation of transparencies etc. will be imparted to seminarians. In future they can make their lessons more effective by using this information.

Practicals

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Electricity (Physics)

- Force among changes. Relationship between electric force & other forces.
- Hazards of electricity.

Man made Materials

- Building materials.
- Natural stone, Cement, Glass, glass fibbers.
- Ceramics, polymers, plastics.
- Synthetic fibbers.
- Soaps and Detergents.
- Fertilizers, Pesticides.

Physics

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & more emphasis will be given regarding its methodology.

Post-Test

- A Post-test containing Questions of Physics, Chemistry Biology from the topics taught by subject experts will be given to seminarians and their acquired knowledge will be assessed.

Practicals

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

- Allotropic forms of carbon.

- Structure of diamond and graphite with models
- Compounds of carbon, their nomenclature.
- Saturated and unsaturated hydrocarbons

Animal System (Biology)

- Digestive system, or
- Respiratory System, or
- Circulatory System

Sound (Physics)

- Production of sound waves.
- Types of waves (Transverse & longitudinal)
- Pulse. Difference between pulse & waves.
- Concept about amplitude. Time period. frequency of wavelength.

Science Kit

- Subject experts of Physics Chemistry & Biology will impart knowledge regarding equipment in kit to the seminarians.

Valedictory

- Welcome of Chief Guest by Co-coordinator.
- Presentation of report of seminar by one seminarian.
- Valedictory address by Chief Guest.
- Address & thanks by Co-ordinator.
- Disbursement of TA./DA. & Relieving slips to seminarians.

*** All the topics of this module will be supplemented with latest information from Newspaper, Magazines, etc. for additional impact on seminarians.**

Contents for Middle Science Seminar (Non-medical Group) **Year 2003-04 (5-5-03 to 14-5-03)**

Day-1 (5.5.03)

Registration

Particulars of the teachers will be registered as per following columns.

- i) Date of joining.
- ii) Name of participant, Name of School, School's Phone No. & District.
- iii) Distance of school from venue of seminar.
- iv) Category (General, SC, ST, BC etc.)
- v) Educational Qualification.
- vi) Medical or Non-medical background.
- vii) Last seminar attended (Date, Year, Place & Name of seminar).
- viii) Stationary (Folder, Register, Pen etc.) Received/not received.

From teachers, Relieving slips will be collected and roll numbers will be issued.

Inauguration

- Prayer
- Welcome of seminarians by Co-coordinator of scheme.
- Inaugural address by Director S.I.S.E./Principal of G.I.S.T.C.
- Information regarding seminar and importance of seminar in the present scenario

- Including emphasis on moral responsibilities of the teachers by Coordinator of the scheme.
- Vote of thanks by Co-coordinator.

Assignment

- Teachers will be given information regarding preparation of assignment for a particular topics of Physics, Chemistry, Biology from Classes 6th to 8th.
- Teachers will be asked to prepare a lesson of 5-10 minutes duration on the topic, which they think that they can give some innovative idea regarding its methodology.
- Performa will be given to teachers regarding their choice of topics of particular subject (to be included in seminar.)

Pre-Test

A pre-test contains questions of Physics, Chemistry & Biology from the syllabus and general awareness regarding subject will be given to teachers and their previous knowledge will be tested.

Practicals

Seminarians will be divided in three groups A, B and C. The following Practical of Physics, Chemistry and Biology will be first demonstrated by the subject experts to Group A, B & C respectively & then they will be asked to do the Practical themselves.

Physics	Chemistry	Biology
1. To show the weight of air by experiment.	1. To prepare lime water and show that exhaled air contains more CO than present in ordinary air	1. To study plant cell from epidermal cells of onion peel & animal cell from epithelial cells of cheek.
2. To find the focal length of mirror.	2. To determine the melting point of ice.	2. To study microorganisms such as amoeba, paramecium etc. from pond water.
3. Prove that sound needs a medium to propagate.	3. To determine the boiling point of water	3. To study human digestive system, human heart and ear from models.
4. To find pressure by using Barometer.	4. To prepare oxygen gas in the laboratory.	

Discussion

Teachers will be asked to give problems to be faced by them regarding content and methodology of a particular topic and solutions will be evolved by interaction among them. Subject experts of practical group will act as facilitators.

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

- Element, Compound and mixture.
- Elements, Compounds and mixture with examples.
- Chemical symbol, its significance.

- Molecular formula, its significance. molecular formulae of some common compounds.
- Chemical equation.

Cell & Cell Structure (Biology)

- Discovery of cell
- Structure of Plant cell
- Structure of animal cell
- Structure & functions of cell organelles.
- Difference between plant cell & animal cell

Health & Diseases (Biology)

- Importance of balanced diet.
- Deficiency diseases due to nutrients.
- Importance of Cheaper but nutritious Foods.
- Communicable & Non Communicable Diseases.

Library

- Teachers will go to Library & they can get issued textbooks & reference books for the preparation of assignment & their topic.
- They can also see latest magazines of Physics Chemistry & Biology

Practical

- Groups of semiparians will be inter-changed

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

- States of matter, properties of solid, liquid & gas.
- Pure substances and mixtures.
- Need for separating components of a mixture
- Methods/Principles of separation-magnetic separation, sedimentation, decantation, filtration etc.
- Separation using more than one method.

Micro-organisms (Biology)

- Major Groups of Micro organisms –Bacteria, Fungi, Protozoa, Algae & Virus, Major Functions of Micro- organisms. (Brief account)
- Micro-organisms and disease.
- Medicinal uses of micro organisms & vaccination
- Commercial uses of micro-organisms.

Useful Plants and Animals (Biology)

- Food producing plants, Fiber producing plants
- Timber producing plants, ornamental plants
- Medicinal plants
- Animal Husbandry (Feeding, breeding, weeding, heeding etc.)
- Poultry, Apiculture, Sericulture etc.
- Other uses of animals.

Construction and Theorems in Geometry (Maths)

- Construction of triangles (different types of triangles).
- Construction of medians, angle bisectors, bisectors of sides of triangles.

- Circum-circle of triangle, In-circle of triangle.
- Tangents to a circle.
- Cyclic-quadrilateral.

Practical

- Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, base & salt (Chemistry)

- Acidic and basic oxides with demonstrations.
- Properties of acids, bases & salts.
- Uses of salts in daily life.
- To prepare soap.
- To prepare Carbon-di-oxide gas and to study its properties.

Heat & flow of heat (Physics)

- Heat – one of the forms of energy.
- Production of heat in molecules (due to molecular vibrations).
- Temperature, Difference between Heat and Temperature: Scales of Temperatures. Relationship between different scales.
- Units of Heat.
- Heat capacity with examples.
- Conductors, Insulators.
- Conduction, Convection with examples.

Our Environment (Biology)

- Physical and Biological Environment.
- Biotic & Abiotic components.
- Interaction between abiotic and biotic components.
- Socio-cultural environment.
- General awareness regarding protection of environment.

Educational Excursion.

- An Educational Excursion will be arranged for seminarians to update their knowledge.

Day-5 (9-5-03)

Conservation of Natural resources (Biology)

- Natural resources
- Renewable resources
- Limits of renewable resources
- Non-renewable resources and their conservation.
- Forest conservation.
- Habitat conservation.
- Recycling.

Chemistry

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & innovative ideas regarding topic will be given to the seminarians.

Magnetism (Physics)

- Origin of magnetism.
- Properties of magnet.
- Relationship between magnetism & electricity.
- Permanent & Temporary magnets.

Participation of Teachers

- Teachers will speak on the topics prepared by them for 5-7 minutes

Practicals

Physics	Chemistry	Biology
1. To show the direction of ray of light using glass slab.	1. To show that during the process of photosynthesis, oxygen gas is produced.	1. To study structure of Spirogyra from pond water and Rhizopus from decaying bread.
2. To show the direction of ray of light using glass prism.	2. To prepare Carbon-di-oxide gas in the laboratory and test it with limewater.	2. Study of parts of a flowering plant and a seed.
3. To prepare Volta cell	3. With the help of valve tubes make a model of graphite	3. To study plant tissue and animal tissues from slides
4. To show real and virtual images by using lens.	4. To study the different parts of flame.	

Day -6 (12-5-03)

Animal System (Biology)

- Digestive system, or
- Respiratory System

Physics

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & more emphasis will be given regarding its methodology.

Animal System (Biology)

- Circulatory system, or
- Excretory system.

OHP, Slide Projector

- Knowledge regarding working of OHP (Over Head Projector), Slide Projector, preparation of transparencies etc. will be imparted to seminarians. In future they can make their lessons more effective by using this information.

Practical

- Groups of seminarians will be inter-changed

Day-7 (13-5-03)

Biology

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & innovative ideas regarding topic will be given to the seminarians.

Man made Materials

- Building materials.
- Natural stone, Cement, Glass, glass fibers.
- Ceramics, polymers, plastics.
- Synthetic fibers.
- Soaps and Detergents.
- Fertilizers, Pesticides.

Organic Evolution (Biology)

- Evidences of evolution (from fossils)
- Embryological evidences
- Homologous organs, Analogous & vestigial organs
- Origin of species.
- Origin of life.

Post-Test

- A Post-test containing Questions of Physics, Chemistry, Biology from the topics taught by subject experts will be given to seminarians and their acquired knowledge will be assessed.

Practical

- Groups of seminarians will be inter-changed

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

- Allotropic forms of carbon.
- Structure of diamond and graphite with models.
- Compounds of carbon, their nomenclature.
- Saturated and unsaturated hydrocarbons.

Food (Biology)

- Constituents of food
- Importance of balance diet
- Preservation of food.
- Diet plan according to age, life style, nature of work etc.

Electricity (Physics)

- Concepts of changes.
- Flow of electricity in terms of changes.
- Relationship between current & Charge.
- Force among charges
- Relationship between electric force & other force.
- Hazards of electricity

Science Kit

- Subject experts of Physics, Chemistry & Biology will impart knowledge regarding equipment in kit to the seminarians.

Valedictory

- Welcome of Chief Guest by Co-coordinator.
- Presentation of report of seminar by one seminarian.
- Valedictory address by Chief Guest.

- Address & thanks by Co-ordinator.
- Disbursement of TA/DA. & Relieving slips to seminarians.

*All the topics of this module will be supplemented with latest information from Newspaper, Magazines, etc. for additional impact on seminarians.

Contents for High Science Seminar (Non-medical Group) Year 2003-04
(21-7-03 to 1-8-03)

Day-1 (21.7.03)

Registration

Particulars of the teachers will be registered as per following columns.

- i) Date of joining.
- ii) Name of participant, Name of School, School's Phone No. & District.
- iii) Distance of school from venue of seminar.
- iv) Category (General, SC, ST, BC etc.)
- v) Educational Qualification.
- vi) Medical or Non-medical background.
- vii) Last seminar attended (Date, Year, Place & Name of seminar).
- viii) Stationary (Folder, Register, Pen etc.) Received/not received.

From teachers. Relieving slips will be collected and roll numbers will be issued.

Inauguration

- Prayer
- Welcome of seminarians by Co-coordinator of scheme.
- Inaugural address by Director S.I.S.E./Principal of G.I.S.T.C.
- Information regarding seminar and importance of seminar in the present scenario including emphasis on moral responsibilities of the teachers by Coordinator of the scheme.
- Vote of thanks by Co-coordinator.

Assignment

- Teachers will be given information regarding preparation of assignment for a particular topic of Physics, Chemistry, Biology from Classes 6th to 10th.
- Teachers will be asked to prepare a lesson of 5-10 minutes duration on the topic, which they think that they can give some innovative idea regarding its methodology.
- Performa will be given to teachers regarding their choice of topics of particular subject (to be included in seminar.)

Pre-Test.

- A pre-test contains questions of Physics, Chemistry & Biology from the syllabus and general awareness regarding subject will be given to teachers and their previous knowledge will be tested.

Practical

- Seminarians will be divided in three groups A, B & C. The following Practicals of Physics, Chemistry and Biology will be first demonstrated by the subject experts to Group A, B & C respectively & then they will be asked to do the practical themselves.

Physic	Chemistry	Biology
1. To study the variation in time period of a simple pendulum with length and to plot L-T graph.	1. To distinguish between Saturated and unsaturated organic compounds.	1. To study the presence of starch, sugar, fat & protein in food sample.
2. To determine the value of acceleration due to gravity.	2. To test different samples of soil (4-5 samples) for its acidity and alkalinity.	2. To study yeast (by preparing yeast culture)
3. To verify the laws of reflection of light using plane mirror.	3. To prepare a colloidal solution of sulphur and differentiate it from (i) True solution and (ii) suspension on the basis of transparency and filtration criterion respectively.	3. Identification of plant tissues and animal tissues & draw diagrams.

Discussion

- Teachers will be asked to give problems to be faced by them regarding content and methodology of a particular topic and solutions will be evolved by interaction among them. Subject experts of practical group will act as facilitators.

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

- Atoms and molecules.
- Atomic theory of matter.
- Atomic and molecular masses. The mole concept.
- Law of constant proportion.
- Calculation of percentage composition of elements in simple compounds.
- Determination of empirical and molecular formulae of simple substances.

Cell & Cell Structure (Biology)

- Discovery of cell
- Structure of Plant cell
- Structure of animal cell
- Structure & functions of cell organelles.
- Difference between plant cell & animal cell

Diversity in living World (Biology)

- Need & importance of classification, Binomial nomenclature.
- Classification of plants upto division level.
- Classification of Animals (Invertebrates upto phylum & vertebrates upto class.)
- Importance of Conservation of biodiversity.

Library

- Teachers will go to Library & they can get issued textbooks & reference books for the preparation of assignment & their topic. They can also see latest magazines of Physics, Chemistry & Biology.

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

- A brief historical background of periodic classification of elements.
- Mendeleev's periodic Law.
- Modern periodic Law.
- Variation in properties across a period and along a group.
- Atomic size, metallic and non-metallic character.
- Ionization Energy and factors on which I.E. depends.
- Electron affinity and electro-negativity.

Human Diseases (Biology)

- Types of diseases, mode of spread of communicable diseases. Symptoms, Prevention & control of some diseases (malaria, influenza, cholera, diarrhea, jaundice, typhoid, rabies, AIDS, tuberculosis).

Human Diseases (Biology)

- Heart diseases, Cancer, Diabetes.
- Protein Energy malnutrition, Vitamin deficiency (Scurvy, rickets, beriberi, pellagra, xerophthalmia, mineral deficiency (anaemia, goitre)

Construction and Theorems in Geometry (Maths)

- Construction of triangles (different types of triangles).
- Construction of medians, angle bisectors, bisectors of sides of triangles.
- Circumcircle of triangle, Incircle of triangle.
- Tangents to a circle.
- Cyclic-quadrilateral.

Practicals

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemical bonding (Chemistry)

- Chemical bond and Lewis concept.
- Formation of chemical bond.
- Types of chemical bond (Ionic bond, covalent bond).
- Ionic bond- conditions for the formation of ionic bond.
- Properties of ionic compounds.
- Covalent bond-Lewis concept, a polar covalent bond and properties of covalent compounds.
- Examples of compounds having both the types of bonds.

Sun and Nuclear energy (Physics)

- Structure of sun, exothermic & endothermic reaction, and energy produced in the Sun, proton- proton cycle. . Structure of atom. A little bit about nuclear reactor.

Biology

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & innovative ideas regarding topic will be given to the seminarians.

Population Education

- Information regarding birth rate, death rate, literacy rate, sex-ratio, density of population of Punjab and India will be given to seminarians.
- An awareness regarding AIDS Education, Adolescence Education will also given to seminarians.

Practicals

Physics	Chemistry	Biology
1. To study the variation in limiting with mass and the nature of surfaces in contact.	1. To carry out the following chemical reactions and record observations: <ol style="list-style-type: none"> Iron nail with copper sulphate solution in water. Burning of magnesium ribbon in air. Zinc with sulphuric acid. Heating of NH_4Cl. Sodium sulphate with barium chloride in the form of their aqueous solution. 	1. To study different microorganisms from pond water.
2. To determine the focal length of a concave mirror by attaining image of distant object.	2. To prepare the methane gas in laboratory and study its properties.	2. Identify & draw labeled diagrams of stages of mitosis from prepared slides.
3. To trace the path of ray of light passing through a glass prism and measure the angle of deviation.	3. To determine the %age of oxygen in air.	3. To study bacteria from different sources.

Day-5 (25-7-03)

Chemistry

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & more emphasis will be given regarding its methodology.

Life processes (Biology)

- Digestive system, or
- Respiratory System

Participation of Teachers

- Teachers will speak on the topics prepared by them for 5-7 minutes.

Moral values

- Along with academic skills, inculcation of moral values in school students is also very important aspect of education.
- Emphasis will be given to remind the teachers about their responsibility in this regard.

Practical

- Groups of seminarians will be inter-changed.

Day -6 (28-7-03)

Chemistry

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & more emphasis will be given regarding its methodology.

Physics

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & innovative ideas regarding topic will be given to the seminarians.

Life Processes (Biology)

- Circulatory system, or
- Excretory system.

Assignments

- Seminarians will discuss and submit their assignments to subject experts.

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29.7.03)

Heredity (Biology)

- Heredity and variation.
- Physical basis of heredity-chromosomes
- DNA (Elementary idea)
- Genes, sex determination.

Educational Excursion

- An Educational Excursion will be arranged for seminarians to update their knowledge.

Day-8 (30-7-03)

Evolution (Biology)

- Evidences of evolution
- Theories of evolution.

Physics

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & more emphasis will be given regarding its methodology.

Biology

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & innovative ideas regarding topic will be given to the seminarians.

NTSE

- Eligibility of class X students regarding National Talent Search Examination (NTSE). preparation for this examination, importance for this examination, motivation of the students for this examination, this type of information will be given to seminarians.

Practicals

Physics	Chemistry	Biology
1. To prepare Volta cell.	1. To study the interaction of following metals with their salt solution and arrange according to their reactivity: Cu, Al, Zn, Sn.	1. To study fungus growing on decaying food materials.
2. To find out the resultant resistance of two resistors connected in (i) Series, and (ii) Parallel.	2. To prepare soap and study its properties.	2. To test the presence of adulterant turmeric or coriander.
3. To study the dependence of current on the potential difference across a resistor and determine its resistance.	3. Determine the caloric value of wax.	3. To prepare temporary mount of leguminous root nodules to study bacteria.

Day-9 (31.7.03)

Magnetism (Physics)

- Origin of magnetism.
- Properties of magnet.
- Relationship between magnetism & electricity.
- Permanent & Temporary magnets.

Carbon & its compounds (Chemistry)

- Coal and petroleum as natural resources of carbon.
- Destructive distillation of coal (in brief)
- Fractional distillation of petroleum (in Brief)
- Carbon- its tetra-valency and catenation.

Sustainable Agriculture (Biology)

- Mixed farming
- Mixed cropping
- Crop rotations
- Variety improvement through breeding and selection.

Post-Test

- A Post-test containing Questions of Physics, Chemistry, Biology from the topics taught by subject experts will be given to seminarians and their acquired knowledge will be assessed.

Practical

- Groups of seminarians will be inter-changed.

Day -10 (1-8-03)

Electricity (Physics)

- Electricity in terms of electrons and protons. Electric field produced.
- Units. Properties of changes
- Difference between changes & masses.
- Analogous of electricity & gravitation.

Carbon & its compounds (Chemistry)

- Hydro carbons-saturated and unsaturated.
- Isomerism, Homologues series.
- Carbon compounds- alcohols, aldehydes, ketones, carboxylic acids (Preparation, properties and uses.)
- Soaps and detergents.

Our Environment (Biology)

- Habitat and its types, adaptation in plants and animals, conservation of habitats.
- Biosphere – ecosystem, structure of an ecological system, food-chain, food web, trophic levels, function of an ecological system.
- Flow of energy, biogeochemical cycles of materials (Carbon and Nitrogen), and types of ecosystems, biomass, biodiversity and its importance.

Science Kit

- Subject experts of Physics, Chemistry & Biology will impart knowledge regarding equipment in kit to the seminarians.

Valedictory

- Welcome of Chief Guest by Co-coordinator.
- Presentation of report of seminar by one seminarian.
- Valedictory address by Chief Guest.
- Address & thanks by Co-ordinator.
- Disbursement of TA /DA. & Relieving slips to seminarians.

***All the topics of this module will be supplemented with latest information from Newspapers, Magazines, etc. for additional impact on seminarians.**

Contents for High Science Seminar (Medical Group) Year 2003-04 **(21-7-03 to 1-8-03)**

Day-1 (21.7.03)

Registration

Particulars of the teachers will be registered as per following columns.

- i) Date of joining.
- ii) Name of participant, Name of School, School's Phone No. & District.
- iii) Distance of school from venue of seminar.
- iv) Category (General, SC, ST, BC etc.)
- v) Educational Qualification.
- vi) Medical or Non-medical background.
- vii) Last seminar attended (Date, Year, Place & Name of seminar).
- viii) Stationary (Folder, Register, Pen etc.) Received/not received.

From teachers, Relieving slips will be collected and roll numbers will be issued.

Inauguration

- Prayer
- Welcome of seminarians by Co-coordinator of scheme.
- Inaugural address by Director S.I.S.E./Principal of G.I.S.T.C.
- Information regarding seminar and importance of seminar in the present scenario
- Including emphasis on moral responsibilities of the teachers by Coordinator of the scheme.
- Vote of thanks by Co-coordinator.

Assignment

- Teachers will be given information regarding preparation of assignment for a particular topic of Physics, Chemistry, Biology from Classes 6th to 10th.
- Teachers will be asked to prepare a lesson of 5-10 minutes duration on the topic, which they think that they can give some innovative idea regarding its methodology.
- Performa will be given to teachers regarding their choice of topics of particular subject (to be included in seminar.)

Pre-Test

A pre-test contains questions of Physics, Chemistry & Biology from the syllabus and general awareness regarding subject will be given to teachers and their previous knowledge will be tested.

Practical

Seminarians will be divided in three groups A, B and C. The following Practicals of Physics, Chemistry and Biology will be first demonstrated by the subject experts to Group A, B & C respectively & then they will be asked to do the practical themselves.

Physic	Chemistry	Biology
1. To study the variation in time period of a simple pendulum with length and to plot L-T graph.	1. To distinguish between Saturated and unsaturated organic compounds.	1. To study the presence of starch, sugar, fat & protein in food sample.
2. To determine the value of acceleration due to gravity.	2. To test different samples of soil (4-5 samples) for its acidity and alkalinity	2. To study yeast (by preparing yeast culture)
3. To verify the laws of reflection of light using plane mirror.	3. To prepare a colloidal Solution of sulphur and differentiate it from (i) True solution and (ii) suspension on the basis of transparency and filtration criterion respectively.	3. Identification of plant tissues and animal tissues & draw diagrams.

Discussion

- Teachers will be asked to give problems to faced by them regarding content and methodology of a particular topic and solutions will be evolved by interaction among them. Subject experts of practical group will act as facilitators.

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

- Atoms and molecules.
- Atomic theory of matter.
- Atomic and molecular masses. The mole concept
- Law of constant proportion.
- Calculation of percentage composition of elements in simple compounds.
- Determination of empirical and molecular formulae of simple substances.

Diversity in living World (Biology)

- Need & importance of classification. Binomial nomenclature.
- Classification of plants upto division level.
- Classification of Animals (Invertebrates upto phylum & vertebrates upto class.)
- Importance of Conservation of Biodiversity.

Force (Physics)

- Origin of force
- Newton's Laws & its applications.
- Units, momentum, Force of friction.

Library

- Teachers will go to Library & they can get issued textbooks & reference books for the preparation of assignment & their topic. They can also see latest magazines of Physics, Chemistry & Biology

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

- A brief historical background of periodic classification of elements
- Mendeleev's periodic Law.
- Modern periodic Law.
- Variation in properties across a period and along a group
- Atomic size, metallic and non-metallic character.
- Ionization Energy and factors on which I.E. depends.
- Electron affinity and electro-negativity.

Biology

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & innovative ideas regarding topic will be given to the seminarians.

Measurement, units & motion (Physics)

- Mass, length and time.
- A few basically physical quantities derived from them.

Basic Algebraic Concepts (Maths)

- Relation between numbers & letters.
- Operations on numbers and letters.
- Indices.
- Algebraic expressions.

- Operations on algebraic expressions.
- Simplification.
- Linear equation.
- Solution of Linear equation.
- Problems leading to linear equations.

Practical

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemistry

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & more emphasis will be given regarding its methodology.

Sun and Nuclear energy (Physics)

- Structure of sun, exothermic & endothermic reaction. and energy produced in the Sun, proton- proton cycle, structure of atom. A little bit about nuclear reactor.

Electricity (Physics)

- Electricity in terms of electrons and protons.
- Electric field produced.
- Units. Properties of charges. Difference between charges & masses.
- Analogous of electricity & gravitation.

Population Education

- Information regarding birth rate, death rate, literacy rate, sex ratio, density of population of Punjab and India will be given to seminarians.
- An awareness regarding AIDS Education, Adolescence Education will also given to seminarians.

Practicals

Physics	Chemistry	Biology
1. To study the variation in limiting with mass and the nature of surfaces in contact.	1. To carry out the following chemical reactions and record observations:- i) Iron nail with copper sulphate solution in water. ii) Burning of magnesium ribbon in air. iii) Zinc with sulphuric acid. iv) Heating of NH ₄ Cl. v) Sodium sulphate with barium chloride in the form of their aqueous solution.	1. To study different microorganisms from pond water.
2. To determine the focal length of a concave mirror by attaining image of distant object.	2. To prepare the methane gas in laboratory and study its properties.	2. Identify & draw Labeled diagrams of stages of mitosis from prepared slides.

3. To trace the path of ray of light passing through a glass prism and measure the angle of deviation.	3. To determine the %age of oxygen in air.	3. To study bacteria from different sources.
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Day-5 (25-7-03)

Chemistry

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & more emphasis will be given regarding its methodology.

Number System (Maths)

- Introduction to 'Set' & notations used to represent relation between sets.
- Set of Natural Numbers & Fundamental operations.
- Set of whole Numbers & Fundamental operations.
- Set of Integers & Fundamental operations.
- Set of Rational Numbers & Irrational Numbers.
- Decimal representation of Rational Numbers.
- Recurring and non-terminating Numbers.
- Set of Real Numbers.
- Number line:-one-one correspondence between numbers & points on line.

Participation of Teachers

- Teachers will speak on the topics prepared by them for 5-7 minutes.

Moral values

- Along with academic skills, inculcation of moral values in school students is also very important aspect of education.
- Emphasis will be given to remind the teachers about their responsibility in this regard.

Practical

- Groups of seminarians will be inter-changed.

Day -6 (28-7-03)

Carbon & its compounds (Chemistry)

- Coal and petroleum as natural resources of carbon.
- Destructive distillation of coal (in brief)
- Fractional distillation of petroleum (in brief)
- Carbon- its tetra-valency and catenation.
- Hydro carbons- saturated and unsaturated.

Physics

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & innovative ideas regarding topic will be given to the seminarians.

Light (Physics)

- Light in the form of wave.
- A little bit about interference, Diffraction. Polarisation
- Details of mirror, lens, prism and their defects.

Assignments

- Seminarians will discuss and submit their assignments to subject experts.

Practical

- Groups of seminarians will be inter-changed

Day-7 (29-03)

Heat (Physics)

- Heat as a form of energy, its origin (Origin basically from vibrational motion of molecules.
- Each and every term of heat i.e. specific heat etc.

Educational Excursion

- An Educational Excursion will be arranged for seminarians to update their knowledge.

Day-8 (30-7-03)

Physics

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & more emphasis will be given regarding its methodology.

Electricity (Physics)

- Units, Properties of charges. Difference between charges & masses.
- Analogous of electricity & gravitation.

Basic Geometrical Concepts (Maths).

- Point, line, surface.
- Relation between points & lines in a surface.
- Relation between lines in a surface.
- Line segment.
- Ray, Angle, types of Angles.
- Units of measuring line segment & Angles.

NTSE

- Eligibility of class X students regarding National Talent Search Examination (NTSE), preparation for this examination, importance for this examination, motivation of the students for this examination, this type of information will be given to seminarians.

Practicals

Physics	Chemistry	Biology
1. To prepare Volta cell.	1. To study the interaction of following metals with their salt solution and arrange according to their reactivity: Cu, Al, Zn, Sn.	1. To study fungus growing on decaying food materials.
2. To find out the resultant resistance of two resistors connected in i) Series and (ii) Parallel.	2. To prepare soap and study its properties.	2. To test the presence of adulterant turmeric or coriander.
3. To study the dependence of	3. Determine the caloric	3. To prepare temporary

current on the potential difference across a resistor and determine its resistance.

value of wax.

mount of leguminous root nodules to study bacteria.

Day-9 (31.7.03)

Magnetism (Physics)

- Sources of magnetism.
- Properties of magnet.
- Electro magnet & Permanent magnets.

Chemical bonding (Chemistry)

- Chemical bond and Lewis concept.
- Formation of chemical bond.
- Types of chemical bond (Ionic bond, covalent bond.)
- Ionic bond- conditions for the formation of ionic bond.
- Properties of ionic compounds.
- Covalent bond-Lewis concept, a polar covalent bond and properties of covalent compounds.
- Examples of compounds having both the types of bonds.

Human Diseases (Biology)

- Types of diseases, mode of spread of communicable diseases. Symptoms. Prevention & control of some diseases (malaria, influenza, cholera, diarrhea, jaundice, typhoid, rabies, AIDS, tuberculosis).

Post-Test

- A Post-test containing Questions of Physics, Chemistry & Biology from the topics taught by subject experts will be given to seminarians and their acquired knowledge will be assessed.

Practical

- Groups of seminarians will be inter-changed.

Day -10 (1-8-03)

Universe (Physics)

- Stars, Galaxies, Meteors, Meteorites, Comets.
- Units used to measure distances.
- Milky way galaxy etc.

Carbon & its compounds (Chemistry)

- Isomerism, Homologues series.
- Carbon compounds- alcohols, aldehydes, ketones, carboxylic acids (Preparation, properties and uses.)
- Soaps and detergents.

Biology

- According to choice of seminarians.
- If no choice, an important topic will be taken by the subject expert & innovative ideas regarding the topic will be given to the seminarians.

Science Kit

- Subject experts of Physics Chemistry & Biology will impart knowledge regarding equipment in kit to the seminarians.

Valedictory

- Welcome of Chief Guest by Co-coordinator.
- Presentation of report of seminar by one seminarian.
- Valedictory address by Chief Guest.
- Address & thanks by Co-ordinator.
- Disbursement of TA/DA. & Relieving slips to seminarians.

- * All the topics of this module will be supplemented with latest information from Newspapers, Magazines, etc. for additional impact on seminarians.

Contents of Middle Maths Seminar (8 days)

Number System (2Pds)

- Natural number and their properties
- Concept of Zero and its operation
- Whole numbers and its properties
- Integers and its properties including absolute values
- Decimal representation of Numbers
- Rational numbers and their properties
- Irrational numbers and their properties
- Real numbers
- Number line and its use
- Rational number between two given Rational numbers

Indices, Exponents and Surds (1Pd)

- Representing Numbers in Exponent and Surd form
- Laws of radicals
- Negatives and Positives Indices
- Zero Exponent

Squares and Cubes (1 Pd)

- Concept of Square, Square root, Cube, Cube root
- Square root by factorisation. division method and by using table
- Cube root by factorisation and using tables
- Representing Square Roots Geometrically
- Square and Cube of decimals, rational numbers (Negative and Positive)
- Square Root of +ve numbers
- Cube root of +ve and -ve numbers

Commercial mathematics (5 Pds)

- Percentage and its application
- Profit and Loss
- Discount
- Simple, Compound interest and its application in public sector
- Ratio and Proportion

- Unitary Methods
- Banking- General information and use of table in calculating interest
- Share and Debentures

Algebra (4Pds)

- Introduction to Algebraic Expression in one variable
- Relation between number and letters
- Finding value of algebraic expressions
- Operation on algebraic expressions
- Factorization of algebraic expressions
- Concept of Linear equations in one variable
- Solution of Linear equations and Verification of solution.
- Use of linear equation in daily life
- Algebraic Indices
- Application of Algebraic Indices
- Division of Algebraic Expression

Geometry (7 Pds)

- Basic Geo. Concept
- Angle and its properties
- Triangle and its properties
- Quadrilateral and its properties
- Circle related problems
- Geometrical construction
- Units of mass, length, capacity temperature, Volume &
- Conversion of units.

Mensuration (2 Pds)

- Area of Rectangle, Triangle, Parallelogram, Trapezium, Circle, Sector and Segment of Circle,
- Volume of Cuboid, Cube, Cylinder, Cone Sphere.

Statistics (1Pd)

- Raw data
- Primary and Secondary data
- Mean
- Frequency distribution
- Bar graphs and Histogram and their applications

Teaching Aids (2Pds)

Contents of High Maths Seminar (10 days)

Algebra (10Pds)

- Irrational numbers
- Rationalization of Surds
- Polynomials
- Remainder Theorem and its applications
- Factor Theorem and its applications
- Ratio Proportion – Some useful relations

- Simultaneous linear equations with two variables. Their analytical and Geographical solutions. application of these equations
- Quadratic equations. Solution by factorization and by Completing squares
- Equations reducible to Quadratic equations
- Word problems related to Quadratic equations.
- Rational Expressions, their operations
- GCD and LCM of polynomials.

Mensuration (2Pds)

- Area of Parallelogram, Triangle, Polygon, Circle, Sector and Segment of Circle using Teaching Aids.
- Surface area of Prism, Pyramid, Tetrahedron, and Octahedron.
- Volume & Surface area of Cube, Cuboid, Cylinder, Cone and Sphere, Hemisphere.

Trigonometry (2Pds)

- Introduction with interesting examples
- Trigonometrical ratios
- Trigonometrical table
- Trigonometrical Identities
- Solving sums without using Trigonometrical tables
- Height and Distance (Sufficient number of sums)

Commercial Maths (5Pds)

- Banking
- Share & Debentures
- Income Tax & Sales Tax
- Compound interest

Statistics (3 Pds)

- Statistical data – Raw, Primary and Secondary.
- Geo. Representation of data – Bar graph, Histogram, Frequency polygon, Ogive.
- Arithmetic Mean of ungrouped data
- Arithmetic Mean of grouped data
- Shortcut method for calculating Mean of grouped data
- Weighted Mean
- Median of ungrouped data
- Cost of living Index
- Crude death and birth rates
- Probability

Geometry & Co-ordinate Geo. (9 Pds)

- Theorems, their application the topics
- Congruent triangles
- Similar triangles
- Parallelogram
- Loci and Concurrency Theorem
- Circle and its properties
- Cyclic Quadrilateral

- Tangent to Circle
- Geometrical Construction using Geometry Box in class room
- Construction of Triangles (Simple and Hard Cases), Quadrilaterals.
- Construction of Tangent and using Tangent Chord properties
- Construction of simple figures
- Distance, Section formulae and their use.

Teaching Aids (2 Pds)

Note: -

1. Probability and Coordinate Geometry is proposed to be included in Class X for 2004-05
2. Area of Tetrahedron, Octahedron etc in class X for 2004-05 by PSEB. which has been included by CBSE. So our teachers should be ready to teach these topics.

Guidelines for Maths Seminar Year 2003-04

Registration

Particulars of the teachers will be registered as per following columns.

- ix) Date of joining.
- x) Name of participant, Name of School, School's Phone No. & District.
- xi) Distance of school from venue of seminar.
- xii) Category (General, SC, ST, BC etc.)
- xiii) Educational Qualification.
- xiv) Medical or Non-medical background.
- xv) Last seminar attended (Date, Year, Place & Name of seminar).
- xvi) Stationary (Folder, Register, Pen etc.) Received/not received.

From teachers, reliving slips will be collected and roll numbers will be issued.

Inauguration

- Prayer
- Welcome of seminarians by Co-coordinator of scheme.
- Inaugural address by Director S.I.S.E./Principal of G.I.S.T.C.
- Information regarding seminar and importance of seminar in the present scenario including emphasis on moral responsibilities of the teachers by Coordinator of the Scheme.
- Vote of thanks by Co-coordinator.

Assignment

- Teachers will be given information regarding preparation of assignment for a particular topic of Maths of particular classes.
- Teachers will be asked to prepare a lesson of 5-10 minutes duration on the topic, which they think that they can give some innovative idea regarding its methodology.
- Performa will be given to teachers regarding their choice of topics of particular subject (to be included in seminar.)

Pre-Test

- A pre-test contains questions of Maths from the syllabus and general awareness regarding subject will be given to teachers and their previous knowledge will be tested.

MANAGEMENT OF TEACHER TRAINING

The management of teacher training requires human approach in dealing with problems. The ability to treat the child as a human being, to gain mutual respect and understanding, to have her/his trust, to win her/his cooperation without any command or coercion is among the essential qualities that characterise the truly successful teachers. In order to function effectively on the human relations front, a teacher should be impartial, open minded and fair in dealing with the everyday problems of her/his class. She/he must be easily approachable by her/his class and listen to their problems with care and sympathy. Effective teacher training is being imparted to develop the following qualities in the teachers for the better management of the classroom activities.

- Positive attitude
- Clear Instructions
- Personal Contact
- Open communications
- Teamwork orientation

When all the students are involved in the planning and decision making activities of the classroom, the communication becomes successful. Therefore proper use of the group management system in the classroom is being made. It implies providing environment to the students in the classroom with different aptitudes, talents, aspirations, needs and motivation for their proper academic growth and development. Such an approach helps in increasing the potential for the academic attainment of the students.

Therefore, the management requires that principles of sociology, psychology and group dynamics as well as management of resources i.e. child, money, material, motivation and building work and performance and culture are applied in the classroom. The objective is to achieve the target for proper growth and development of the child. To achieve this, integrated plans for teacher education are required both at pre-service and in-service training levels. These training programmes focus on making teachers committed to goals, teachers who can work in terms and teachers who are a part of the community.

CHALLENGES OF EDUCATIONAL SCENARIOS

Teaching is a multidimensional, multidisciplinary profession. A teacher is required to plan, to lecture, to demonstrate, question, guide and even keep silent, keeping the situation in mind the flow of information and changes in the communication programmes.

All pre-service teacher education programmes are being designed and organized in such a way as to make for substantial initiation into an adequate preparation for the different roles envisaged in the Punjab Education Policy and POA 2002 and future education. Programmes at all levels are geared to certain basic and general objectives and which may be commonly applicable in varying degrees to all the levels.

During the past fifty years or so, significant changes have taken place in the social, economic, technological and political environment of Indian education. However, recent policies, both educational and economic, and trends towards globalization have suggested many changes for the educational organizations. These changes cannot be

ignored; instead serious and scientific efforts are required to execute innovative mechanisms of developing skills and competencies of teacher trainees. Such an effort will prepare the teachers to accept the emerging challenges. Changing technology is leading to obsolescence of present skills and to tough competition. Changing international environment is building academic pressures due to emphasis on e-mail, Internet and multimedia techniques in teaching learning. Changing profiles of teachers, increased educational level, rising participation of women in the teaching profession and increased emphasis on fulfillment of psychological needs is changing the social as well as value structures of the society.

The above trends will have a tremendous impact on the teachers of future who will have to act as Change Agents or "Change facilitators". Therefore, a judicious use of various mechanisms is required for the teachers' training to meet the challenges of future environment. It is required that the teacher training is so professionally oriented that it has the capacity and capability to train the teachers from experiment, action, past experiences and the experiences of others and transfer of learning to all for greater educational effectiveness. The concept of TQM (Total Quality Management) in the education is one experience, which can bring far-reaching improvements in the system and can contribute to the teacher development on a continuous basis.

With the changes coming in the wake of advance technology, new jobs need to be created and many old jobs may become redundant. There is a general apprehension of impending unemployment. In the competitive world of today, education cannot hope to survive for long with old technology. The problem of unemployment resulting from modernization may be solved by properly assessing the educational needs and training the teachers in alternative skills. Changes and modernization have to be accepted because these are so essential for professional as well as personal growth and development and unavoidable for survival of the system.

Computerization will have a revolutionary impact on the management of teaching learning process as well as management of educational systems. This aspect of education will effect:

- The decision-making processes at higher levels.
- Teaching learning processes in the classrooms.
- Collection and processing of data.

It is being visualized that management of human relations in the future will be more complicated than it is today. This will be in part the result of change in the value systems coupled with interference of advanced technology. This will mean that the teachers should be so professional and so trained that they are responsible and do their jobs for the strengthening of the system. This requires the creation of not only on academic considerations but also cultural or specific psychological considerations. The teacher training in future therefore needs to be modified accordingly. Open communication systems, which involve sharing of information, sharing of ideas and sharing of skills, need to be encouraged. These will also strengthen the concept of total quality management involving encouragement of creativity, motivation and commitment. This will help the teachers in becoming effective professionals with readiness for change. This will also create an atmosphere of trust in the system.

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

TIME-TABLE FOR MIDDLE SCIENCE SEMINAR YR. 2003-4 (5.5.30 TO 14.5.03)

VENUE: SISE,PB, CHANDIGARH & INSERVICE TRAINING CENTRES OF PUNJAB

Day	9:30 to 10:15	10:15 to 11:00	11:00 to 11:15	11:15 to 12:00	12:00 to 12:45	12:45 to 1:30	1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration	T e a	Assignment	Library	L u n c h	Practical of phy, chem, bio according to syllabus	Discussion regarding problems faced by teachers and teacher's presentation
2	Element, compound & mixture	Health and Diseases		Work & Energy	Pre-test		as above	
3	Heat and Flow of Heat	Nature of matter & separation of substances		Micro-organisms	Moral values/maths		as above	
4	Useful Plants and Animals	Light and its projections		Rocks, Minerals & Metals	Educational excursion		Educational Excursion	
5	Acid, Base & Salt	Conservation of natural resources		Sound	Participation of teachers		Practical of phy, chem, bio according to syllabus	
6	Magnetism	Carbon and its compounds		Our Environment	Film Librarian (OHP, slide, projector)		as above	
7	Animal Systems	Electricity		Man-made Materials	Post Test		as above	
8	Chemistry according to choice of seminararians	Biology according to choice of seminararians		Physics according to choice of seminararians	Science Kit		Valedictory & TA/DA disbursement	

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

TIME-TABLE FOR HIGH SCIENCE SEMINAR YR. 2003-4 (5.5.30 TO 14.5.03)

VENUE: SISE,PB, CHANDIGARH & INSERVICE TRAINING CENTRES OF PUNJAB

Day	9:30 to 10:15	10:15 to 11:00	11:00 to 11:15	11:15 to 12:00	12:00 to 12:45	12:45 to 1:30	1:30 to 3:30	3:30 to 4:30
	1 Registration	Inauguration	T e a	Assignment	Library	L u n c h	Practical of phy, chem, bio according to syllabus	Discussion regarding problems faced by teachers and teacher's presentation
	2 Nature of Matter	Diversity in the living world		Energy	Pre-test		as above	
	3 Human Diseases	Classification of elements		Sun and Nuclear Energy	Maths		as above	
	4 Magnetism	Chemical bonding		Natural Resources	Population Education		as above	
	5 Chemical Reactions	Light		Participation by Teachers	Moral Values		as above	
	6 Carbon and its Compounds	Our Environment		Electricity and its Applications	Assignments		as above	
	7 Life Processes	Educational Excursion		Educational Excursion			Educational Excursion	
	8 Heredity and Evolution	Metals and Non-metals		Universe	NTSE		Practical of phy, che, bio, acc to syllabus	
	9 Chemistry acc to choice of seminararians	Biology acc to choice of seminararians		Physics acc to choice of seminararians	Post Test		as above	
	10 Biology acc to choice of seminararians	Chemistry acc to choice of seminararians		Physics acc to choice of seminararians	Science Kit		Valedictory & TADA disbursement	

MIDDLE MATHS SEMINAR (8 DAYS)

Day	9:00	9:30 to 10:30		10:45 to 11:45	11:45 to 12:45		1:30 to 2:30	2:30 to 3:30		3:45 to 4:30
1	Attendance & Morning Assembly & Moral Values Talks	Registration	T e a	Regarding Seminar	Pre-test	L u n c h	Number Systems-I	Linear equations	T e a	Assignments, Mathematical teaching problems faced by teachers and discussions in a planned manner
2		Basic Geo Concepts		Square and Cubes	NTSE		Number System-II	Word Problems		
3		Shares & Debentures		Indices and Exponents	Physics		Basic Geo Concepts	Geo Construction		
4		Shares & Debentures		Area	Env. Ed.		Triangles	Geo Construction		
5		Banking		Volume	Chemistry		Quadri-laterals	Teaching Aids		
6		Statistics		Educational Excursion			Educational Excursion			
7		Algebraic Concepts		Percentage, Profit-Loss	Biology		Circles & Related Concepts	Teaching Aids		
8		Algebraic Expressions		Interest (simple, compound)	Population Education		Concluding session			

HIGH MATHS SEMINAR (8 DAYS)										
Day	9:00	9:30 to 10:30		10:45 to 11:45	11:45 to 12:45		1:30 to 2:30	2:30 to 3:30		3:45 to 4:30
1	Attendance & Morning Assembly & Moral Value Talks	Registration	T e a	Regarding Seminar	Pre-test	L u n c h	Factorisation, LCM, HCF	Linear Equations	T e a	Assignments, Mathematical teaching problems faced by teachers & discussion in a planned manner
2		Basic Geo Concepts		Income Tax and Sales Tax	NTSE		Function and Relation	Word Problems		
3		Trigonometry		Surds	Physics		Basic Geo Concepts	Geo Construction		
4		Height and Distance		Area	Env. Ed.		Similar Triangles	Geo Construction		
5		Banking		Volume	Chemistry		Quadrilaterals	Teaching Aids		
6		Statistics		Educational Excursion			Educational Excursion			
7		Statistics		Remainder Theorem	Biology		Circles & Related Concepts	Teaching Aids		
8		Simultaneous Equations		Sequence & Series	Shares and Debentures		Circles & Related Concepts	Locus		
9		Quadratic Equations		Probability	Shares and Debentures		Geo Concepts on Area	Some more figures		
10		Rational Expressions		Compound Interest	Population Education		Concluding Session			

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

TIME-TABLE FOR HIGH SCIENCE SEMINAR (MEDICAL GP.) YR. 2003-4 (5.5.30 TO 14.5.03)

VENUE: SISE,PB, CHANDIGARH & INSERVICE TRAINING CENTRES OF PUNJAB

Day	9:30 to 10:15	10:15 to 11:00		11:15 to 12:00	12:00 to 12:45		1:30 to 3:30	3:30 to 4:30	
1	Registration	Inauguration	T E A L U N C H	Assignment	Pre-test	L U N C H	Practical of Phy, Chem, Bio acc to syllabus	Discussion regarding problems faced by teachers & Teachers' presentation	
2	Matter-Nature & Behaviour (che)	Diversity in living world (bio)		Force (phy)	Library		as above		
3	Periodic Table (che)	Biology acc to choice of seminarians		Measureme nt, units & motion (phy)	Basic Algebraic Concepts (maths)		as above		
4	Chemistry acc to choice of seminarians	Sun & Nuclear Energy (phy)		Electricity (ohy)	Population Education		as above		
5	Chemistry acc to choice of seminarians	Number System (maths)		Participation by teachers	Moral Values		as above		
6	Carbon & its Compounds	Physics acc to choice of seminarians		Light (phy)	Assignments		as above		
7	Heat (Phy)	Educational Excursion		Educational Excursion			Educational Excursion		
8	Physics acc to choice of seminarians	Electricity (phy)		Basic Geometrical Covcepts (maths)	NTSE		Practical of Phy, Chem, Bio acc to syllabus		
9	Magnetism (phy)	Chemical Bonding (che)		Human Diseases (bio)	Post-test		as above		
10	Universe(phy)	Carbon & its Compounds		Biology acc to choice of seminarians	Science Kit		Valedictory & TA/DA disbursement		

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

TIME-TABLE FOR HIGH SCIENCE SEMINAR (NON-MEDICAL GP.) YR. 2003-4 (5.5.30 TO 14.5.03)

VENUE: SISE,PB, CHANDIGARH & INSERVICE TRAINING CENTRES OF PUNJAB

Day	9:30 to 10:15	10:15 to 11:00		11:15 to 12:00	12:00 to 12:45		1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration		Assignment	Pre-test		Practical of Phy, Chem, Bio acc to syllabus	
2	Matter-Nature & Behaviour (che)	Cell & Cell Structure (bio)		Diversity in living world (bio)	Library		as above	Discussion regarding problems faced by teachers & Teachers' presentation
3	Periodic Table (che)	Human Diseases (bio)		Human Diseases (bio)	Construction & Theorems in Geometry (maths)		as above	
4	Chemical Bonding (che)	Sun & Nuclear Energy (phy)		Biology acc to choice of Seminars	Population Education		as above	
5	Chemistry acc to choice of seminarians	Life Processes (bio)	T E A	Participation by teachers	Moral Values	L U N C H	as above	
6	Chemistry acc to choice of seminarians	Physics acc to choice of seminarians		Life processes (bio)	Assignments		as above	
7	Heredity (bio)	Educational Excursion		Educational Excursion			Educational Excursion	
8	Evolution (bio)	Physics acc to choice of seminarians		Biology acc to choice of Seminars	NTSE		Practical of Phy, Chem, Bio acc to syllabus	
9	Magnetism (phy)	Carbon & its Compounds (che)		Sustainable Agriculture (bio)	Post-test		as above	
10	Electricity (phy)	Carbon & its Compounds (che)		Our Environment (bio)	Science Kit		Valedictory & TADA disbursement	

Material Prepared for SSA

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Title/Description	Objective	Language	Source material	Circulation	Noo of Item
Teacher Training					
ਆਪਣੇ ਕੌਮੀ ਚਿੰਨ੍ਹ ਅਤੇ ਕੌਮੀ ਏਕਤਾ Our National Symbols and National Integration	Teacher Training	Punjabi	NCERT	School level	1
ਜਨਸੰਚਾਰ ਸਾਧਨ ਅਤੇ ਕੌਮਾਂਤਰੀ ਸਮਝ Communication Media and Understanding	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Districts/In-Service Training Centre	1
ਸਹਾਇਕ ਸਾਧਨਾਂ ਦੀ ਤਤਕਾਲੀ ਸਿਰਜਣਾ Improvising Teaching-Aids	Teacher Training	Punjabi	NCERT	Block level	1
ਸਿੱਖਿਆਰਥੀ ਮੁੱਖੀ ਪਹੁੰਚ Learner-centred Approach	Teacher Training	Punjabi	NCERT	Block level	1
ਵਿਦਿਆਰਥੀਆਂ ਵਿਚ ਘੋਖਣ ਦੀ ਆਦਤ ਪਾਉਣਾ Developing Inquiry skills in students.	Teacher Training	Punjabi	NCERT	Block level	1
ਬਦਲਾਈ ਥੱਕੀਆਂ ਵੱਲ ਸੰਬੰਧਿਤ ਸਿੱਖਿਆ Values oriented Education	Teacher Training	Punjabi	NCERT	Block level	1
ਨੈਤਿਕ ਸਿੱਖਿਆ - ਸੰਚਾਰ ਅਤੇ ਮੁਲਾਂਕਣ Moral Education - communication and Evaluation	Teacher Training	Punjabi	SSA, Punjab	School level	1
ਵਾਤਾਵਰਣ, ਸਕੂਲ ਅਤੇ ਬੱਚਿਆਂ ਦੀ ਸਫ਼ਾਈ Environment, School and children cleanliness	Teacher Training	Punjabi	SSA, Punjab	School level	1
ਪ੍ਰੇਰਣਾ (ਬੁਝਲਤਾਵਾਂ ਲਈ ਪ੍ਰੇਰਕ ਬਕਤੀ) Motivational Skills & Self Motivation	Teacher Training	Punjabi/English	SSA, Punjab	School level	1
ਵਾਤਾਵਰਣ ਅਧਿਐਨ - ਅਧਿਆਪਕ ਅਗਵਾਈ ਪੁਸਤਕ Environment Care - a teachers /-manual	Teacher Training	Punjabi	NCERT	Manual/School Level	1
ਸਕੂਲ ਮੁਖੀ - ਇਕ ਕੁਦਰਤੀ ਨੀਡਰ Leadership skills	Teacher Training	Punjabi	SSA, Punjab	Manual/School Level	1
ਸੰਚਾਰ ਕੁਸ਼ਲਤਾ Communication Skills	Teacher Training	Punjabi/English	SSA, Punjab	School level	1
ਸਕੂਲ ਸਕੂਲ ਮੁਖੀ A proficient School Head	Teacher Training	Punjabi/English	SSA, Punjab	School level	1
ਸਿੱਖਣ ਵਿਚ ਸਮੱਸਿਆਵਾਂ ਵਾਲੇ ਬੱਚੇ : ਉਨ੍ਹਾਂ ਦੀਆਂ ਸਿੱਖਿਆ ਲੋੜਾਂ Children with learning problems. Their Educational Needs	IED/Teacher Training	Punjabi	NCERT	School level/ Manual	1
ਸਰੀਰਕ ਅਤੇ ਮਾਨਸਿਕ ਚੁਣੌਤੀਆਂ ਵਾਲੇ ਬੱਚਿਆਂ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ ਸਿੱਖਿਆ ਲੋੜਾਂ Special Educational needs of physically and mentally challenged children	IED/Teacher Training	Punjabi	NCERT	School level/ Manual	1
ਸੁਣਨ ਦੇ ਵਿਕਾਰ ਅਤੇ ਭਾਸ਼ਾ ਵਿਕਾਸ Hearing Impaired and Language Development	IED/Teacher Training	Punjabi	NCERT	School level/ Manual	1
ਸਿੱਖਿਆ ਅੰਕੜਿਆਂ ਦਾ ਮਿਆਰੀਕਰਨ Updation of Educational Data	School Planning and management	Punjabi	NIEPA	District Block	1
ਸਿੱਖਿਆ ਯੋਜਨਾਵਾਂ ਨਾਗੁ ਬਰਨ ਲਈ ਯੋਜਨਾਬੰਦੀ Planning for implementation	School Planning and Mangament	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Districts/ In-Service Training Centre	1
ਸਿੱਖਿਆ ਵਿਕਾਸ ਦੇ ਸੰਕੇਤਕ ਭਵਿੱਖੀ ਸਕੂਲੀ ਦਾਖਲੇ: ਅਧਿਆਪਕ ਅਨੁਮਾਨ Indicators of Educational Development. Future School, School Enrolments: Teacher Projection	Planning management	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Districts/ In-Service Training Centre	1

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Title/Description	Objective	Language	Source material	Circulation	No of Item
ਸਿੱਖਿਆ ਯੋਜਨਾਬੰਦੀ ਤੇ ਸਿੱਖਿਆ ਵਿਕਾਸ ਦੀ ਪੜਚੋਲ Educational Planning Diagnosis of Educational Development	Planning & Management	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਦਿਲੁਆ ਪੱਧਰੀ ਵਿਦਿਅਕ ਯੋਜਨਾਬੰਦੀ ਧਾਰਨਾ ਤੇ ਸੰਭਾਵਨਾ District level Educational Planning	Planning & Management	Punjabi	NIEPA	Distt. Level	1
ਸਿੱਖਿਆ ਬਾਰੇ ਰਾਸ਼ਟਰੀ ਨੀਤੀ: ਅਧਿਆਪਕਾਂ ਲਈ ਭਾਵ ਅਰਥ, ਲਿਸਬਾਗਤ ਯੋਜਨਾ ਅਤੇ ਪ੍ਰਬੰਧ National Educational Policy meaning & scope for teachers Institutional Planning	School Planning and management	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਸਿੱਖਿਆ ਬਾਰੇ ਰਾਸ਼ਟਰੀ ਨੀਤੀ (ਮੂਲ ਰੂਪ ਦਾ ਪੰਜਾਬੀ ਅਨੁਵਾਦ) National Educational Policy-1986 Punjabi Translation of the original document	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਸਕੂਲ: ਯੋਜਨਾਬੰਦੀ ਉਦੇਸ਼ ਅਤੇ ਵਿਸਤਾਰ School Planning	Planning & Management (work book)	Punjabi	SSA, Punjab	School level	1
ਸਕੂਲ: ਯੋਜਨਾ (ਮਾਡਿਊਲ) School Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level	1
ਪੰਜਾਬ: ਸਿੱਖਿਆ ਨੀਤੀ 2002 ਅਤੇ ਇਸਦਾ ਕਾਰਜ ਪੋਗਰਾਮ Punjab Education Policy 2002 and Programme of Action	Policy, Programme of Action	English	SSA, Punjab	State/District level	1
ਵਿਰਢੇ ਸਮੂਹ ਸਿੱਖਿਆ ਦੇ ਬਰਾਬਰ ਮੌਕੇ [Disadvantaged groups Equal Educational opportunities to women	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਅਧਿਆਪਕ ਸਿਖਲਾਈ ਕਿਵੇਂ ਹੋਵੇ Training Manual for Teachers	Teachers training	Punjabi	SSA, Punjabi	Cluster/block/DIETS & inservic training centres	1
ਮੁੱਢਲੀ ਬਾਲ ਸਿੱਖਿਆ ਅਧਿਆਪਕ ਅਗਵਾਈ ਪੁਸਤਕ - I, II, III & IV Pre-Primary Education - a teachers manual - I, II, III & IV	ECCE/EGS training	Punjabi	NCERT	School & Anganwari level	4
Learning Material for EGS					
ਈ. ਐਸ. ਪ੍ਰਾਇਮਰ - 1 E.G.S. Primer-1	Learning material	Punjabi	SSA, Punjab	EGC	1
ਅਧਿਆਪਕ ਪੁਸਤਕ ਈ. ਐਸ. ਪ੍ਰਾਇਮਰ - 1 E.G.S. Work Book	Learning material	Punjabi	SSA, Punjab	EGC	1

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Title/Description	Objective	Language	Source material	Circulation	No of Item
Community Participation and Monitoring /PASWAK					
ਪਸਵਕ ਦੇ ਹਿਸਾਬ-ਕਿਤਾਬ ਰੱਖਣ ਦੀਆਂ ਵਿਧੀਆਂ ਸਿਖਲਾਈ ਮੈਨੂਅਲ Accounting procedures of PASWAK: Training Manual	Planning & Management (VEDC) Training Manual	Punjabi	SSA, Punjab	School level	1
ਪਸਵਕ ਦੇ ਕੰਮਾਂ-ਕਾਰਜਾਂ ਲਈ ਨੇਮ Procedures of functioning of PASWAK	VEDC (Rules)	Punjabi	SSA, Punjab	Village level, School level	1
ਪਸਵਕ-ਉਸਾਰੀ ਵਿਧੀਆਂ ਅਤੇ ਅਧਿਕਾਰ Procedures of construction by PASWAK	VEDC (Rules Manual)	Punjabi	SSA, Punjab	Village level, School level	1
ਐਸ. ਐਸ. ਏ. ਬੁੱਝਰ SSA Brochure	Motivation and awareness	Punjabi	SSA, Punjab	School level	1
ਏਸ ਏਸ ਏ ਬੋਲਾ SSA Brochure	Motivation and awareness	Hindi	SSA, Punjab		1
ਹਿਸਾਬ-ਕਿਤਾਬ ਰੱਖਣ ਦੀਆਂ ਵਿਧੀਆਂ Accounting Procedures for PASWAK	VEDC (Accounts, Manual)	Punjabi	SSA, Punjab	School level	1
ਪਸਵਕ ਆਮਦਨ, ਖਰਚੇ, ਸਟਾਕ, ਇਨਸਪੈਕਸ਼ਨ, ਵਰਤੋਂ, ਸਮਾਜਿਕ ਆਡਿਟ ਅਤੇ ਮਤੇ ਸਬੰਧੀ About Paswak income, stock, inspection, utility, social audit, expenditure and resolution SSA/PASWAK/1,1-R,2,3,4,5,6,7,8,9,10	VEDC (Accounts)	Punjabi	SSA, Punjab	School level	11
ਮਾਸਿਕ/ਸਾਲਾਨਾ ਪ੍ਰਗਤੀ ਰਿਪੋਰਟ ਕਲੱਸਟਰ, ਬਲਾਕ, ਅਤੇ ਜਿਲ੍ਹਾ ਪੱਧਰ ਐਸ. ਐਸ. ਏ./ ਪਸਵਕ II/III/IV/10 Monthly/Yearly Progress Report SSA/Paswak/II/III/IV/10	VEDC (Accounts)	Punjabi	SSA, Punjab	Cluster	3
ਪੋਸਟਰ ਐਸ. ਐਸ. ਏ. 1,2,3,4,5,6,7,8,9,10,11,12 Posters SSA 1,2,3,4,5,6,7,8,9,10,11,12	Motivation and awareness	Punjabi	SSA, Punjab	School level	12
ਐਸ. ਐਸ. ਏ ਦਾ ਲੋਗੋ ਮਾਨਵ ਸੰਸਾਧਨ ਮੰਤਰਾਲੇ ਵੱਲੋਂ ਤਿਆਰ SSA Logo prepared by MHRD	Management/awareness	Punjabi	MHRD SSA, Punjab	School level	1
ਈ. ਜੀ. ਐਸ. ਕੇਂਦਰ (ਜਾਣਕਾਰੀ, ਤਿਆਰੀ ਅਤੇ ਕਾਰਗੁਜ਼ਾਰੀ) E.G.S Centres (Introduction, Initiation and activity)	Learning Material	Punjabi	SSA, Punjab	EGC	1
ਸਰਕਾਰੀ ਸਕੂਲੀ ਇਮਾਰਤਾਂ ਦੇ ਕੰਮ ਕਾਜ School Building works	VEDC (Construction Draw-ings and schedules of material)	Punjabi	SSA, Punjab	School level	1
ਸਕੂਲ ਮੁਲਾਂਕਣ ਤੇ ਗਰੇਡੇਸ਼ਨ School evaluation & gradation		Punjabi	SSA, Punjab	School level	1

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Title/Description	Objective	Language	Source material	Circulation	No of Item
Household Survey					
ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਵੇਖਣ, ਉਮਰ ਬੰਦੀ ਅਨੁਸਾਰ ਬੱਚਿਆਂ ਦੀ ਵੰਡ, 3-19 ਸਾਲਾਂ ਦੀ ਪਿੰਡ, /ਵਾਰਡਾਂ ਵਿਚ ਕੁੱਲ ਬੱਚੇ, ਪ੍ਰੀ, ਪ੍ਰਾਈਮਰੀ ਅਤੇ ਸਕੂਲ ਨਾ ਜਾਂਦੇ ਅਤੇ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਬੱਚੇ ਅਤੇ ਬੰਦੀ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. 1,2,3,4,5 Family survey for universalisation of education, classification of children as per age, population of 3-19 age group, Pre school and school not going to school and doing labour and school going children category wise SSA/FS/1,2,3,4,5	Family Survey	Punjabi	SSA, Punjab	School level	5
ਬੰਦੀ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ/ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. 1,II,III,IV/6 School going children category wise (village/ward, cluster, block and district) SSA/FS 1,II,III,IV/6	Family Survey	Punjabi	SSA, Punjab	School level	4
ਉਮਰ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. 1,II,III,IV/7 Age wise School going children (village/ward, cluster, block and district) SSA/FS 1,II,III,IV/7	Family Survey	Punjabi	SSA, Punjab	School level	4
ਬੰਦੀ ਅਤੇ ਉਮਰ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. 1,II,III,IV/8 Category wise School going children age (village/ward, cluster, block and district) SSA/FS 1,II,III,IV/8	Family Survey	Punjabi	SSA, Punjab	School level	4
ਸਕੂਲ ਨਾ ਜਾਂਦੇ/ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. 1,II,III,IV/9 School not going working children (village/ward, cluster, block and district) SSA/FS 1,II,III,IV/9	Family Survey	Punjabi	SSA, Punjab	School level	4
ਉਮਰ ਅਨੁਸਾਰ ਸਰੀਰਕ ਮਾਨਸਿਕ ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. 1,II,III,IV/10 Age wise Physically/Mentally handicapped children (village/ward, cluster, block and district) SSA/FS 1,II,III,IV/10	Family Survey	Punjabi	SSA, Punjab	School level	4

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Title/Description	Objective	Language	Source material	Circulation	No of Item
<p>ਬ੍ਰੈਟੀ ਅਨੁਸਾਰ ਸਰੀਰਕ/ਆਨਸਿਕ ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ 1,II,III,IV/11</p> <p>Category wise Physically/Mentally handicapped (village/ward, cluster, block and district)</p> <p>SSA/FS 1,II,III,IV/11</p>	Family Survey	Punjabi	SSA, Punjab	School level	4
<p>ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਬੱਖਣ ਨਿਰਦੇਸ਼ ਪੁਸਤਕ</p> <p>ਐਸ. ਐਸ. ਏ./ਐਸ. ਆਰ/1</p> <p>Family survey Instruction - book for general expansion of Education</p> <p>SSA/FS/SR/1</p>	Family Survey	Punjabi	SSA, Punjab	School level	1
<p>ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਬੱਖਣ ਨਿਰਦੇਸ਼ ਪੁਸਤਕ - 1&2</p> <p>Family Survey Instruction book - 1&2</p>	Family Survey	Punjabi	SSA, Punjab	School level	2
<p>ਪਿੰਡ/ਵਾਰਡ ਦਾ ਨਾਨ-ਸਕੇਲ ਨਕਸ਼ਾ</p> <p>Non-Scale map of the Village/ward</p>	Family Survey	Punjabi	SSA, Punjab	School level	1

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Title/Description	Objective	Language	Source material	Circulation	No of Item
Research and Evaluation EMIS					
<p>ਕੁੱਲ ਸਕੂਲਾਂ ਦੇ ਕੋਡ ਰਿਕਾਰਡ ਦੀ ਕਿਤਾਬ (ਮੁਹੱਲਾ/ਬਸਤੀ, ਕਲੱਸਟਰ, ਬਲਾਕ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ - I,II,III/1</p> <p>Records of schools code (Mohalla / basti, cluster & block)</p> <p>SSA/SET-I,II,III/1</p>	Survey/EMIS	Punjabi	SSA, Punjab	School level	3
<p>ਤਿਮਾਹੀ ਐਨਰੋਲਮੈਂਟ ਅਤੇ ਅਧਿਆਪਕਾਂ ਦੀ ਸੂਚਨਾ ਅਤੇ ਸੂਚਨਾ (ਸਕੂਲ, ਬਲਾਕ ਅਤੇ ਕਲੱਸਟਰ, ਜਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ - I,II,III,IV/2, ਅਤੇ 2.1</p> <p>Quarterly Enrolment and Teachers Information and details (school, cluster, block and district level)</p> <p>SSA/SET-I,II,III,IV/2 and 2.1</p>	Survey/EMIS	Punjabi	SSA, Punjab	School level	5
<p>ਤਿਮਾਹੀ ਐਨਰੋਲਮੈਂਟ ਅਤੇ ਅਧਿਆਪਕ ਸੂਚਨਾ</p> <p>ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ/1/2.2</p> <p>Quarterly Enrolment and Teachers Information</p> <p>SSA/SET/1/2.2</p>	Survey/EMIS	Punjabi	SSA, Punjab	School level	1
<p>ਅਪਰ-ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੀ ਗਿਣਤੀ ਬਾਰੇ ਰਿਪੋਰਟ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ - II,III,IV/3</p> <p>Number of Upper Primary School/Sections (cluster, block & district)</p> <p>SSA/SET-II,III,IV/3</p>	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
<p>ਤਿਮਾਹੀ ਸਕੂਲ ਐਨਰੋਲਮੈਂਟ ਸੂਚਨਾ ਜਮਾਤ I ਤੋਂ V (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ - II,III,IV/4</p> <p>Quarterly School Enrolment Information I To V class (cluster, block & district)</p> <p>SSA/SET-II,III,IV/4</p>	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
<p>ਤਿਮਾਹੀ ਸਕੂਲ ਐਨਰੋਲਮੈਂਟ ਸੂਚਨਾ ਜਮਾਤ VI ਤੋਂ X (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ - II,III,IV/5</p> <p>Quarterly School Enrolment Information (cluster, block & district) VI To X class</p> <p>SSA/SET-II,III,IV/5</p>	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
<p>ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੇ ਅਧਿਆਪਕਾਂ ਰਿਪੋਰਟ ਸਬੰਧੀ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ - II,III,IV/6</p> <p>Reports on Teachers of Primary Schools/Sections (cluster, block & district)</p> <p>SSA/SET-II,III,IV/6</p>	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
<p>ਅਪਰ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੇ ਅਧਿਆਪਕਾਂ ਰਿਪੋਰਟ ਸਬੰਧੀ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਏ. (ਐਸ. ਈ. ਟੀ - II,III,IV/7)</p> <p>Report on Teacher of Upper Primary School/Sections (cluster, block & district)</p> <p>SSA/SET-II,III,IV/7</p>	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
<p>ਸਕੂਲ ਲਿਸਟਿੰਗ</p> <p>School Listing</p>	Survey/EMIS	English	SSA, Punjab & District	State, District, Block	3

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Title/Description	Objective	Language	Source material	Circulation	No of Item
ਜ਼ਿਲ੍ਹਾ ਆਂਕੜਾ ਪੁਸਤਕਾਂ District: Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block	17
ਬਲਾਕ ਆਂਕੜਾ ਪੁਸਤਕਾਂ Block Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block	216
ਸਕੂਲ ਮੁਲਾਂਕਣ ਅਤੇ ਗ੍ਰੇਡੇਸ਼ਨ ਪ੍ਰਕਿਰਿਆ School Evaluation and Gradation Process	Research/Evaluation	Punjabi	SSA, Punjab	School level	1
ਸਕੂਲ ਮੁਆਇਨਾ ਫਾਰਮਟ I ਅਤੇ II School Inspection Format I and II	Research Evaluation	English	SSA, Punjab	State, District	1
(Funds Distribution to VEDCs and their Monitoring) - Management					
ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ, ਬਲਾਕ ਪੱਧਰ, ਕਲੱਸਟਰ ਪੱਧਰ ਤੇ ਸਕੂਲ ਪੱਧਰ ਅਤੇ ਟੀਚਰ ਗ੍ਰਾਂਟਾਂ ਅਤੇ ਸਿਵਲ ਵਰਕਸ, ਸਕੂਲ ਮੁਰੰਮਤ ਦਾ ਕੰਰਵਾ। ਐਸ. ਐਸ. ਏ. / ਡੀ. ਐੱਡ ਐਮ. -1,2,3,4,5,6 Details of Block grants at District level SSA/D&M-1/2/3/4/5/6	Funds monitoring	Punjabi	SSA Punjab	District	6