

SARVA SHIKSHA ABHIYAN

DEPARTMENT OF EDUCATION
PUNJAB

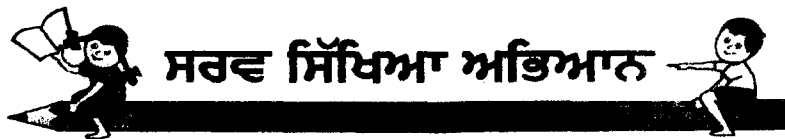
EDUCATION FOR ALL



Annual Work Plan
2003-2004

District

NAWAN SHEHAR



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:

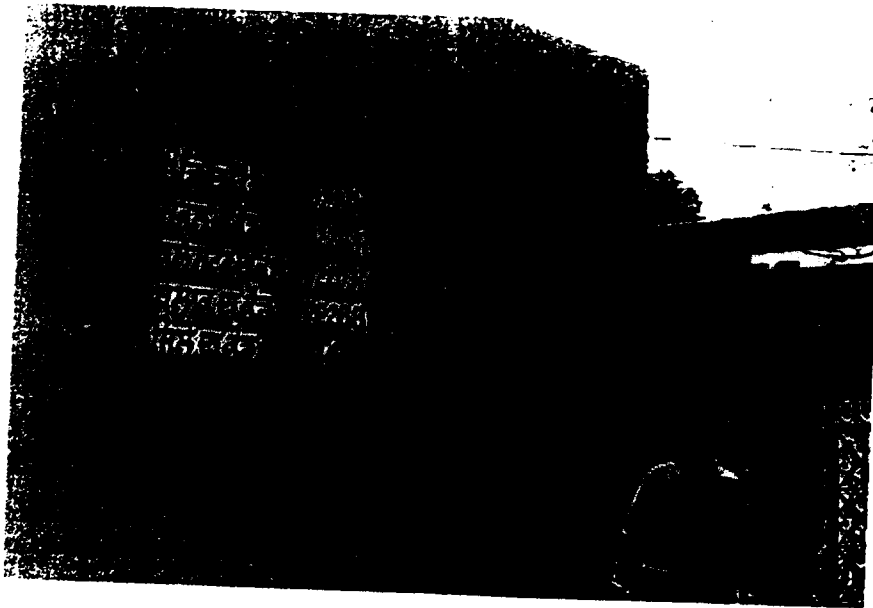
- i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged sections of the society.*
- ii) ensuring that by 2020 all children of 6-18 age, particularly girl children vulnerable, deprived and destitute children, children belonging 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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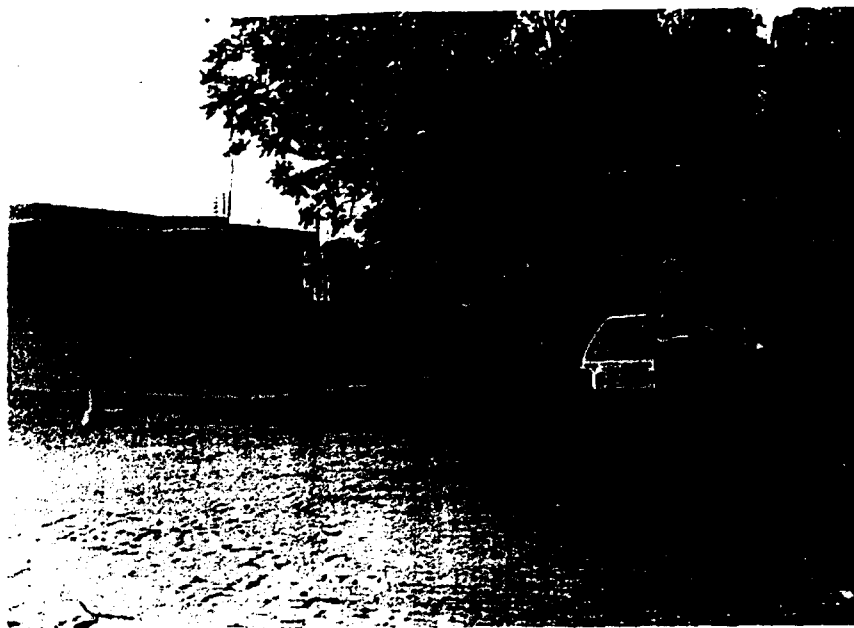
SSA in News and through Pictures

Govt. Elementary School Jagatpur
Distt. Nawan Shehar

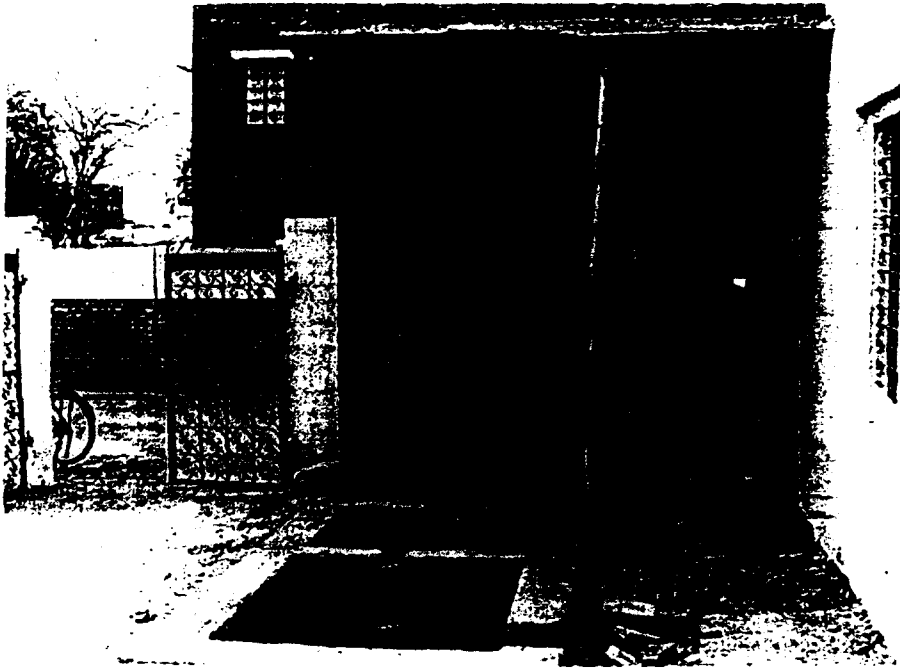


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Govt. Elementary School Dupala
Distt. Nawan Shehar



Govt. Elementary School Mahalo
Distt. Nawan Shehar (Pb.)



ਸਰਕਾਰੀ ਗ਼ਰਾਟ ਕਾ ਪ੍ਰਬੰਧ ਈਮਾਨਦਾਰੀ ਵ ਪਾਰਦਰਸ਼ਿਤਾ ਸੇ ਕਰੇ ਅਧਿਆਪਕ

ਨਵਾਂਸ਼ਹਿਰ 4 ਅਪ੍ਰੈਲ (ਬੁੱਧ) : ਸਰਕਾਰੀ ਅਭਿਆਨ ਦੇ ਤਹਿਤ ਆਗੂਆਂ ਨੂੰ ਸਰਕਾਰੀ ਗ਼ਰਾਟ ਕਾ ਪ੍ਰਬੰਧ ਈਮਾਨਦਾਰੀ ਵ ਪਾਰਦਰਸ਼ਿਤਾ ਸੇ ਕਰੇ ਅਧਿਆਪਕ ਕਾ ਸਿਖਿਰ ਕਰ ਸਕੇ ਤਥਾ ਸ਼ੁਰ-ਪ੍ਰਵਿਸ਼ਟ ਸਾਫ਼ਾਗ ਕੇ ਲਘ ਕਾ ਪੂਰਾ ਕਿਆ ਚਾ ਸਕੇ।

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ਰੋਜ਼ਾਨਾ ਅਜੀਤ, ਜਲੰਧਰ

ਗ਼ਰਾਟਾਂ ਮਿਲਣ ਲਾਲ ਸਕੂਲਾਂ ਦੀ ਨਗਰ ਬਦਲਣ ਲਗੀ

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ਵਿਕਾਸ ਅਭਿਆਨ

ਸਰਕਾਰੀ ਅਭਿਆਨ ਦੇ ਤਹਿਤ ਸਕੂਲਾਂ ਕਾ ਸੁਧਾਰ ਹੁਆ ਕਪੂਰ

ਸੰਘਾਟ ਸਕੂਲਾਂ, ਨਵਾਂਸ਼ਹਿਰ
ਜਿਲਾ ਸਿਖਾ ਵਿਭਾਗ ਨੇ ਟਕਾ ਕਿਆ ਹੈ ਕਿ ਸਰਕਾਰੀ ਅਭਿਆਨ ਦੇ ਤਹਿਤ ਟਕਾ ਸੁਧਾਰ ਕਾ ਲਿਘ ਟੀ ਗੈਰੋ ਡੈਟ ਕਾ ਕੇਹਰ ਟਕਾ ਸੇ ਈਸੇਯਾਲ ਕ੍ਰਿਘਾ ਚਾ ਚਲ ਹੈ। ਈਸੇ ਸਕੂਲਾਂ ਕਾ ਵਿਕਾਸ ਵ ਸੁਧਾਰ ਹੁਆ ਹੈ।

ਜਿਲਾ ਸਿਖਾ ਵਿਭਾਗ ਨੇ ਟਕਾ ਕਿਆ ਹੈ ਕਿ ਸਰਕਾਰੀ ਅਭਿਆਨ ਦੇ ਤਹਿਤ ਟਕਾ ਸੁਧਾਰ ਕਾ ਲਿਘ ਟੀ ਗੈਰੋ ਡੈਟ ਕਾ ਕੇਹਰ ਟਕਾ ਸੇ ਈਸੇਯਾਲ ਕ੍ਰਿਘਾ ਚਾ ਚਲ ਹੈ। ਈਸੇ ਸਕੂਲਾਂ ਕਾ ਵਿਕਾਸ ਵ ਸੁਧਾਰ ਹੁਆ ਹੈ।

State-run schools ready for new look: Nawanshahr DEO

Verinder Sareen
Nawanshahr, April 4

THANKS TO the liberal funding for development of basic infrastructure in state-run schools under the ongoing Sarv Sikhiya Abhiyan, students of rural areas can now look forward to quality education.

Talking to HT here today, Nawanshahr DEO K.C. Kapoor claimed that signs of change for the better were already apparent in schools where funds under the Abhiyan had been made available.

While urging school administrations to ensure transparency and honesty in utilization of these grants in the interest of schoolchildren, he said till date, Rs 77 lakh have been provided to nearly 220 schools. (Rs 35,000 per school) for the construction of toilets etc under the Civil Works Project of the Abhiyan.

Grants worth Rs 29.35

lakh and Rs 12.34 lakh, respectively, have been released for whitewashing, paint and repair of school furniture.

Further, the eight Block Primary Education Officers of the district have been given Rs 1 lakh for contingency expenditures, while another Rs 33 lakh have been provided for renovation of BRC buildings and branch schools, revealed the DEO.

The Pendu Sikhiya Vikas Committees in villages and senior officials of the education department are monitoring the spending of these grants in order to prevent misutilisation, he said.

"Even schoolteachers seem quite enthusiastic about the qualitative changes envisaged under the Abhiyan," added Kapoor, who is known to personally monitor all such development projects.

"Development works under the project are nearly complete in about 60 vil-

lages of the district, including those located in far flung and backward areas like Niana Bet, Garlon Bet, Mutton, Boo thgarh, Bharthala, Rattewal, Kezampur, Chalkisujatpur, Sandhwan, Balmik Basti Banga, Harijan Basti Sandhwan, Kataria, etc." he said, adding that in some villages, the enthusiasm and cooperation of the general public in the matter was very encouraging.

The Sarv Sikhiya Abhiyan has all the ingredients for bringing about a revolution in the field of education in the state as the scheme, perhaps for the first time, has been prepared keeping in view the ground realities, he maintained.

"If implemented with the present zeal, it has the potential of weaning away the masses from the scourge of the so-called model schools, besides realizing the dream of cent-percent literacy in the state," he said.

8 चंडीगढ़ (जालंधर), वीरवार, 24 अक्टूबर, 2002

डीईओ ने काठगढ़ में चेक वितरित किए

अमर उजाला प्रतिनिधि

नवांशहर। जिला शिक्षा अधिकारी के.सी. कपूर ने काठगढ़ में आयोजित एक समारोह में 20 स्कूलों को सर्व शिक्षा अभियान के तहत 35-35 हजार रुपये के चेक सौंपे। डीएवी हाई स्कूल में हुए इस कार्यक्रम में उन्होंने पेंडिंग शिक्षा विकास कमेटियों के प्रतिनिधियों से शिक्षा में सुधार लाने तथा बुनियादी ढांचे के विकास के लिए लगन व मेहनत के साथ काम करने को कहा।

सर्व शिक्षा अभियान के इंचार्ज बलवीर सिंह खानपुरी ने बताया कि इसके तहत जिले के 160 स्कूलों को 56 लाख रुपये की ग्रंट वितरित की जा चुकी है तथा शीघ्र ही जिले के सभी 441 स्कूलों को 7-7 हजार रुपये की अतिरिक्त राशि भी दी जाएगी।



जिला शिक्षा अधिकारी के.सी. कपूर गांव काठगढ़ में आयोजित समारोह के दौरान सर्व शिक्षा अभियान के अंतर्गत चेक वितरित करते हुए। फोटो: अमर उजाला

THE TRIBUNE, THURSDAY, MARCH 13, 2003

NAWANSHAHR
TEACHERS' MEET: Mr. K.C. Kapoor, District Education Officer, presided over block-level meetings of elementary school teachers at Nawanshahr, Banga, Rahon, Mukandpur, Saroya, Aur and Kahma in the district to oversee and ensure proper utilisation of grants disbursed under the Sarv Shikhiya Abhiyan. Addressing the meetings, the DEO stressed on community involvement and transparency in the utilisation of grants.

शत-प्रतिशत सशक्तता लक्ष्य है सर्व शिक्षा अभियान का

गुरु हरि राय सरकार ने कहा कि सरकार की नई शिक्षा नीति के तहत सर्व शिक्षा अभियान के तहत 5 से 14 साल के बच्चों को शिक्षित करने की योजना एनआरआई अवतार सिंह संधू ने है। यह योजना समाज की सक्रिय हिस्सेदारी से ही सफल हो सकती है। इसके लिए ग्रामीण शिक्षा विकास कमेटियों के गठन किया गया है।

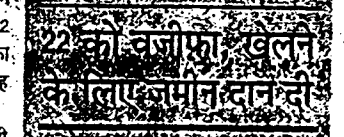
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एनआरआई अवतार सिंह संधू ने कहा कि यह योजना समाज की सक्रिय हिस्सेदारी से ही सफल हो सकती है। इसके लिए ग्रामीण शिक्षा विकास कमेटियों के गठन किया गया है। उन्होंने कहा कि ये कमेटियां स्कूलों को मिलते वाले दान और ग्रांट को रकम का सही उपयोग सुनिश्चित करेगी। इसके लिए ग्रामीण शिक्षा विकास कमेटियों के गठन किया गया है।

8 चंडीगढ़ (जालंधर), शुक्रवार, 6 दिसंबर, 2002

समाज की सक्रिय भागीदारी से सफल होती हैं योजनाएं एनआरआई के प्रोग्राम में डीईओ पहुंचे

कार्यालय संवाददाता मुख्क मेहमान डीईओ केशू ने बताया कि सरकार की नई शिक्षा नीति के तहत सर्व शिक्षा अभियान के तहत 5 से 14 साल के बच्चों को शिक्षित करने की योजना एनआरआई अवतार सिंह संधू ने है। यह योजना समाज की सक्रिय हिस्सेदारी से ही सफल हो सकती है। इसके लिए ग्रामीण शिक्षा विकास कमेटियों के गठन किया गया है। उन्होंने कहा कि ये कमेटियां स्कूलों को मिलते वाले दान और ग्रांट को रकम का सही उपयोग सुनिश्चित करेगी। इसके लिए ग्रामीण शिक्षा विकास कमेटियों के गठन किया गया है।



होशियारपुर/नवांशहर

अमर उजाला 6



नवांशहर में सर्व शिक्षा अभियान की कार्यशाला को संबोधित करते जिला शिक्षा अफसर केसी कपूर।

शिक्षकों के सहयोग से सफल होगी सर्वशिक्षा मुहिम : कपूर

सर्व शिक्षा अभियान के तहत दो दिवसीय वर्कशाप

कार्यालय प्रतिनिधि
नवांशहर 15 जुलाई

खालसा हाई स्कूल में सर्व शिक्षा अभियान संबंधी दो दिनी वर्कशाप कराई गई। जिला शिक्षा अधिकारी केसी कपूर की प्रधानगी में हुई, इसमें जिले के समूह प्रिंसिपलों, मुख्य अध्यापकों, बीपीआई व सेंटर हेड टीचरों ने भाग लिया।

डीईओ ने कहा कि अभियान सरकार द्वारा स्कूली प्रबंध व स्कूलों में बुनियादी ढांचे के कार्याकल्प के लिए एक अहम योजना है। इसको सफल बनाने के लिए स्कूल अध्यापकों का सहयोग बहुत जरूरी व महत्वपूर्ण है। उन्होंने स्कूल प्रमुखों से अपील की कि व योजनाबंदी को ध्यान से व समय पर मुकम्मल करें।

उन्होंने कि ग्रामीण शिक्षा विकास कमेटियां इस अभियान की सफलता की महत्वपूर्ण कड़ी हैं इसलिए स्कूल प्रमुखों को चाहिए कि इनमें ईमानदार व दूरदृष्टि वाले लोग शामिल किए जाएं ताकि सरकार द्वारा भेजी गई ग्रांटों का इस्तेमाल पूरी ईमानदारी व पारदर्शिता के साथ हो सके। सर्वशिक्षा अभियान में बीडीईओ हेडक्वार्टर बलबीर सिंह खानपुरी ने बताया कि लेक्चरर निर्मल सिंह व बलजिंदर सिंह ने सर्वशिक्षा अभियान के तहत भरे जाने वाले फर्मों के संबंध में अध्यापकों को विस्तार पूर्वक जानकारी दी। वर्कशाप में उप-जिला शिक्षा अधिकारी कर्नल सिंह व गुरमेल सिंह साहलौं ने भी शिरकत की।

Efforts on to make 'sikhya abhiyan' successful

DEO (SECONDARY), Nawanshahr, K.C. Kapoor said, on Saturday, all out efforts were being made to make the ongoing "Sarv Sikhya Abhiyan" in the district a success. Nearly Rs 90 lakh (Rs 35,000 each to 160 schools and a grant of Rs 7,000 each to 441 schools, besides grant worth Rs 500 each for Teacher Learning Material) had been distributed so far in the district under the abhiyan, he said, adding that four meetings - one each in Banga, Aur, Mukandpur and Nawanshahr educational blocks, had also been held to oversee and ensure proper utilisation of these grants.

HTC, Nawanshahr

अमर उजाला

8 चंडीगढ़ (जालंधर), शनिवार, 5 अप्रैल, 2003

अभियान से बदल रहा है स्कूलों का हुलिया : कपूर

अमर उजाला प्रतिनिधि

नवांशहर। जिला शिक्षा अधिकारी केसी कपूर ने बताया कि सर्व शिक्षा अभियान के तहत स्कूलों में बुनियादी सुविधाओं के लिए दी गई ग्रांट से जिले के सरकारी स्कूलों का हुलिया बदल रहा है।

उन्होंने बताया कि जिले के 220 स्कूलों को शौचालय बनाने के लिए 29 लाख 35 हजार, रंग-रोगन के लिए 29 लाख 35 हजार, फर्नीचर की मरम्मत के लिए 12 लाख 34 हजार, जिले के आठ वीपीईओ को एक लाख रुपये की कनटेंजेंसी, बीआरसी इमारतों के लिए 12 लाख रुपये की ग्रांट तथा प्रांच स्कूलों के लिए 21 लाख रुपये की ग्रांट दी जा चुकी है।

उन्होंने बताया कि गांवों में स्कूलों के विकास के लिए गठित ग्रामीण शिक्षा विकास समितियां इन निर्माण कार्यों को देखरेख कर रही हैं। जिले के लगभग 60 गांवों का दौरा करने के बाद उन्होंने बताया कि स्कूलों में शौचालय बनाने, रंग-रोगन करने तथा छोटी मरम्मत के काम तदोबत पूरे हो गए हैं।

उन्होंने कुछ गांवों में लोगों की मदद से बहुत बढ़िया काम होने पर संतोष व्यक्त किया। श्री कपूर ने अध्यापकों तथा लोगों से अपील की है कि वे अपने गांवों के स्कूलों का स्तर ऊंचा उठाने के लिए मेहनत तथा ईमानदारी से काम करें ताकि इन स्कूलों में पढ़ने वाले बच्चे भी सभी सुविधाओं का लाभ उठा सकें।

विधायक ने हरा प्राइमरी स्कूल को वितरित किए 35 हजार के चेक

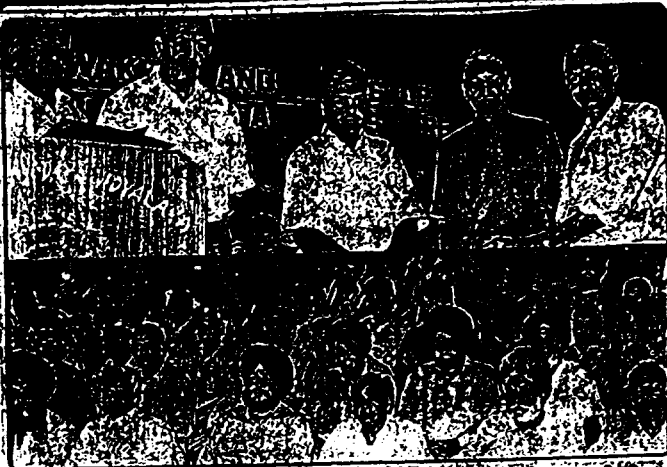
एक प्रतिनिधि, नवांशहर।
17 मार्च को, विधायक प्रकाश सिंह नवांशहर ने विधानसभा क्षेत्र के 44 गांवों की सर्व शिक्षा अभियान को अंतर्गत सरकारी प्राइमरी स्कूलों में शौचालय निर्माण के लिए 35 हजार प्रतिस्कूल अनुदान राशि के चेक वितरित किए। सरकारी सीनियर स्कूल कादमा में किलेवासी विधानसभा क्षेत्र में आयोजित कार्यक्रम के दौरान विधायक ने कहा कि अभियान के तहत गांवों में शिक्षा का स्तर सुधारे जा रहा है।

उन्होंने कहा कि सर्व शिक्षा अभियान के तहत गांवों में शिक्षा का स्तर सुधारे जा रहा है। उन्होंने कहा कि सर्व शिक्षा अभियान के तहत गांवों में शिक्षा का स्तर सुधारे जा रहा है। उन्होंने कहा कि सर्व शिक्षा अभियान के तहत गांवों में शिक्षा का स्तर सुधारे जा रहा है।

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NAWANSHAHR

"ABHIYAN": Mr Rajbir Singh, Assistant Director, Sarv Sikhiya Abhiyan, under the "Jan Sampark Abhiyan" launched by the state government with a view to taking stock of the progress of the Sarv Sikhiya Abhiyan and ensuring community participation for making the programme a mass movement. conducted sudden inspections in various schools of the district. He took stock of the grants disbursed, school planning and gradation during inspection and issued directions to school heads for implementing the scheme properly.



ਜਵਾਹਰ ਨਵੇਦਿਆ ਵਿਦਿਆਲਿਆ ਪ੍ਰੋਜੈਕਟ (ਨਵਾਸ਼ਹਿਰ) ਵਿਖੇ ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਬਲਾਕ ਸਕੌਲਾਂ ਤੇ ਬਲਾਕ ਚੈਰ-ਮੈਕੈਂਡ ਦੇ ਸਕੂਲ ਨੂੰ ਲੈਟਰੀਨ/ਫਲੋਬਾਂ ਲਈ ਚੈਕ ਵੈਂਡ ਲਈ ਕਰਵਾਏ ਸਮਾਰੋਹ ਦੀਆਂ ਬੁਲਕੀਆਂ। ਤਸਵੀਰ: ਨਵਾਜ਼ਗਾਈ

ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਅਧੀਨ ਸਕੂਲਾਂ ਦੀ ਕਾਇਆ-ਕਲਪ ਕੀਤੀ ਜਾਵੇਗੀ-ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ

ਪ੍ਰੋਜੈਕਟ ਸਰਾ, 17 ਅਕਤੂਬਰ (ਪੱਤਰ ਸਕੂਲ ਮੁਖੀਆਂ ਨੂੰ ਹਦਾਇਤ ਕੀਤੀ ਕਿ ਇਹ ਪ੍ਰੋਜੈਕਟ ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਅਧੀਨ ਪੇਸ਼ ਲਿਸਟ ਲਈ ਮਿਲੇ ਉਸੇ ਮੁੱਦੇ ਤੇ ਨਿਯਮ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਦੀ ਕਾਇਆ ਕਲਪ ਕਰ ਦਿੱਤੀ ਅਨੁਸਾਰ ਸਹੀ ਢੰਗ ਨਾਲ ਖਰਚਿਆ ਜਾਵੇ। ਜਾਂ ਵਿਗੀ ਇਹ ਬੁਥਦ ਸੀ ਅਥਿਕ ਕੁਮਾਰ ਗੁਪਤਾ ਸਮਾਰੋਹ ਨੂੰ ਹੋਰਨਾਂ ਤੇ ਇਲਾਵਾ ਚੋਪਰੀ ਨੰਦਲਾਲ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨਵਾਸ਼ਹਿਰ ਨੇ ਜਵਾਹਰ ਐਮ. ਐਲ. ਏ. ਬਲਾਕ, ਸੀ ਰਾਮ ਕ੍ਰਿਸ਼ਨ ਨਵੇਦਿਆ ਵਿਦਿਆਲਿਆ ਪ੍ਰੋਜੈਕਟ ਵਿਖੇ ਸਰਵ ਸਕੂਲਾਂ ਦੀ ਕਾਇਆ ਕਲਪ ਕਰਵਾਈ। ਐਮ. ਐਲ. ਏ. ਬਲਾਕ, ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਸਰਕਾਰੀ ਪਾਇਲਟੀ ਚੋਪਰੀ ਰਾਮ ਦਾਸ ਬੀ. ਪੀ. ਏ. ਓ. ਸੁਭਾ, ਸਕੂਲਾਂ ਨੂੰ ਫਲੋਬਾਂ/ਲੈਟਰੀਨ ਬਣਾਉਣ ਲਈ ਸ਼੍ਰੀਮਤੀ ਕਮਲਾ ਦੇਵੀ ਬੀ. ਪੀ. ਏ. ਓ. ਬਲਾਕ ਚੋਪਰੀ-ਪੀਤੀ ਗੁਰਦਾਸਪੁਰ ਦੇ ਚੈਕ ਵੈਂਡ ਸਬੰਧੀ ਸੇਵਕ ਆਇ ਨੇ ਵੀ ਸਬੋਧਨ ਕੀਤਾ। ਅੰਤ ਵਿਚ ਕਰਵਾਏ ਸਮਾਰੋਹ ਨੂੰ ਬੰਬਸ਼ਨ ਕਰਦੇ ਹੋਏ ਡੀ. ਸੀ. ਵਲੋਂ ਸਕੂਲਾਂ ਨੂੰ ਚੈਕ ਵੈਂਡ।

ਖਬਰਾਂ

The Tribune
02.10.2002

MEETING: A meeting of Chairmen and secretaries of the village education development committee (PASVAKs) of the block was organised here on Tuesday at JSFH Khalsa High School to activate them for the successful implementation of the Mid-day Meal scheme in primary schools. Mr Sumer Singh Gurjar, ADC (Development), was the chief guest and Mr Krishan Chand Kapoor, District Education Officer, presided over the meeting.

**ਸਰਵ
ਸਿੱਖਿਆ
ਅਭਿਆਨ
ਖਬਰਾਂ**

NORTH INDIA

Punjab to implement Sarv Sikhiya Abhiyan

OUR CORRESPONDENT

NAWANSHAHR, OCTOBER 19

The Punjab government will implement the "Sarv Sikhiya Abhiyan" in letter and spirit and strive hard to fulfil the desired target of 100 per cent literacy by bringing all children in the age group of six to 14 years in the fold of education. The government has earmarked Rs 129.80 crore to be spent for infrastructural development in government schools in the current financial year and has released a sum of Rs 64.90 crore in the state as its first installment.

This was stated by Chaudhary Santokh Singh, Social Security and Welfare Minister, while addressing a gathering after launching "Sarv Sikhiya Abhiyan" in the district at a function organised in Bharta

Khurd village, 12 km from here, on Friday. The minister distributed cheques worth Rs 35,000 each to as many as 30 village education development committees on the occasion.

Chaudhary Santokh Singh, while expressing his concern over the plight of primary education in the state, said the turbulent period of 12 years and the 'misgovernance' of the SAD-BJP government were responsible for deterioration in the primary education. He accused the former Chief Minister, Mr Parkash Singh Badal, of "misutilising" the funds received from the Centre for implementing the "Abhiyan" for providing infrastructural facilities in government schools.

At present, as many as 2.97 lakh children in the age group of six to 14 years were not attending school and the total number

of illiterates was 63.40 lakh in the state, which was a stigma on a prosperous state like Punjab, lamented the minister. He called upon teachers, panches, sarpanches and awakened citizens to mobilise sources for bringing in qualitative improvement in the functioning of government schools.

The minister also inaugurated the new wing of the Government High School and presided over the prize distribution function of the zonal tournament organised at the school.

Mr K.C. Kapoor, District Education Officer, Ms Kulwinder Kaur, zila parishad member, Mr Gurdev Singh, panchayat samiti member, Mr Pritpal Singh, Mr Dilbagh Singh, both sarpanches, Mr Balbir Singh Khanpuri, BPEO, Ms Iqbal Kaur, headmistress, among others also addressed the function.

प्राइमरी स्कूलों में मिलेगा बच्चों को दोपहर का भोजन

अमर उजाला प्रतिनिधि

नवांशहर। ब्लॉक के स्कूलों की पेंदू शिक्षा विकास समितियों के चेयरमैन व सचिवों की एक मीटिंग स्थानीय जेएसएफएच खालसा हाईस्कूल में हुई। इसमें बच्चों को दोपहर का भोजन उपलब्ध करने संबंधी विचार किया गया। कार्यक्रम के मुख्य मेहमान एडीसी एसएस गुर्जर थे जबकि प्रधानगी जिला शिक्षाअधिकारी, केसी कपूर ने की।

इस अवसर पर उन्होंने कहा कि दोपहर

के भोजन की इस योजना से जहां बच्चों को पीछे आहार मिलेगा वहीं उनका स्कूल आने के प्रति उत्साह भी बढ़ेगा।

उन्होंने कहा कि इस योजना को लागू, ईमानदारी व जनता के सहयोग से लागू किया जाएगा। इस योजना से सर्व शिक्षा अभियान के लक्ष्य की प्राप्ति में भी सहायता मिलेगी। योजना को प्रारंभिक के साथ लागू किया जाएगा। उन्होंने कहा कि जल्द ही इस संबंध में ग्रंट तथा आवश्यक दिशा निर्देश स्कूलों को जारी कर दिए जाएंगे।

Rs 64.9 cr released under Sarv Shiksha Abhiyan: Chaudhary

HT Correspondent
Nawanshahr, October 18

THE PUNJAB government, under the dynamic leadership of Capt Amarinder Singh, will implement the Sarv Shiksha Abhiyan programme in letter and spirit and leave no stone unturned in achieving its target of getting all children in the 6-14 years age group to school, Social Security and Welfare Minister Chaudhary Santokh Singh said while addressing a function to distribute cheques under the scheme to schools in Bharta Khurd near here today.

He said the state government had already notified development committees at the village, block and district levels in this regard and also released funds to the tune of Rs 64.9 crore for the purpose. The Minister alleged that though Central funds under

the scheme had been released last year, they were misutilised by the Badal government.

As many as 30 Village Education Development Committees of Banga and Aur blocks were given cheques worth 35,000 each at the function today. Chaudhary said a total of Rs 129.80 crore would be spent under the scheme during the current financial year. He also distributed prizes to winners of the Zonal Primary School games.

ਨਵਾਂਬਰਿਰ ਜ਼ਿਲ੍ਹੇ ਦੇ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਵਿਚ 'ਮਿੱਡ ਡੇ ਮੀਲ' ਯੋਜਨਾ ਤਹਿਤ ਬੱਚਿਆਂ ਨੂੰ ਦੁਪਹਿਰ ਦਾ ਖਾਣਾ ਦੇਣ ਦੀ ਸ਼ੁਰੂਆਤ

ਬੰਗਾ, 18 ਅਕਤੂਬਰ (ਸੁਰਿੰਦਰ 'ਕਰਮ' ਲਾਧਾਣਾ)- ਜ਼ਿਲ੍ਹਾ ਨਵਾਂਬਰਿਰ ਦੇ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਸ੍ਰੀ ਅਬੈਕ ਗੁਪਤਾ ਦੇ ਦਿਬਾ ਨਿਰਦੇਸ਼ਾਂ ਤੋਂ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫ਼ਸਰ ਨਵਾਂਬਰਿਰ (ਪ੍ਰਾਂ) ਦੇ ਯਤਨਾਂ ਸਦਕਾ ਅਦਾਲਤ ਦੇ ਹੁਕਮ ਕਿ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਦੇ ਬੱਚਿਆਂ ਨੂੰ 'ਮਿੱਡ ਡੇ ਮੀਲ' ਯੋਜਨਾ ਤਹਿਤ ਦੁਪਹਿਰ ਦਾ ਖਾਣਾ ਸਕੂਲਾਂ 'ਚ ਦਿੱਤਾ ਜਾਵੇ, ਦੀ ਪਾਲਣਾ ਕਰਦੇ ਹੋਏ ਅੱਜ ਜ਼ਿਲ੍ਹੇ ਦੇ ਤਾਮਮ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਵਿਚ ਬੱਚਿਆਂ ਨੂੰ ਦੁਪਹਿਰ ਦਾ ਖਾਣਾ ਦੇਣ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰ ਦਿੱਤੀ ਗਈ ਹੈ। ਇਸ ਸਕੀਮ ਦੇ ਸ਼ੁਰੂ ਹੋਣ ਨਾਲ ਆਸ ਪ੍ਰਗਟਾਈ ਗਈ ਹੈ ਕਿ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ 'ਚ ਬੱਚਿਆਂ ਦੀ ਗਿਣਤੀ 'ਚ ਵਾਧਾ ਹੋਵੇਗਾ ਤੇ ਸਰਕਾਰ ਵੱਲੋਂ ਸ਼ੁਰੂ ਕੀਤੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੇ ਪ੍ਰੋਗਰਾਮ ਨੂੰ ਡਰਵਾਂ ਹੁੰਗਾਰਾ ਮਿਲੇਗਾ। ਇਹ ਖਾਣਾ ਹਰ ਰੋਜ਼ ਨਿਰਧਾਰਤ ਕੀਤੇ ਖਾਣੇ ਦੇ ਮੀਨੂੰ

ਦੇ ਹਿਸਾਬ ਨਾਲ ਤਿਆਰ ਕੀਤਾ ਜਾਵੇਗਾ। ਇਸ ਖੁਰਾਕ ਵਿਚ ਖਣਿਜ ਪਦਾਰਥ ਕੋਲਬੀਅਮ, ਪ੍ਰੋਟੀਨ, ਵਿਟਾਮਿਨਜ਼ ਆਦਿ ਖੁਰਾਕੀ ਤੱਤਾਂ ਵਾਲੀ ਖੁਰਾਕ ਬੱਚਿਆਂ ਨੂੰ ਦਿੱਤੀ ਜਾਵੇਗੀ। ਇਸ ਸਕੀਮ ਨੂੰ ਸ਼ੁਰੂ ਕਰਨ ਲਈ ਅੱਜ ਜ਼ਿਲ੍ਹੇ ਦੇ ਹਰ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ 'ਚ ਵਿਕਾਸ ਕਮੇਟੀ ਦੇ ਚੇਅਰਮੈਨ ਅਤੇ ਮੈਂਬਰਾਂ ਵੱਲੋਂ ਬੱਚਿਆਂ ਨੂੰ ਖਾਣਾ ਵਰਤਾਉਣ ਸਮੇਂ ਬਿਰਕਤ ਕੀਤੀ ਗਈ। ਇਹ ਸਕੂਲ ਵਿਕਾਸ ਕਮੇਟੀ ਮੈਂਬਰ ਅਤੇ ਅਹੁਦੇਦਾਰ ਹਰ ਰੋਜ਼ ਸਕੂਲ 'ਚ ਮਿਲਣ ਵਾਲੇ ਖਾਣਾ ਦੇ ਪੁੱਛੇ-ਪੁੱਛੇ ਦੀ ਨਿਗਰਾਨੀ ਕਰਨਗੇ। ਇਸ ਸਬੰਧੀ ਸਰਕਾਰੀ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਪਠਲਾਵਾ 'ਚ ਅੱਜ ਕਮੇਟੀ ਦੇ ਚੇਅਰਮੈਨ ਜਥੇਦਾਰ ਅਵਤਾਰ ਸਿੰਘ ਪਠਲਾਵਾ, ਸਰਪੰਚ ਸ੍ਰੀ ਤਰਸੇਮ ਸਿੰਘ, ਸ੍ਰੀ ਸਾਧੂ ਰਾਮ, ਸ੍ਰੀ ਮਦਨ ਲਾਲ, ਪੰਚ ਸ੍ਰੀ ਸੁਖਦੇਵ ਸਿੰਘ ਨੇ ਇਸ ਸਕੀਮ ਦੀ ਸ਼ੁਰੂਆਤ ਸਮੇਂ ਬਿਰਕਤ ਕੀਤੀ।

ਸਰਕਾਰ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਨੂੰ ਨਿਰਧਾਰਿਤ ਸਮੇਂ ਮੇਂ ਪੂਰਾ ਕਰੇਗੀ: ਜ਼ੀ.ਬੀ.ਐੱਸ.

ਨਵਾਂਬਰ, 18 ਅਕਤੂਬਰ (ਸੁਰਿੰਦਰ 'ਕਰਮ' ਲਾਧਾਣਾ)- ਸਰਕਾਰ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਨੂੰ ਨਿਰਧਾਰਿਤ ਸਮੇਂ ਮੇਂ ਪੂਰਾ ਕਰੇਗੀ: ਜ਼ੀ.ਬੀ.ਐੱਸ. ਨੇ ਕਿਹਾ ਕਿ ਸਰਕਾਰ ਨੇ ਇਸ ਸਕੀਮ ਨੂੰ ਠੀਕ ਤਰੀਕੇ ਨਾਲ ਅਮਲ ਵਿੱਚ ਆਉਣ ਦੇ ਉਪਰਾਲੇ ਕੀਤੇ ਹਨ। ਸਰਕਾਰ ਨੇ ਇਸ ਸਕੀਮ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਉਪਰਾਲੇ ਕੀਤੇ ਹਨ। ਸਰਕਾਰ ਨੇ ਇਸ ਸਕੀਮ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਉਪਰਾਲੇ ਕੀਤੇ ਹਨ। ਸਰਕਾਰ ਨੇ ਇਸ ਸਕੀਮ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਉਪਰਾਲੇ ਕੀਤੇ ਹਨ।

ਜ਼ੀ.ਬੀ.ਐੱਸ. ਨੇ ਕਿਹਾ ਕਿ ਸਰਕਾਰ ਨੇ ਇਸ ਸਕੀਮ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਉਪਰਾਲੇ ਕੀਤੇ ਹਨ। ਸਰਕਾਰ ਨੇ ਇਸ ਸਕੀਮ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਉਪਰਾਲੇ ਕੀਤੇ ਹਨ। ਸਰਕਾਰ ਨੇ ਇਸ ਸਕੀਮ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਉਪਰਾਲੇ ਕੀਤੇ ਹਨ।

ਸਰਕਾਰ ਨੇ ਇਸ ਸਕੀਮ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਉਪਰਾਲੇ ਕੀਤੇ ਹਨ। ਸਰਕਾਰ ਨੇ ਇਸ ਸਕੀਮ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਉਪਰਾਲੇ ਕੀਤੇ ਹਨ। ਸਰਕਾਰ ਨੇ ਇਸ ਸਕੀਮ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਉਪਰਾਲੇ ਕੀਤੇ ਹਨ।

ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਪ੍ਰੋਗਰਾਮ ਨੂੰ ਮੁਕੰਮਲ ਤੌਰ 'ਤੇ ਲਾਗੂ ਕਰਨ ਦਾ ਐਲਾਨ

ਨਵਾਂ ਸ਼ਹਿਰ, 19 ਅਕਤੂਬਰ 'ਪੰਜਾਬ ਸਰਕਾਰ ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਪ੍ਰੋਗਰਾਮ ਨੂੰ ਮੁਕੰਮਲ ਤੌਰ 'ਤੇ ਪੂਰੀ ਤਨਦੇਹੀ ਨਾਲ ਲਾਗੂ ਕਰੇਗੀ ਅਤੇ ਮਿਥੇ ਹੋਏ ਟੀਚੇ ਸਮੇਂ ਸਿਰ ਪੂਰੇ ਕਰੇਗੀ। ਸਾਲ 2003 ਵਿੱਚ 14 ਸਾਲ ਉਮਰ ਵਰਗ ਤੱਕ ਦੇ ਪੰਜਾਬ ਦੇ ਸਾਰੇ ਬੱਚਿਆਂ 'ਤੇ ਬੱਚੀਆਂ ਨੂੰ ਵਿਦਿਆ ਦੇਣ ਦੇ ਘੋਰੇ ਵਿੱਚ ਲਿਆਂਦਾ ਜਾਵੇਗਾ। ਪੰਜਾਬ ਸਰਕਾਰ ਨੇ ਬੜੀ ਮੁਸ਼ੱਦੀ ਨਾਲ ਪੇਂਡੂ ਵਿਦਿਆ ਵਿਕਾਸ ਕਮੇਟੀਆਂ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਵਿਕਾਸ ਕਮੇਟੀਆਂ ਗਠਿਤ ਕਰ ਦਿੱਤੀਆਂ ਹਨ ਅਤੇ ਪੰਜਾਬ ਦੇ ਸਾਰੇ ਜ਼ਿਲ੍ਹਿਆਂ ਨੂੰ ਕੁੱਲ 129.80 ਕਰੋੜ ਰੁਪਏ ਇਸ ਉਦੇਸ਼ ਲਈ ਭੇਜ ਵੀ ਦਿੱਤੇ ਹਨ। ਜੇ ਇਨ੍ਹਾਂ ਕਮੇਟੀਆਂ ਰਾਹੀਂ ਖਰਚ ਬੀਤੇ ਜਾਣੇ ਹਨ। ਇਹ ਰਕਮ ਇਨ੍ਹਾਂ ਕਮੇਟੀਆਂ ਨੂੰ ਵੰਡਣੀ ਸ਼ੁਰੂ ਵੀ ਕਰ ਦਿੱਤੀ ਹੋਈ ਹੈ।"

ਇਹ ਬਬਦ ਅੰਜ ਨਵਾਂ ਸ਼ਹਿਰ ਜਿਲ੍ਹੇ ਦੇ ਪਿੰਡ ਭਾਰਟਾ ਖੁਰਦ ਵਿਖੇ ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਪ੍ਰੋਗਰਾਮ ਤਹਿਤ ਆਯੋਜਿਤ ਕੀਤੇ ਗਏ ਚੌਥੇ ਵਿਤਰਣ ਸਮਾਰੋਹ ਅਤੇ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਦੀਆਂ ਜ਼ੋਨਲ ਖੇਤਾਂ ਦੇ ਇਨਾਮ ਵੰਡ ਸਮਾਰੋਹ ਸਮੇਂ ਸ਼੍ਰੀ ਸੰਤੋਖ ਸਿੰਘ ਚੌਧਰੀ, ਸਮਾਜਿਕ ਸੁਰੱਖਿਆ ਅਤੇ ਭਲਾਈ ਮੰਤਰੀ ਨੇ ਆਪਣੇ ਸੰਬੋਧਨ ਵਿਚ ਕਹੇ।

ਸ਼੍ਰੀ ਚੌਧਰੀ ਨੇ ਇਸ ਗੱਲ ਤੇ ਅਫਸੋਸ ਪ੍ਰਗਟ ਕੀਤਾ ਕਿ ਪਿਛਲੇ ਸਾਲ ਕੇਂਦਰ ਸਰਕਾਰ ਨੇ ਇਸ ਉਦੇਸ਼ ਲਈ ਪੰਜਾਬ

ਸਰਕਾਰ ਨੂੰ ਵੱਡੇ ਭੇਜੇ ਸਨ, ਪਰ ਬਾਦਲ ਸਰਕਾਰ ਨੇ ਇਹ ਰਕਮ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤੇ ਖਰਚ ਕਰਨ ਦੀ ਥਾਂ ਇਸ ਦੀ ਦੁਰਵਰਤੋਂ ਕੀਤੀ। ਉਨ੍ਹਾਂ ਨੇ ਆਪਣੇ ਸੰਬੋਧਨ ਵਿੱਚ ਇਹ ਵਿਸ਼ਵਾਸ ਦੁਆਇਆ ਕਿ ਪੰਜਾਬ ਦੇ ਮੁੱਖ ਮੰਤਰੀ ਕੈਪਟਨ ਅਮਰਿੰਦਰ ਸਿੰਘ ਦੀ ਅਗਵਾਈ ਵਿੱਚ ਇਸ 64.9 ਕਰੋੜ ਰੁਪਏ ਵਿੱਚੋਂ ਇਕ-ਇਕ ਪੈਸਾ ਪੰਜਾਬ

ਵਿੱਚੋਂ ਅਨਪੜ੍ਹਤਾਂ ਦੁਰ ਬਰਨ ਤੇ ਖਰਚ ਕੀਤਾ ਜਾਵੇਗਾ। ਇਹ ਸਾਰਾ ਖਰਚਾ ਇਸ ਉਦੇਸ਼ ਲਈ ਬਣਾਈਆਂ ਗਈਆਂ ਕਮੇਟੀਆਂ ਰਾਹੀਂ ਖਰਚ ਹੋਵੇਗਾ ਤੇ ਕਿਸੇ ਵੀ ਪੱਧਰ 'ਤੇ ਇਸ ਦੀ ਦੁਰਵਰਤੋਂ ਨਹੀਂ ਹੋਣ ਦਿੱਤੀ ਜਾਵੇਗੀ।

ਸ਼੍ਰੀ ਚੌਧਰੀ ਨੇ ਇਸ ਗੱਲ ਤੇ ਵਿਸ਼ੇਸ਼ ਚਿੰਤਾ ਦਾ ਪ੍ਰਗਟਾਵਾ ਕੀਤਾ ਕਿ ਪਹਿਲਾਂ

ਤਾਂ ਅੰਤਰਰਾਸ਼ਟਰੀ ਸਕੂਲਾਂ ਨੇ ਭੇਜੇ-ਦੁਹਾਕਾ ਪੰਜਾਬ ਵਿੱਚ ਸਿੱਖਿਆ ਦਾ ਭੱਠਾ ਬਠਾਇਆ ਤੇ ਫਿਰ ਪਿਛਲੀ ਸਰਕਾਰ ਤੇ ਕਾਰਜਕਾਲ ਦੌਰਾਨ ਸਿੱਖਿਆ ਪ੍ਰਬੰਧ ਬਹੁੰਗੇ ਹੀ ਨਾਕਸ ਰਿਹਾ ਜਿਸਦਾ ਨਤੀਜਾ ਇਹ ਨਿਕਲਿਆ ਕਿ ਅੱਜ 6-14 ਸਾਲ ਉਮਰ ਵਰਗ ਦੇ 2.97 ਲੱਖ ਬੱਚੇ ਸਕੂਲਾਂ ਤੋਂ ਵਿਰਥੇ ਹਨ ਅਤੇ ਸੂਬੇ ਵਿੱਚ ਅਨਪੜ੍ਹਤਾਂ ਦੀ ਗਿਣਤੀ 63.40 ਲੱਖ ਹੈ। ਇਸ ਲਈ ਅੰਜ ਸਮਾਂ ਬਤਾਂ ਮਹੱਤਵਪੂਰਨ ਹੈ। ਜਦੋਂ ਕਿ ਇਸਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨ, ਆਪਣੇ ਅੰਦਰ ਝਾਤੀ ਮਾਰਨ, ਮੌਜੂਦਾ ਸਰੋਤਾਂ ਨੂੰ ਸੰਕੁਚਿਤ ਕਰਨ ਅਤੇ ਖੱਪਿਆਂ ਨੂੰ ਪੂਰਨ ਲਈ ਸਰਗਰਮ ਉਪਰਾਲੇ ਕੀਤੇ ਜਾਣ। ਸ਼੍ਰੀ ਚੌਧਰੀ ਨੇ ਬਿਹਾ ਕਿ ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਿਆ ਦਾ ਹਾਲ ਭਾਵੇਂ ਬਹੁਤ ਮਾੜਾ ਹੈ ਤੇ ਪ੍ਰਾਇਮਰੀ ਪੱਧਰ 'ਤੇ ਖਾਸ ਕਰਕੇ ਪਿੰਡਾਂ ਵਿੱਚ ਸਕੂਲਾਂ ਦੀ ਬਹੁਤ ਘਾਟ ਹੈ। ਪਰ ਇਸ ਤੋਂ ਨਿਰਾਸ਼ ਹੋਣ ਦੀ ਲੋੜ ਨਹੀਂ, ਕਿਉਂਕਿ ਪ੍ਰਭਾਤ ਸਦਾ ਹੀ ਰਾਤ ਨੇ ਹਨੇਰੇ ਤੋਂ ਫੁੱਟਦੀ ਹੈ। ਉਨ੍ਹਾਂ ਨੇ ਸਭਨਾ ਧਿਰਾਂ ਨੂੰ ਖਾਸ ਕਰਕੇ ਅਧਿਆਪਕਾਂ, ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾਪਿਆਂ, ਪਿੰਡਾਂ ਦੀਆਂ ਪੰਚਾਇਤਾਂ, ਪ੍ਰਸ਼ਾਸਨ ਅਤੇ ਜਾਗਰੂਕ ਸ਼ਹਿਰੀਆਂ ਨੂੰ ਸਰਗਰਮ ਸਹਿਯੋਗ ਦੇਣ ਦੀ ਅਪੀਲ ਕੀਤੀ ਤਾਂ ਕਿ ਪੰਜਾਬ ਨੂੰ ਅਨਪੜ੍ਹਤਾਂ ਦੇ ਹਨੇਰੇ ਵਿੱਚ ਜਾਣ ਤੋਂ ਰੋਕਿਆ ਜਾ ਸਕੇ ਤੇ ਨਵੀਂ ਪੀੜ੍ਹੀ ਨੂੰ ਸਿੱਖਿਆ ਦੇ ਕੇ ਸੂਬੇ ਨੂੰ ਵਿਕਾਸ ਦੇ ਰਾਹ ਤੇ ਚੱਲਣ ਲਈ ਰਾਹ ਪੱਧਰਾ ਬੀਤਾ ਜਾ ਸਕੇ।



ਚੌਧਰੀ ਸੰਤੋਖ ਸਿੰਘ ਸਮਾਜਿਕ ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਮੰਤਰੀ ਪੰਜਾਬ ਨਵਾਂ ਸ਼ਹਿਰ ਜਿਲ੍ਹੇ ਦੇ ਪਿੰਡ ਭਾਰਟਾ ਖੁਰਦ ਵਿਖੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸਬੰਧੀ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਨੂੰ 35.35 ਹਜ਼ਾਰ ਰੁਪਏ ਦੇ ਚੌਥੇ ਤਕਸੀਮ ਕਰਦੇ ਹੋਏ। ਉਹਨਾਂ ਦੇ ਨਾਲ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫਸਰ ਨਵਾਂ ਸ਼ਹਿਰ ਖੜ੍ਹੇ ਦਿਖਾਈ ਦੇ ਰਹੇ ਹਨ।

Punjab to implement Sarv Sikhiya Abhiyan

OUR CORRESPONDENT

NAWANSHAHAR, OCTOBER 19

The Punjab government will implement the "Sarv Sikhiya Abhiyan" in letter and spirit and strive hard to fulfil the desired target of 100 per cent literacy by bringing all children in the age group of six to 14 years in the fold of education. The government has earmarked Rs 129.80 crore to be spent for infrastructural development in government schools in the current financial year and has released a sum of Rs 64.90 crore in the state as its first installment.

This was stated by Chaudhary Santokh Singh, Social Security and Welfare Minister, while addressing a gathering after launching "Sarv Sikhiya Abhiyan" in the district at a function organised in Bharta

Khurd village, 12 km from here, on Friday. The minister distributed cheques worth Rs 35,000 each to as many as 30 village education development committees on the occasion.

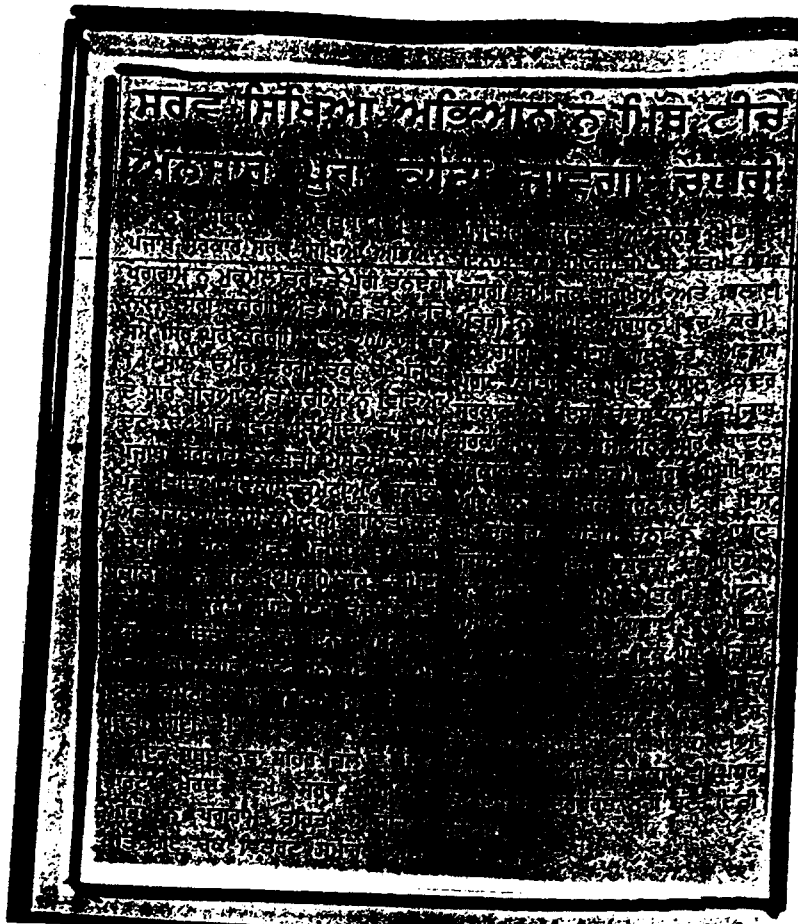
Chaudhary Santokh Singh, while expressing his concern over the plight of primary education in the state, said the turbulent period of 12 years and the 'misgovernance' of the SAD-BJP government were responsible for deterioration in the primary education. He accused the former Chief Minister, Mr Parkash Singh Badal, of "misutilising" the funds received from the Centre for implementing the "Abhiyan" for providing infrastructural facilities in government schools.

At present, as many as 2.97 lakh children in the age group of six to 14 years were not attending school and the total number

of illiterates was 63.40 lakh in the state, which was a stigma on a prosperous state like Punjab, lamented the minister. He called upon teachers, panches, sarpanches and awakened citizens to mobilise sources for bringing in qualitative improvement in the functioning of government schools.

The minister also inaugurated the new wing of the Government High School and presided over the prize distribution function of the zonal tournament organised at the school.

Mr K.C. Kapoor, District Education Officer, Ms Kulwinder Kaur, zila parishad member, Mr Gurdev Singh, panchayat samiti member, Mr Pripal Singh, Mr Dilbagh Singh, both sarpanches, Mr Balbir Singh Khanpuri, BPEO, Ms Iqbal Kaur, headmistress, among others also addressed the function.



सरकार शिक्षा में सुधार प्राथमिकता देगी : बहल

कार्यालय प्रतिनिधि

नवांशहर। पंजाब सरकार शिक्षा को सर्वाधिक प्राथमिकता दे रही है। कालेजों में नए-नए कांस शुरू किए जा रहे हैं। प्राइमरी स्कूलों के शिक्षा स्तर में सुधार के लिए पैड़ विकास कमेटियों के जरिए लोगों को भागीदारी यकीनी बनाई गई है। यह बात शनिवार को यहां शिक्षा मंत्री खुशहाल बहल ने एमएलए प्रकाश सिंह के निवास पर आयोजित एक पत्रकार सम्मेलन में कही। उन्होंने कहा कि प्रदेश सरकार नई शिक्षा नीति को पूरी तरह लागू करेगी।

बहल ने कहा कि समय-समय पर लक्ष्य भी बदलते रहते हैं। इन लक्ष्यों को करने के लिए नीतियों में भी बदलाव जरूरी हो गया है। इटोटी विभाग अभी तक कोई खास बातचीत नहीं लेकिन वह इसके लिए हमेशा तैयार है। मंत्री ने अध्यापकों को समस्या प्राथमिकता के आधार पर हल कर रही। इस अवसर पर तिरलो ललित मोहन बल्लू, मनोरंजन सोवियत तनेजा, मलकांयत सरताज भांगेवालिया, सुरिंदर रविंदर शर्मा, प्रो. लखवीर सिंह हरवंत सिंह भानमजारा, भूपिंदर सखीर सिंह आदि मौजूद थे।

सरकार ने शैक्षणिक ढांचे को मजबूत करने के लिए योजना बनाई : बहल

नवांशहर। पंजाब सरकार ने शिक्षा में नए-नए कांस शुरू किए जा रहे हैं। प्राइमरी स्कूलों के शिक्षा स्तर में सुधार के लिए पैड़ विकास कमेटियों के जरिए लोगों को भागीदारी यकीनी बनाई गई है। यह बात शनिवार को यहां शिक्षा मंत्री खुशहाल बहल ने एमएलए प्रकाश सिंह के निवास पर आयोजित एक पत्रकार सम्मेलन में कही। उन्होंने कहा कि प्रदेश सरकार नई शिक्षा नीति को पूरी तरह लागू करेगी।

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उद्घाटन किया। विभाग को अर्थव्यवस्था निदेशक शिक्षा विभाग का जगतर सिंह खट्टा ने की। शिक्षा मंत्री ने खिलौने की खेल भावना व नैतिकता से खेलों में भाग लेने के लिए कहा। उन्होंने जिले की खेलों के लिए 50,000 रुपए देने की घोषणा भी की। समागम में निदेशक कुल शिक्षा जगतर सिंह खट्टा, महल शिक्षा अधिकारी लोहम्बर रामलाखा, जिला शिक्षा अधिकारी केशी कपूर, प्रकाश सिंह विधायक नवांशहर, त्रिलोचन सिंह सह विधायक बंगा, राम कृष्ण पूर्व विधायक रणम कुलदीप सिंह (जिला कांग्रेस प्रधान), चमन सिंह सरपंच (न्यूकॉलेज कांग्रेस प्रधान), बलदेव सिंह पवला (सचिव जिला ट्रेनिंग कमेटी), ललित मोहन बल्लू (सचिव कमेटी) और सुरवीर सिंह (जिला युव कांग्रेस प्रधान) भी उपस्थित थे।

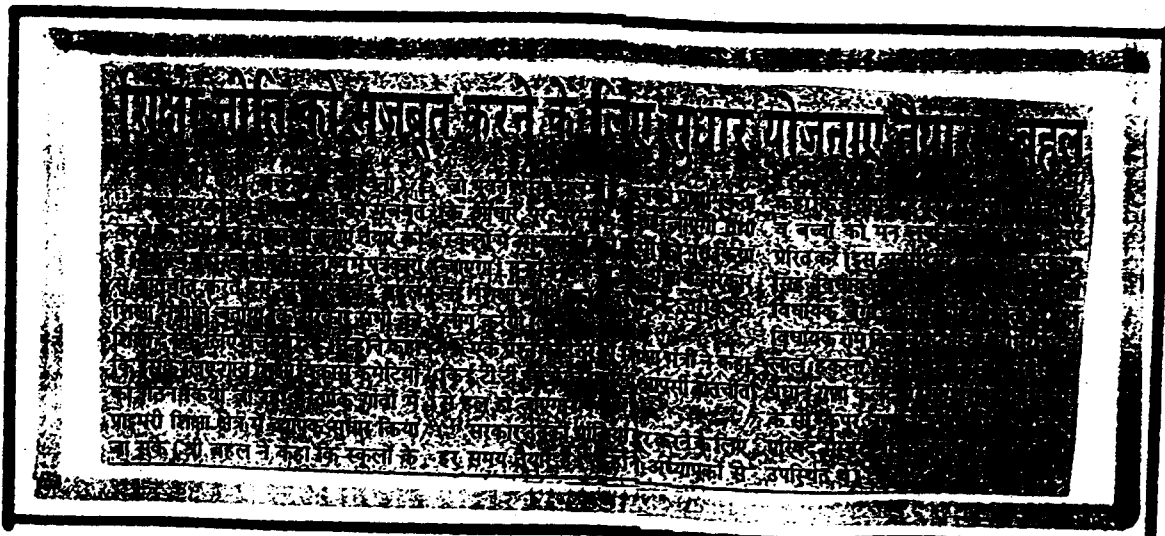
ਨਵਾਂਬਹਿਰ ਜ਼ਿਲ੍ਹੇ ਦੇ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਵਿਚ 'ਮਿਡ ਡੇ ਮੀਲ' ਯੋਜਨਾ ਤਹਿਤ ਬੱਚਿਆਂ ਨੂੰ ਦੁਪਹਿਰ ਦਾ ਖਾਣਾ ਦੇਣ ਦੀ ਸ਼ੁਰੂਆਤ

ਬੰਗਾ, 18 ਅਕਤੂਬਰ (ਸ਼ਹਿਦ 'ਕਰਮ' ਲਧਾਣਾ)-ਜ਼ਿਲ੍ਹਾ ਨਵਾਂਬਹਿਰ ਦੇ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਸ੍ਰੀ ਅਬਦੁਲ ਗੁਪਤਾ ਦੇ ਦਿਸ਼ਾ ਨਿਰਦੇਸ਼ਾਂ ਤੇ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫ਼ਸਰ ਨਵਾਂਬਹਿਰ (ਪ੍ਰਾ.) ਦੇ ਯਤਨਾਂ ਸਦਕਾ ਅਦਾਲਤ ਦੇ ਹੁਕਮ ਕਿ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਦੇ ਬੱਚਿਆਂ ਨੂੰ 'ਮਿਡ ਡੇ ਮੀਲ' ਯੋਜਨਾ ਤਹਿਤ ਦੁਪਹਿਰ ਦਾ ਖਾਣਾ ਸਕੂਲਾਂ 'ਚ ਦਿੱਤਾ ਜਾਵੇ, ਦੀ ਪਾਲਣਾ ਕਰਦੇ ਹੋਏ ਅੱਜ ਜ਼ਿਲ੍ਹੇ ਦੇ ਤਮਾਮ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਵਿਚ ਬੱਚਿਆਂ ਨੂੰ ਦੁਪਹਿਰ ਦਾ ਖਾਣਾ ਦੇਣ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰ ਦਿੱਤੀ ਗਈ ਹੈ। ਇਸ ਸਕੀਮ ਦੇ ਬੁਰੂ ਹੋਣ ਨਾਲ ਆਸ ਪ੍ਰਗਟਾਈ ਗਈ ਹੈ ਕਿ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ 'ਚ ਬੱਚਿਆਂ ਦੀ ਗਿਣਤੀ 'ਚ ਵਾਧਾ ਹੋਵੇਗਾ ਤੇ ਸਰਕਾਰ ਵੱਲੋਂ ਬੁਰੂ ਕੀਤੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੇ ਪ੍ਰੋਗਰਾਮ ਨੂੰ ਡਰਵਾ ਹੁੰਗਾਰਾ ਮਿਲੇਗਾ। ਇਹ ਖਾਣਾ ਹਰ ਰੋਜ਼ ਨਿਰਧਾਰਤ ਕੀਤੇ ਖਾਣੇ ਦੇ ਮਿੰਨ

ਦੇ ਹਿਸਾਬ ਨਾਲ ਤਿਆਰ ਕੀਤਾ ਜਾਵੇਗਾ। ਇਸ ਖੁਰਾਕ ਵਿਚ ਖਣਿਜ ਪਦਾਰਥ ਕੈਲਸ਼ੀਅਮ, ਪ੍ਰੋਟੀਨ, ਵਿਟਾਮਿਨ ਆਦਿ ਖੁਰਾਕੀ ਤੱਤਾਂ ਵਾਲੀ ਖੁਰਾਕ ਬੱਚਿਆਂ ਨੂੰ ਦਿੱਤੀ ਜਾਵੇਗੀ। ਇਸ ਸਕੀਮ ਨੂੰ ਬੁਰੂ ਕਰਨ ਲਈ ਅੱਜ ਜ਼ਿਲ੍ਹੇ ਦੇ ਹਰ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ 'ਚ ਵਿਕਾਸ ਕਮੇਟੀ ਦੇ ਚੇਅਰਮੈਨ ਅਤੇ ਮੈਂਬਰਾਂ ਵੱਲੋਂ ਬੱਚਿਆਂ ਨੂੰ ਖਾਣਾ ਵਰਤਾਉਣ ਸਮੇਂ ਬਿਰਕਤ ਕੀਤੀ ਗਈ। ਇਹ ਸਕੂਲ ਵਿਕਾਸ ਕਮੇਟੀ ਮੈਂਬਰ ਅਤੇ ਅਹੁਦੇਦਾਰ ਹਰ ਰੋਜ਼ ਸਕੂਲ 'ਚ ਮਿਲਣ ਵਾਲੇ ਖਾਣੇ ਦੇ ਪ੍ਰਬੰਧਾਂ ਦੀ ਨਿਗਰਾਨੀ ਕਰਨਗੇ। ਇਸ ਸਬੰਧੀ ਸਰਕਾਰੀ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਪਠਲਾਵਾ 'ਚ ਅੱਜ ਕਮੇਟੀ ਦੇ ਚੇਅਰਮੈਨ ਜਥੇਦਾਰ ਅਵਤਾਰ ਸਿੰਘ ਘਠਲਾਵਾ, ਸਰਪੰਚ ਸ੍ਰੀ ਤਰਸੇਮ ਸਿੰਘ, ਸ੍ਰੀ ਸਾਧੂ ਰਾਮ, ਸ੍ਰੀ ਮਦਨ ਨਾਲ, ਪੰਚ ਸ੍ਰੀ ਸੁਖਦੇਵ ਸਿੰਘ ਨੇ ਇਸ ਸਕੀਮ ਦੀ ਸ਼ੁਰੂਆਤ ਸਮੇਂ ਬਿਰਕਤ ਕੀਤੀ।

ਕਰਿਆਮ 'ਚ ਮਿਡ-ਡੇ-ਮੀਲ ਮੌਕੇ ਸਮਾਰੋਹ

ਨਵਾਂਬਹਿਰ, 18 ਅਕਤੂਬਰ (ਵਿ.ਪ੍ਰ.)- ਅੱਜ ਇਥੇ 2 ਕਿਲੋਮੀਟਰ ਦੂਰ ਪਿੰਡ ਕਰਿਆਮ ਵਿਖੇ ਮਿਡ-ਡੇ-ਮੀਲ ਯੋਜਨਾ ਅਧੀਨ ਸਮਾਰੋਹ ਦੀ ਪ੍ਰਧਾਨਗੀ ਕਰਦਿਆਂ ਸ੍ਰੀ ਅਬਦੁਲ ਗੁਪਤਾ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨਵਾਂਬਹਿਰ ਨੇ ਕਿਹਾ ਪੰਜਾਬ ਸਰਕਾਰ ਸਿੱਖਿਆ ਜਿਹੇ ਅਹਿਮ ਵਿਭਾਗ ਨੂੰ ਗੰਭੀਰਤਾ ਨਾਲ ਲੈਂਦਿਆਂ ਹੋਇਆ ਕਈ ਵੱਖ-ਵੱਖ ਨਵੇਂ ਪ੍ਰੋਗਰਾਮ ਬੁਰੂ ਕਰ ਰਹੀ ਹੈ, ਜਿਨ੍ਹਾਂ ਵਿਚੋਂ ਇਕ ਪ੍ਰੋਗਰਾਮ ਮਿਡ-ਡੇ-ਮੀਲ ਪੇਂਡੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਦੁਆਰਾ 16 ਕਿਸਮ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਖਾਣ ਵਸਤੂਆਂ ਵਾਲਾ ਸੰਤੁਲਨ ਭੋਜਨ ਦਿੱਤਾ ਜਾਣਾ ਹੈ। ਉਨ੍ਹਾਂ ਅਧਿਆਪਕ ਵਰਗ ਨੂੰ ਆਪਣੀ ਡਿਊਟੀ ਪੂਰੀ ਤਨਦੇਹੀ ਨਾਲ ਨਿਭਾਉਣ ਦਾ ਵੀ ਸੱਦਾ ਦਿੱਤਾ। ਇਸ ਸਮੇਂ ਸ੍ਰੀ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ ਹਲਕਾ ਵਿਧਾਇਕ ਨੇ ਕਿਹਾ ਕਿ ਪੰਜਾਬ ਸਰਕਾਰ ਵੱਲੋਂ ਅੱਜ 25 ਵਰ੍ਹੇ ਪਹਿਲਾਂ ਵਾਲੇ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਵਾਲਾ ਰੂਪ ਦੇਣ ਲਈ ਵਚਨਬੱਧ ਹੈ। ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫ਼ਸਰ ਨਵਾਂਬਹਿਰ ਸ੍ਰੀ ਏ. ਕੇ. ਕਪੂਰ ਨੇ ਇਸ ਪ੍ਰੋਗਰਾਮ ਨੂੰ ਸਫਲ ਬਣਾਉਣ ਦਾ ਸੱਦਾ ਦਿੰਦੇ ਹੋਇਆ ਪੂਰੀ ਪਾਰਦਰਸ਼ਤਾ ਰੱਖਣ ਲਈ ਕਿਹਾ। ਇਸ ਸਮੇਂ ਸ੍ਰੀ ਸਤਪਾਲ ਸਿੰਘ, ਸਰਪੰਚ ਗ੍ਰਾਮ ਪੰਚਾਇਤ ਅਤੇ ਦੂਸਰੇ ਪਿੰਡ ਵਾਸੀਆਂ ਨੇ ਵੀ ਆਪਣੇ ਵਿਚਾਰ ਰੱਖੇ।



**District Profile
and
Statistics**

Brief Profile of District Nawan Shehar

Location

Nawan Shehar district is one of the youngest district of Punjab as it was carved out on 7th November 1995. The district falls in the Jalandhar revenue division and it lies between north latitude 31.8 and 32⁰-05' and east latitudes 76.7 and 76⁰-31'. It lies in the southeastern part of Doaba region of Punjab. Nawan Shehar is surrounded by Hoshiarpur district in North, Rupnagar district in East and south-east, Ludhiana district in south and Jalandhar district in west and south-west. A part of district Kapurthala also touches the boundaries of this district in the north-west side.

Origin of Name

The district takes its name from the head quarter city of Nawan Shehar founded by a Afgan general Nau Sher Khan between 1295-1316 during the period of Alaudeen Khilji and named it Nausher but with passing of time the city came to be known as Nawan Shehar.

Area

In 2001, the total area under the district was 1267 Sq. Kms. which ranks 16th and has population of 586637 which ranks 15th for any other district in the state. (*Annexure-I*)

Climate

The pattern of seasons in the district is similar to other districts of the state. The summer season sets in April and last upto end of June. The temperatures rises between 30⁰ and 45⁰C, during these months. A hot wind, locally called "Loo" blows and maximum temperature goes upto 45⁰C summer is taken over by rainy season, which set in July beginning and last upto September end. The winter season starts after the rains are over from October and lasts upto March end. It is pleasantly cold in the month of October and November whereas March is pleasantly hot. In the months of December, January and February the winter is quite severe and mercury on some days may touch 0⁰C.

Broadly speaking 75 percent of the rainfall is experienced from July to September, where as 15 percent rainfall is experienced in the winter months of January and February. Remaining 10 percent rainfall is experienced in the remaining seven months of the year. The rainfall during the monsoon season is under the influence of south-westerly monsoon, where as the winter rains, experienced in the months of January and February are under the influence of westerly disturbances in the Persian Gulf. Hail storm may occur in the closing period of winter when there is quite a sizeable difference in the temperature of the lower and upper strata of the air. Likewise, windstorm may occur in May

and June, which may cause sizeable damage to fruit crops, especially the mango fruits. During 2000-01, the average rainfall was reported 959.3mm in the district (*Annexure-I*).

Topography

District Nawan Shehar falls in the south eastern parts of the Doab. Both the eastern and western slopes of the Shivalik hills are badly dissected by numerous choes and khadi and out-line have become irregular. The hills are primarily composed of sand and sandstone, grits and pebbles of shale and clay.

In the west, the Shivaliks are bordered by a 10 to 15 Kms. broad belt of rolling, uneven and dissected topography. The choe ridden belt is called Kandi. It is bhabar or piedmont plain lying at the foot of Shivalik hills and formed by the coalescence of various alluvial fans resulting from the deposition of sediments by various choes at the foot of hills. It is composed of coarser sediments, primarily and pebbles predominate near the hills. However, westwards clay also becomes important. The Kandi extends parallel to the Shivalik hills between contour lines of 300 and 400 metres.

Rivers and Drains

The district is not traversed by any perennial river. However its southern peripheries are washed by the Satluj river. This river rises from Mansarover lake in Tibet and touches Nawan Shehar district near Ropar headworks where Bist Doab canal has been taken out from its right bank which irrigates land in Doaba region. Since after the completion of Bhakra Dam its vegaries have been decreased appreciably in this district.

Choes

There are many choes, which emanate from the western water sheds of the Katar Dhar. They have the characteristic that they recede as fast as they rise and leave behind deposits of sand on lands which were once fertile. The other characteristic is that they are almost surface water courses least confined to their defined limits. They are numbers through out the district. After traveling for some distance between 5-24 kms wide choe shrinks into narrow stream and finally disappears. Of late their courses are being made deeper so that there is minimum loss to crops and property and earth filled dams are being constructed for impounding their waters for mini missing the Nagaries of floods on one hand for supply of water for irrigation on the other.

Canals

There are two canal systems in the district. The Bist canal which is taken out from the Ropar head works and the second in the Kandi canal. It is taken out from Mukerian Hydel channel near Talwara runs parallel to Katar Dhar and terminates near Balachaur town the total discharge of Kandi Canal at the point of origin is be 500 cusses only.

Present Jurisdiction

The district is constituted of two tehsils named Nawan Shehar and Balachaur and five Community Development Blocks which are (1) Aur, (2) Banga, (3) Nawan Shehar, (4) Balachaur and (5) Saroya. Further the district has four towns and 471 inhabited villages. (*Annexure-I*)

Major Characteristics

Land Utilisation

During 2001-02, the geographical area of the district was 119 thousand hectares. The total area according to village papers was 121 thousand hectares. Out of total area, 1 thousand hectares is under forests, 6000 hectares is barren and unculturable land, 11 thousand hectares is put to non-agriculture use, 1000 hectare culturable work 1000 hectares is current fallow and 101 thousand hectares is "Net Sown Area" in the district which comes out 83 percent of the total area. Area sown more than once is 74 thousand hectares and Total Cropped Area is 175 thousand hectares. (*Annexure-I*)

Agriculture

The farmers plough their own land by use of bullocks and tractors. This system is known as khud-kast. Beside, land is leased out to other farmers who either have no land or have small holdings of land on contract (theka) or crop sharing (batai) basis. Contract system is gaining popularity due to benefits accruing to both land owners and tenants. Crop share system which was popular in the past is however losing its importance due to less share falling to the lot of the landowner. The usual share between owner and tenant is 50:50 for unirrigated lands. The share of owner is more in case irrigation facility is available.

Nawan Shehar is mainly an agricultural district as 86.20 percent population is residing in the rural areas. There are two harvest seasons in the district known as Rabi (Hari) and (2) Kharif (Sawani). Between the two harvest seasons Kharif is more important as it covered 93 thousand hectares against 80 thousand hectares covered by Rabi during 2000-01. The total area covered by food and non-food crops was 150 thousand hectares and 23 thousand hectares, respectively. Area under high yielding varieties of major food crops in district was paddy-47 thousand hectares, wheat-70 thousand hectares and maize 15 thousand hectares, during 2001-02.

In 2001-02, the total area under different fruit cultivation in the district was 432 hectares. Out of total 95 hectares is reported under peach, 81 hectares under mangoes, 75 hectares under guava, 72 hectares under pear, 54 hectares under kinnow, 17 hectares under litchi, 7 hectares each under lemon and ber, 2 hectares under grapes and 22 hectares under miscellaneous fruits.

The district is quite important for vegetable cultivation as nearby cities like Chandigarh, Jalandhar and Hoshiarpur provide good market for all types of vegetables. The district has 2778 hectares of area under different vegetables. Out of total area 1062 hectares is under potatoes, 2 hectares is under sweet potatoes, 41 hectares is under onions, 473 hectares is under winter vegetables and 1200 hectares is under summer vegetables.

During 2001-02, the district consumed 26 thousand tons of chemical fertilizers. Out of this 21 thousand tons were Nitrogenous and 5 thousand tons were Phosphatic.

Irrigation

The district has made rapid strides in the field of irrigation. The main sources of irrigation in the district are tubewells and wells as much of the irrigation is done by these. Bist Daob canal provides irrigation to a large area besides, various small canals have been taken out from many check dams constructed across the major choes of Kandi, region, some irrigation is also received from other small canals taken out from river. In 2001-02, the Net Irrigated Area in the district was 84.6 thousand hectares. Out of which 3 thousand hectares was irrigated by Government Canals and remaining 81.6 thousand hectares was by tubewells and wells (*Annexure-I*). The percentage of Net Area Irrigated to net area sown works out 83.8 percent. Further Gross Irrigated Area was 157.5 thousand hectares (*Annexure-I*) and percentage of Gross Irrigated Area to Gross Cropped Area is 90 percent.

Animal Husbandry

Cattle and buffaloes play an important role in the economy of the district. They are not only a major source of draught power in agriculture and transport but also yield milk. The farmers are becoming increasingly conscious about the quality of their cattle stock, specially the milch cattle the quality is now proffered to number. Further, the mechanisation of agriculture and transport are contributory factors in the reduction of draught animals. The ever-increasing demand for milk and the opening of modern dairies in the district. Quality consciousness among the farmers, who prefer crossbreed cows of exotic breed like Jersey, Holstein etc.

According to 1997 census, there were 78000 cattles, 195600 buffaloes, 600 horses and ponies, 500 donkeys, 500 mules, 2200 sheep, 20000 goats, less than 50 camels & 1100 pigs. Thus the number of total animals was 298500. Besides, there were 130000 poultry birds in the corresponding period. In 2002 there were 52 veterinary hospitals and 41 permanent outlying Dispensaries and Insemination units in the district. (*Annexure-I*)

Fisheries

There is little scope for pisciculture as major part of the district is not having sufficient ponds, which can retain water through out the year. Efforts are, however, being made for development of fish production locally and the results have been encouraging so far. In the 2000-01 an area of 181 hectares was stocked with fingerlings (*Annexure-I*).

Industry

The district is fast rising on the industrial map of state. An industrial belt developed between river Satluj and western slope of Katar Dhar which is known as Asron Industrial complex. Number of big industrial units have been established here, the important units are (1) D.C.M. Engineering Works, (2) Sawraj Majda, (3) Capsule India Ltd, (4) SFL fertilisers, (5) United Pulp Paper Mills, (6) Ranbaxy laboratories, (7) Zenith paper, (8) Montari India Ltd., (9) Max India Ltd.

The Doaba Co-operative sugar mill was established in 1973-74 and this mill has started Doaba chemicals in 1996. In 2000 the number of registered factories was 103 and number of registered working factories was 102. The average number of workers was 2918. There were 465 workers per lakh of population.

In 2000, the number of registered factories was 110 (*Annexure-I*). The average number of workers was 2918 (*Annexure-I*). There were 465 workers per lakh of population. Some of the present day industries located in the district are: (1) manufacturing of food and beverages, (2) Electricity and gas supply, (3) Repair services (motors), (4) Manufacturing of wood and wood products, furniture and fixtures, (5) Manufacturing of rubber and plastics, (6) Manufacturing of non-metallic products, (7) Manufacturing metal products and parts and (8) Supporting transport activities etc. (*Annexure-I*)

Electricity

The district has no electricity generating station. The distribution of electricity is being looked after by Punjab State Electricity board.

In 2001-02, the total consumption of power in the district was 391.81 million units (*Annexure-I*). The percentage to total consumption of power in district reported to be 2.15 percent of the state. Out of total households of 111090, the number of household using electricity in the district was 112267 in 2000-01.

Minerals and Mining

There are no mines or quarries of significance in this district, however building material like boulders gravel and sand are easily available. Boulders and gravel are found in various ephemeral and perennial streams. Sand is found in all the creeks is of fine quality.

The district has no minerals, coal, petroleum etc. In the eastern parts of the Kandi region near the Shivalik hills, grits and pebbles are quarried for their use in the construction of roads.

Communications

An efficient system of communication is a sign of development of an area. The district is lucky in having a good network of communication. The things started improving when a plan was chalked out to tame these choes by constructing bridges and channelisation. The metaling of roads was also taken up and some of the roads were widened to facilitate road traffic. In 2002, the total road length maintained by Public Works Department (B&R) in the district was 1828 kms and the whole road length is provincial highways. There is not a single national highway in the district. Further there were 153 kms of roads for every 100 Sq. kms and 329 kms of roads for one lakh of population. The number of villages linked with roads was 462 and percentage of villages linked with roads was 100 percent.

There were 178 post offices, 6 telegraph offices, 37 telephone exchange, 327 public call offices and 28902 telephone connections in the district during 2000-01. (*Annexure-I*)

Trade and Commerce

Trade both retail and wholesale is mainly in private hands. Thus traders are everywhere even the retail shopkeepers are found in remote villages. There are three-Mandi Karan societies purchasing the products from the farmers and providing them all the facilities and benefits offered by the state government. The government has done to popularise marketing co-operatives, which now supply to their members, chemical fertilizers, seeds and insecticides etc. The consumer items are also marketed through these co-operative societies, super bazars and fair price shops.

The district exports surplus wheat, rice, kinnow, paper, tools, agriculture machinery and implements etc. It imports coal, coke, petroleum and petroleum products, cement, cloth fertilizers, timber, medicines and heavy machinery etc.

The number of co-operative societies was 611 during 2001-02 and out of these 160 are agricultural credit societies, 15 are non-agricultural credit societies, 212 milk supply societies, 79 weavers societies, 16 housing societies and 93 women societies.

The banks have made significant contribution in the progress of trade and commerce in the district.

The district has a total of 126 banks in 2001-02 having following breakup: 4 branches State Bank of India, 11 branches state Bank of Patiala, 20

branches Punjab National Bank, 45 branches Co-operative Banks and 46 other commercial Banks.

Forestry

Scrub hill forests are the vegetation of Shivalik hills. These are of sub-tropical type. Important species include Khair Chhal, Sisso, Mulberry, Neem, Shisham, Dhar, Tun, Acacia etc. The forests are reserved and are scattered to fairly dense. Bushes and bagar (bhabar grass) are common. In the Kandi region there is dense growth of trees (Jhiris). Shisham, Mango, Dhak, Kikar are common varieties. In the choe beds, tall grass called 'sarkara' and bushes and shisham are found in abundance along the choe banks.

In 2000-01, the total area under forests was 174 Sq. Kms. (*Annexure-I*) The break-up of total forests area is such as: protected forests-20 Sq. Kms, unclassified forests- 10 Sq. Kms. private forests-146 Sq. Kms. The percentage to total area in Punjab works out to 18.68 percent.

Medical and Public Health

The system of Ayurveda is prevalent in the district since ancient times. The Unani system was introduced later and acquired quite a popularity, especially among the muslim population. During British rule the Allopathic system of medicine, which gained popularity due to its efficacy and State patronage. Homoeopathic system of medicine was the last in the series. This has gained quite popularity in the urban areas for treatment of children and chronic diseases.

The state government has opened up chain of hospitals/Dispensaries throughout the district. In 2002, there were 77 medical institutions, 70 were in rural areas and 7 were in urban areas. Out of total number, 3 were Hospitals (2 rural, 1 urban), 15 P.H.C's. (15 rural), 57 Dispensaries (54 rural, 3 urban) and 5 Hospitals/CHC, CHC, CHC/PHC (3 rural, 2 urban). Besides, there were 24 Ayurvedic, 1 Unani and 2 Homoeopathic Institution (*Annexure-I*).

There is scarcity of safe drinking water in the district and 424 villages were identified as water scarcity villages in 2002. Only 258 water scarcity villages where water supply schemes commissioned and 166 villages are still waiting for drinking water supply schemes to be installed.

Education

Though the district is an economically a backward district. Yet in the field of education and literacy it ranks fifth in the literacy rate. The people of the district being adventurous were the first to migrate to foreign countries in the ninth century and they brought with them new ideas about education. They had sufficient finances to start educational institutes in the district.

In 2000, the district has 7 Arts, Science, Commerce and Home Science Colleges (4 boys, 3 girls), 1 Engineering, Technology and Architecture colleges (1 boys), Teacher Training College (1 girls), 53 Senior Secondary Schools (45 boys, 8 girls), 68 High Schools (63 boys, 5 girls), 92 Middle Schools (89 boys, 3 girls), 425 Primary School (419 boys, 6 girls), 1 Elementary Teachers Training School (1 boys), 1 Polytechnic Institution (1 boys) and 3 Technical Arts Craft School (2 boys, 1 girls) (*Annexure-III to XIV*). In 2001, the district reported a literacy rate of 76.86 percent (Rural 75.99 percent and Urban 82.20 percent) i.e. 83.67 percent for males (Rural 83.15 percent and Urban 86.04 percent) and 69.52 percent for females (Rural 68.27 percent and Urban 77.80 percent) (*Annexure-XI*).

Occupation

Nawan Shehar is primary a rural district according to 2001 Survey. Out of total population 586637, people residing in urban areas were 80945. The percentage works out of 13.80 percent (*Annexure-I*). Thus a major part of population is engaged in agriculture. In 2000-01, the district has 263400 total workers 237588 main workers, 25225 marginal workers and 323237 Non-workers. The breakup of main workers is, 57685 cultivations, 28184 Agricultural labourers, 6585 Household workers and 170947 other workers.

If we take percentage into consideration, there are 44.9 percent total workers, 40.5 percent main workers, 4.3 percent marginal workers and 55.1 Non-workers. The break-up of total workers is such as: 21.9 percent cultivators 10.7 percent Agricultural labourers, 2.5 percent workers by household Industry and 64.9 percent other workers. The break-up of rural and urban total workers is such as: 46.2 percent in rural areas and 36.7 percent in urban areas receptively.

District: Nawian Shehar		
Primary Statistics		
S.NO	ITEM	
1	Area	1267 sq. km.
	Tehsils	2
	Sub Tehsils	1
	Blocks	5
	Towns	4
	Inhabited villages	471
2	Population (2001)	
	Total population	586637
	Rural population	505692
	Percentage to total Population	86.20%
	Urban population	80945
	Percentage to total Population	13.80%
	Density	463 per sq. km.
	Literate and educated persons	397843
	Literacy	76.86%
	Female per 1000 male	913
	Total Workers	263133
	Main Workers	237806
	Marginal Workers	25327
	Non- Workers	323504
	Break up of Main Workers	
	I) Cultivators	57619
	II) Agriculture Labourer	28164
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	6625
	IV) Other Services	170725
3	Local Bodies(2001-2002)	
	I) Zila Parishads	1
	II) Municipal Committees	4
4	Climate	
	Average Rainfall	959.3 mm
5	Agriculture (2001-2002)	
	Net Area Sown	101000 hect.
	Area Sown more than once	74000 hect.
6	Irrigation (2001-2002)	
	Net Area Irrigated by:	
	Govt. Canals	3000 hect.
	Wells/Tubewells	81600 hect.
	Total	84600 hect.
	Percentage of net area irrigated to net area sown	83.8%
	Gross Area Irrigated	157500 hect.
	Percentage of gross irrigated area to gross cropped area	90%
7	Animal Husbandry (2001-2002)	
	Veterinary Hospitals	52
	Permanent Outlying Dispensaries & Insemination Units	44
	Area Stocked with fish	181 hect.
	Total Live Stock (Live Stock Census 1997)	298500
	Total Poultry (Live Stock Census 1997)	130000
8	Energy (2001-2002)	
	Consumption of Electricity	391.89 million kwh
9	Forest (2001-2002)	
	Area under State Forests	28 Sq. km.
	Area under Private Forests	146 Sq. km.
	Total area under Forests	174 Sq.km.
10	Industries (2001-2002)	
	Regd. Working Factories	110
11	Medical and Health (2002-2003)	
	Hospitals	5
	Dispensaries	57
	P.H.Cs.	15
	Ayurvedic and Unani Institution	25 (24+1)
	Homoeopathic Institutions	2
	Beds installed in Medical Institutions (Allopathy)	496
12	Co-operation (2001-2002)	
	Co-operative Societies	602
	Primary Agricultural Credit Societies	151
13	Banking (2001-2002)	
	Scheduled Banks & Co-operative Banks	126
14	Miscellaneous(2001-2002)	
	Post Offices	178
	Police-Stations/ Police Posts	12 (8+4)

District: Nawan Shehar		
Demographic Profile		
	1991	2001
Population-Total	531253	586637
Male	279658	306586
Female	251595	280051
Rural	460340	505692
Male	242542	264224
Female	217798	241468
Urban	70913	80945
Male	37116	42362
Female	33797	38583
Sex Ratio-Total	900	913
Rural	898	914
Urban	914	911
No. of Literates-Total	240059	397843
Male	173731	224612
Female	116328	173231
Rural	245419	338668
Male	148263	192158
Female	97156	146510
Urban	44640	59175
Male	25468	32454
Female	19172	26721
0-6 Population-Total	N/A	69007
Male	N/A	38126
Female	N/A	30881
Rural	N/A	59999
Male	N/A	33135
Female	N/A	26864
Urban	N/A	9008
Male	N/A	4991
Female	N/A	4017
SC Total-1991	207082	N/A
Male	110566	N/A
Female	96516	N/A
Rural	182957	N/A
Male	97815	N/A
Female	85142	N/A
Urban	24125	N/A
Male	12751	N/A
Female	11374	N/A
Projection 2002 Total	592457	

Source : Statistical Abstract of Punjab

District Nawan Shehar																
No. of Recognised Institutions																
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																
Art, Science, Commerce and Home Science Colleges.	4	2	6	33.33	4	2	6	33.33	4	3	7	42.86	4	3	7	42.86
Engineering, Technology and Architecture Colleges.	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Medical Colleges (Allopathic Only)		1	1	100.00		1	1	100.00								
Teacher's Training College (B.ed.)		1	1	100.00		1	1	100.00		1	1	100.00		1	1	100.00
Senior Secondary Schools	28	7	35	20.00	28	6	34	17.65	31	6	37	16.22	45	8	53	15.09
High Schools	67	7	74	9.46	67	7	74	9.46	64	7	71	9.86	63	5	68	7.35
Middle Schools	88	3	91	3.30	88	3	91	3.30	88	3	91	3.30	89	3	92	3.26
Primary Schools	419	6	425	1.41	419	6	425	1.41	419	6	425	1.41	419	6	425	1.41
Pre-Primary Schools																
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	2	1	3	33.33	2	1	3	33.33	2	1	3	33.33	2	1	3	33.33

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 Nawan Shehar																
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.	103	71	174	40.80	101	76	177	42.94	107	89	196	45.41	118	95	213	44.60
Engineering, Technology and Architecture Colleges.	7	1	8	12.50	13	4	17	23.53	13	4	17	23.53	13	4	17	23.53
Medical Colleges (Allopathic Only)		15	15	100.00	2	20	22	90.91								
Teacher's Training Colleges (B.ed.)	4	7	11	63.64	4	7	11	63.64	4	7	11	63.64	7	4	11	36.36
Senior Secondary Schools	463	242	705	34.33	438	244	682	35.78	438	344	682	50.44	650	443	1093	40.53
High Schools	560	291	851	34.20	577	262	839	31.23	577	262	839	31.23	522	240	762	31.50
Middle Schools	199	156	355	43.94	219	177	396	44.70	219	177	396	44.70	189	124	313	39.62
Primary Schools	494	565	1059	53.35	469	551	1020	54.02	450	514	964	53.32	362	514	876	58.68
Pre-Primary Schools																
Elementary Teacher's Training Schools					6	1	7	14.29	6		6	0.00	7		7	0.00
Polytechnic Institutions									32	7	39	17.95	32	7	39	17.95
Technical Industrial Art Craft Schools	30	3	33	9.09	30	4	34	11.76	30	4	34	11.76	29	5	34	14.71

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 Nawan Shehar																
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.		90	90	100.00		60	60	100.00	15	20	35	57.14	16	28	44	63.64
M.Sc.																0
M.Com.									9	10	19	52.63	15	25	40	62.50
B.A / B.A. (HONS)	1494	1460	2954	49.42	1414	1506	2920	51.58	1438	1841	3279	56.15	1480	1823	3303	55.19
B.Sc./ B.Sc. (HONS)	140	96	236	40.68	134	123	257	47.86	91	116	207	56.04	107	108	215	50.23
B.Com./ B.Com. (HONS.)	263	104	367	28.34	258	147	405	36.30	268	190	458	41.48	267	181	448	40.40
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	75	14	89	15.73	119	42	161	26.09	119	42	161	26.09	119	42	161	26.09
M. B. B. S																0
B. ed.		100	100	100.00		100	100	100.00		100	100	100.00		65	65	100.00
Senior Secondary School	11045	9728	20773	46.83	9842	8819	18661	47.26	10255	9990	20245	49.35	13480	13485	26965	50.01
High School	13114	12858	25972	49.51	12639	12034	24673	48.77	11964	11211	23175	48.38	9941	9541	19482	48.97
Middle School	3540	3624	7164	50.59	3729	3820	7549	50.60	4005	4150	8155	50.89	3209	3426	6635	51.64
Primary School	24185	23396	47581	49.17	23538	22633	46171	49.02	22346	21250	43596	48.74	22208	20533	42741	48.04
Pre - Primary School																0
Elementary Teacher's Training School J.B.T.					57	47	104	45.19	105	97	202	48.02	97	100	197	50.76
Polytechnic Institutions									410	45	455	9.89	530	38	568	6.69
Technical Industrial Art and Craft School	248	71	319	22.26	286	115	401	28.68	294	118	412	28.64	317	132	449	29.40

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 Nawan Shehar																
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.		21	21	23.33		12	12	20.00	4	2	6	17.14	4	2	6	13.64
M.Sc.															0	
M.Com.									2		2	10.53	6	1	7	17.50
B.A / B.A. (HONS)	384	303	687	23.26	381	291	672	23.01	337	185	522	15.92	333	228	561	16.98
B.Sc./ B.Sc. (HONS)	14	11	25	10.59	12	10	22	8.56	15	7	22	10.63	16	10	26	12.09
B.Com./ B.Com. (HONS.)	38	10	48	13.08	40	12	52	12.84	40	17	57	12.45	31	17	48	10.71
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	1		1	1.12	3		3	1.86	3		3	1.86	3		3	1.86
M. B. B. S															0	
B. ed.		14	14	14.00		17	17	17.00		17	17	17.00		19	19	29.23
Senior Secondary School	3877	3326	7203	34.67	4817	4547	9364	50.02	4124	4134	8258	40.79	5826	5989	11815	43.82
High School	5757	5341	11098	42.73	4898	4843	9741	39.48	5548	5353	10901	47.04	4463	4275	8738	44.85
Middle School	2026	2013	4039	56.38	2124	2047	4171	55.25	2279	2268	4547	55.76	1889	1995	3884	58.54
Primary School	14500	13525	28025	58.90	14438	13563	28001	60.65	14211	13100	27311	62.65	14064	12851	26915	62.97
Pre - Primary School															0	
Elementary Teacher's Training School J.B.T.					18	17	35	33.65	27	24	51	25.25	34	38	72	36.55
Polytechnic Institutions									78	4	82	18.02	81	5	86	15.14
Technical Industrial Art and Craft School	61	19	80	25.08	60	30	90	22.44	58	38	96	23.30	61	37	98	21.83

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 Nawan Shehar												
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	22150	21087	43237	23385	22156	45541	23349	21387	44736	14129	12883	27012
Middle	11841	12227	24068	14659	14373	29032	14099	14088	28187	7675	7672	15347
Elementary	33991	33314	67305	38044	36529	74573	37448	35475	72923	21804	20555	42359
High School	5348	5957	11305	7443	7491	14934	7298	7712	15010	3167	3432	6599
Sr. Secondary	2131	2196	4327	2905	2442	5347	3521	3219	6740	1271	1123	2394
Secondary	7479	8153	15632	10348	9933	20281	10819	10931	21750	4438	1123	5561
Total (I-XII)	41470	41467	82937	48392	46462	94854	48267	46406	94673	26242	21678	47920

source: statistical abstract of punjab

District Nawan Shehar						
Enrollment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	23320	22421	45741	24551	23494	48045
Middle	11659	11992	23651	14404	14112	28516
Elementary	34979	34413	69392	38955	37606	76561
High School	5689	6084	11773	7836	7502	15338
Sr. Secondary	2196	1892	4088	2789	2072	4861
Secondary	7885	7976	15861	10625	9574	20199
Total (I-XII)	42864	42389	85253	49580	47180	96760

Source : Statistical Abstract of Punjab

Annexure - IX

District Nawan Shehar						
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	28464	23467	51931	85.39	85.46	85.42
Middle	14943	13540	28483	84.93	85.48	85.19

Source : Statistical Abstract

District Nawan Shehar			
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 : Nawan Shehar

Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
025	Nawan Shehar	78.69	84.03	72.97	77.80	83.34	71.86	83.60	87.81	79.06
026	Balachaur	72.59	82.82	61.44	72.02	82.74	60.34	77.54	83.45	71.11
014	District	76.86	83.67	69.52	75.99	83.15	68.27	82.26	86.84	77.00
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Census ata

Annexure - XII

District Nawan Shehar						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	34074	29984	64058	19771	17472	37243
2000	34437	30226	64663	19675	17448	37123
2001	33878	27725	61603	19008	17083	36091
2006	29597	26910	56507	21223	18489	39712
2011	28992	26620	55612	16625	15343	31968
2016	29863	27419	57282	17714	16238	33952

Source : RGI Estimates

Annexure - XIII

District NawanShehar							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	11.63	8.14	10.45	22.85	15.90	19.50
	2000	19.26	9.65	10.08	21.94	15.14	18.98
Middle	1999	25.60	13.80	19.82	34.75	32.58	29.62
	2000	19.57	12.36	11.40	33.99	21.42	28.51

Family Survey 2002

Annexure - XIV

District Nawan Shehar						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	115.6	114.49	115.09	116.4	115.45	115.96
Middle	98.44	97.51	98.00	95.02	97.17	96.04
High	96.65	98.96	97.75	88.26	96.28	92.11
SR.Sec	55.78	63.44	59.59	44.22	45.91	45.07

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
14	NAWAN SHEHAR	Aur	65.77	32.34	1.88	0.02	100.00
		Balachaur	60.48	38.07	1.37	0.08	100.00
		Banga	65.35	31.45	3.07	0.13	100.00
		Nawan Shehar	65.18	32.15	2.64	0.03	100.00
		Saroya	64.30	33.06	2.63	0.01	100.00
District Total			64.11	33.51	2.31	0.06	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/I/1 on the following format:

Reference Date :
Unit : Village/Ward

I. Family

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

II. Child (3-19)

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

Primary Data captured on SSA/FA/II 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 - 14 - NAWAN SHEHAR

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	9507	7067	16574	4505	3429	7934	1774	1277	3051
Pre Primary Total	9507	7067	16574	4505	3429	7934	1774	1277	3051
I	8073	6147	14220	3778	2913	6691	1548	1191	2739
II	6490	5370	11860	3096	2675	5771	1190	1069	2259
III	6103	5323	11426	2958	2682	5640	1128	961	2089
IV	6495	5352	11847	3058	2670	5728	1250	949	2199
V	6171	5267	11438	2949	2472	5421	1119	971	2090
Primary Total	33332	27459	60791	15839	13412	29251	6235	5141	11376
VI	6262	5545	11807	2981	2626	5607	1161	1035	2196
VII	5466	5183	10649	2455	2395	4850	1039	949	1988
VIII	5866	5112	10978	2494	2289	4783	1197	982	2179
Midlle Total	17594	15840	33434	7930	7310	15240	3397	2966	6363
IX	4539	4260	8799	1880	1825	3705	883	801	1684
X	5960	5484	11444	2354	2441	4795	1197	950	2147
Secondary Total	10499	9744	20243	4234	4266	8500	2080	1751	3831
XI	2298	2367	4665	844	809	1653	376	350	726
XII	2154	2655	4809	671	787	1458	412	393	805
Sr. Secondary Total	4452	5022	9474	1515	1596	3111	788	743	1531
Technical Education	235	405	640	78	103	181	31	56	87

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	2396	1833	4229	1089	858	1947	440	326	766
4	4025	3131	7156	1902	1497	3399	824	567	1391
5	5108	3767	8875	2347	1853	4200	877	684	1561
Sub Total	11529	8731	20260	5338	4208	9546	2141	1577	3718
6	5337	4251	9588	2529	1987	4516	1021	833	1854
7	5155	4420	9575	2463	2208	4671	951	874	1825
8	5891	4865	10756	2766	2368	5134	1101	874	1975
9	5655	4694	10349	2648	2293	4941	1056	853	1909
10	6486	5475	11961	3003	2603	5606	1293	1033	2326
Sub Total	28524	23705	52229	13409	11459	24868	5422	4467	9889
11	5854	5119	10973	2771	2337	5108	1071	956	2027
12	5885	5506	11391	2692	2535	5227	1100	1035	2135
13	5547	5138	10685	2500	2389	4889	1072	941	2013
Sub Total	17286	15763	33049	7963	7261	15224	3243	2932	6175
14	5255	4648	9903	2290	2040	4330	1111	921	2032
15	4407	4191	8598	1740	1818	3558	848	752	1600
Sub Total	9662	8839	18501	4030	3858	7888	1959	1673	3632
16	3560	3606	7166	1425	1495	2920	670	570	1240
17	2536	2560	5096	943	998	1941	465	396	861
Sub Total	6096	6166	12262	2368	2493	4861	1135	966	2101
18	2048	1815	3863	815	666	1481	345	247	592
19	474	518	992	178	171	349	60	72	132
Sub Total	2522	2333	4855	993	837	1830	405	319	724
Grand Total	75619	65537	141156	34101	30116	64217	14305	11934	26239

District - 14 - NAWAN SHEHAR

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	2395	1829	1	4								1	4																							
4	3443	2696	581	433	1	1		1				582	435																							
5	2811	1995	2129	1636	164	132	4	4				2297	1772																							
6	848	543	3458	2711	945	909	86	88				4489	3708																							
7	6	3	1851	1318	2475	2208	742	782	80	109	1	5149	4417																							
8	3	1	50	39	2820	2056	2266	2032	659	660	93	77	5888	4864																						
9			2	4	68	54	2894	2326	2084	1685	548	555	5596	4624	59	70				59	70															
10	1		1	2	15	9	92	78	3509	2751	2183	1993	5800	4833	600	564	85	76		2	685	642														
11					1	1	15	7	136	131	3203	2519	3355	2658	1990	1876	460	530	49	55	2499	2461														
12					1		2	2	23	12	106	98	132	112	3445	2919	1744	1829	509	575	5698	5323	55	71		55	71									
13							2	3	2	3	27	23	31	29	125	86	3009	2617	1931	1817	5065	4520	405	532	46	57	451	589								
14								2	1	8	2	10	3	36	22	135	109	3207	2537	3378	2668	1359	1381	461	532	1820	1913	47	64		47	64				
15										1		1		7	8	28	20	134	88	169	116	2544	2140	1377	1523	3921	3663	271	346	45	66	316	412			
16										1		1				5	2	32	25	37	27	123	105	2444	2150	2567	2255	715	925	229	390	944	1315	11	9	
17																		10		10	43	28	1007	794	1050	822	755	715	680	906	1435	1621	51	107		
18																			4	2	4	2	10	3	551	347	561	350	439	268	942	1031	1381	1299	102	164
19																				1		1			74	81	74	81	71	49	258	262	329	311	71	125

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

Age ↓	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	205	167	372	98	70	168	36	48	84									
4	190	141	331	99	86	185	39	19	58									
5	125	115	240	71	76	147	21	18	39	6	2	8		1	1			
6	71	56	127	45	33	78	13	11	24	1	1	2	1	1	2			
7	50	51	101	28	35	63	9	6	15	1	2	3	1	1	2			
8	60	63	123	42	27	69	8	13	21									
9	35	39	74	24	22	46	6	11	17	2	2	4	1	2	3			
10	95	70	165	61	41	102	8	18	26	6	7	13	4	2	6	1		1
11	83	61	144	54	31	85	8	17	25	9	7	16	7	2	9	1	1	2
12	217	170	387	138	93	231	35	49	84	24	3	27	16	1	17	3	1	4
13	286	250	536	191	138	329	48	69	117	38	13	51	35	9	44		1	1
14	467	390	857	310	226	536	75	115	190	61	14	75	47	12	59	9	1	10
15	734	617	1351	457	347	804	129	169	298	158	41	199	115	29	144	25	2	27
16	896	828	1724	515	480	995	200	192	392	131	74	205	89	59	148	26	8	34
17	990	922	1912	543	503	1046	190	240	430	187	81	268	121	41	162	37	9	46
18	1262	1001	2263	709	506	1215	221	245	466	232	89	321	154	60	214	37	9	46

District - 14 - NAWAN SHEHAR

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	5	1	6	10	6	16	3	1	4	3	2	5	1		1	2	1	3
4	5	3	8	14	3	17	1	1	2	8	1	9	4	2	6	3		3
5	13	1	14	12	7	19	4		4	3	7	10	4		4	8	1	9
6	11	9	20	14	8	22	4	5	9	8	3	11	3	2	5	4		4
7	14	9	23	15	5	20	9	7	16	8	3	11	4	2	6	5		5
8	21	14	35	18	9	27	9	5	14	8	4	12	5	5	10	3	1	4
9	14	18	32	15	6	21	10	8	18	13	4	17	3	5	8	3	2	5
10	24	20	44	27	14	41	11	10	21	19	6	25	10	2	12	4	2	6
11	19	10	29	23	14	37	12	4	16	13	7	20	2	2	4	4	3	7
12	24	19	43	26	19	45	9	12	21	15	11	26	9	3	12	3	5	8
13	23	17	40	37	27	64	10	10	20	17	15	32	4	2	6	8	7	15
14	34	15	49	39	21	60	20	10	30	22	13	35	5	2	7	7	5	12
15	16	16	32	42	22	64	11	9	20	25	12	37	5	4	9	5	5	10
16	17	14	31	42	30	72	12	8	20	24	22	46	1	1	2	10	1	11
17	14	10	24	33	29	62	8	3	11	17	19	36	1	1	2	3	4	7
18	13	8	21	39	32	71	5	5	10	17	19	36	2		2	9	8	17

District - 14 - NAWAN SHEHAR

Sarav Shikshia Abhiyan, Punjab

SSA/FS/IV/15

Report : I

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

Year : 2001-2002

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	57.36	42.64	100.00	56.36	43.64	100.00	59.17	40.83	100.00	57.62	42.38	100.00
Pre Primary Total	57.36	42.64	100.00	56.36	43.64	100.00	59.17	40.83	100.00	57.62	42.38	100.00
I	56.77	43.23	100.00	54.84	45.16	100.00	58.04	41.96	100.00	59.05	40.95	100.00
II	54.72	45.28	100.00	51.56	48.44	100.00	59.17	40.83	100.00	57.89	42.11	100.00
III	53.41	46.59	100.00	50.14	49.86	100.00	58.21	41.79	100.00	58.45	41.55	100.00
IV	54.82	45.18	100.00	51.56	48.44	100.00	60.67	39.33	100.00	59.48	40.52	100.00
V	53.95	46.05	100.00	51.17	48.83	100.00	57.74	42.26	100.00	59.54	40.46	100.00
Primary Total	54.83	45.17	100.00	51.84	48.16	100.00	58.71	41.29	100.00	58.85	41.15	100.00
VI	53.04	46.96	100.00	50.67	49.33	100.00	57.50	42.50	100.00	58.87	41.13	100.00
VII	51.33	48.67	100.00	48.30	51.70	100.00	56.95	43.05	100.00	58.75	41.25	100.00
VIII	53.43	46.57	100.00	50.64	49.36	100.00	59.48	40.52	100.00	57.69	42.31	100.00
Midlie Total	52.62	47.38	100.00	49.90	50.10	100.00	58.02	41.98	100.00	58.44	41.56	100.00
IX	51.59	48.41	100.00	48.90	51.10	100.00	57.53	42.47	100.00	56.27	43.73	100.00
X	52.08	47.92	100.00	49.57	50.43	100.00	56.20	43.80	100.00	57.90	42.10	100.00
Secondary Total	51.86	48.14	100.00	49.27	50.73	100.00	56.75	43.25	100.00	57.20	42.80	100.00
XI	49.26	50.74	100.00	49.32	50.68	100.00	51.78	48.22	100.00	43.13	56.88	100.00
XII	44.79	55.21	100.00	46.40	53.60	100.00	44.24	55.76	100.00	39.21	60.79	100.00
Sr. Secondary Total	46.99	53.01	100.00	47.96	52.04	100.00	47.46	52.54	100.00	40.90	59.10	100.00
Technical Education	36.72	63.28	100.00	43.54	56.46	100.00	36.71	63.29	100.00	29.93	70.07	100.00
Technical Education Total	36.72	63.28	100.00	43.54	56.46	100.00	36.71	63.29	100.00	29.93	70.07	100.00

Annual Work Plan

2003-2004

District : Nawan Shehar

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 (4x20+1x10)+10	100
2	No. of P E Blocks	8
3	No. of CRC's	51
4	No. of Villages	472
4.1	No. of VEDC's	654
4.2	No. of VEDC's Members	5048
5	No. of Habitations/Wards (Unservd)	1298
5.1	No. of S.C. Bastis	676
6	No. of House Holds	107304
	No. of Schools	
7	No. of Primary Schools (State Govt.)	441
7.1	Non State Govt. Primary Schools	8
7.2	Unrecognised Primary Schools	103
8	No. of Middle Schools/Sections (State Govt.)	213
8.1	Non State Govt. Middle Schools/Sections	35
8.2	Unrecognised Middle Schools/Sections	124
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1407
9.1	No. of JBT Teachers + New	1069
9.2	No. of HT	287
9.3	No. of CHT's	51
10	No. of Teachers Middle Schools/Sections	1278
	Primary (State Govt.)	
11	Total No. of Students	39251
11.1	Male Students	20386
11.2	Female Students	18865
11.3	Total No. of S.C. Students	25883
11.4	Male S.C. Students	13429
11.5	Female S.C. Students	12454
	Upper Primary (State Govt.)	
12	Total No. of Students	6752
12.1	Male Students	3196
12.2	Female Students	3556
12.3	Total No. of S.C. Students	4088
12.4	Male S.C. Students	1968
12.5	Female S.C. Students	2120
	Out of School Children	
13	No. of Out of School Children Total	2396
13.1	No. of Out of School Children Male	1289
13.2	No. of Out of School Children Female	1107
13.3	No. of EGS Centres (Proposed)	48
	No. of Handicapped Children	
14	Total No. of Handicapped Children	623
15	Aangawari Centre	539

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

District -Nawanshehar			
Blockwise list of BRC and CRC			
PEBlock Code & Name		CRC	BRC
284	AURH	7	1
285	BALACHAUR-I	5	
286	BALACHAUR-II	6	1
287	BANGA	7	
288	MUKANDPUR	7	1
289	NAWAN SHEHAR-I	6	
290	NAWAN SHEHAR-II	6	1
291	SAROA	7	1
	Total	51	5

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

District wise list of PEBlocks	
PEBLOCK	CODE
NAWAN SHEHAR	
AURH	284
BALACHAUR-I	285
BALACHAUR-II	286
BANGA	287
MUKANDPUR	288
NAWAN SHEHAR-I	289
NAWAN SHEHAR-II	290
SAROA	291

Source : Sarva Shiksha Abhiyan

Blockwise count of villages

Blockwise Distribution of Village		
District - Nawanshahr		
Peblock Code & Name		Vilages
284	AURH	59
285	BALACHAUR-I	64
286	BALACHAUR-II	59
287	BANGA	63
288	MUKANDPUR	57
289	NAWAN SHEHAR-I	64
290	NAWAN SHEHAR-II	43
291	SAROA	63
	Total	472

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

BLOCKWISE COUNT OF PRIMARY SCHOOLS														
DISTRICT - NAWAN SHEHAR														
PE BLOCK CODE & NAME		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE284	AURH	55	0	0	0	55	0	0	2	0	0	18	20	75
PE285	BALACHAUR-I	53	0	0	0	53	0	1	0	0	0	16	17	70
PE286	BALACHAUR-II	50	0	0	0	50	0	0	0	0	0	9	9	59
PE287	BANGA	67	0	0	0	67	1	0	0	0	0	20	21	88
PE288	MUKANDPUR	55	0	0	0	55	0	0	0	0	0	14	14	69
PE289	NAWAN SHEHAR-I	60	0	0	0	60	0	0	0	0	0	4	4	64
PE290	NAWAN SHEHAR-II	43	0	0	0	43	3	0	1	0	0	14	18	61
PE291	SAROA	58	0	0	0	58	0	0	0	0	0	8	8	66
TOTAL		441	0	0	0	441	4	1	3	0	0	103	111	552

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

BLOCKWISE COUNT OF MIDDLE SCHOOLS														
DISTRICT - NAWAN SHEHAR														
PE BLOCK CODE & NAME		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE284	AURH	33	0	0	0	33	0	0	1	2	0	22	25	58
PE285	BALACHAUR-I	16	0	0	0	16	2	1	0	0	0	13	16	32
PE286	BALACHAUR-II	17	0	0	0	17	0	0	0	0	0	3	3	20
PE287	BANGA	34	0	0	0	34	3	0	11	0	0	29	43	77
PE288	MUKANDPUR	32	0	0	0	32	2	0	0	1	0	15	18	50
PE289	NAWAN SHEHAR-I	34	0	0	0	34	0	0	0	0	0	11	11	45
PE290	NAWAN SHEHAR-II	30	0	1	0	31	1	0	4	0	0	18	23	54
PE291	SAROA	17	1	0	0	18	2	1	4	0	0	13	20	38
TOTAL		213	1	1	0	215	10	2	20	3	0	124	159	374

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

District -Nawanshar					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name		JBT	HT	CHT	Total
284	AURH	132	36	7	175
285	BALACHAUR-I	119	21	5	145
286	BALACHAUR-II	103	26	6	135
287	BANGA	161	51	7	219
288	MUKANDPUR	137	41	7	185
289	NAWAN SHEHAR-I	134	41	6	181
290	NAWAN SHEHAR-II	137	33	6	176
291	SAROA	146	38	7	191
	Total	1069	287	51	1407
Unadjusted Teachers in Peblocks					
New Teachers					
	Grand Total	1069	287	51	1407

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

Sr. No.	District	CD BLOCK WISE ENROLLMENT				3 - 6 Years TOTAL
		Integrated child development scheme	Aanganwari centres	Pre school education (3-6 years)		
				Boys	Girls	
	NAWAN SHEHAR	Aur	83	1008	1017	2025
		Balachaur	102	1508	1270	2778
		Banga	139	1709	1517	3226
		Nawan Shehar	172	2043	1849	3892
		Saroya	43	1721	1590	3311
DISTRICT TOTAL			539	7989	7243	15232

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

District-Nawan Shehar							
Blockwise Enrollment in State Govt. Primary Schools - 2003							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
284	AURH	2613	2355	4968	1887	1670	3557
285	BALACHAUR-I	2037	1945	3982	1129	1049	2178
286	BALACHAUR-II	1622	1625	3247	800	1060	1860
287	BANGA	3147	2994	6141	2500	2312	4812
288	MUKANDPUR	2639	2355	4994	1976	1752	3728
289	NAWAN SHEHAR-I	2678	2411	5089	1704	1504	3208
290	NAWAN SHEHAR-II	2970	2621	5591	2108	1859	3967
291	SAROA	2680	2559	5239	1325	1248	2573
	TOTAL	20386	18865	39251	13429	12454	25883

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

District-Nawan Shehar							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
284	AURH	361	478	839	246	324	570
285	BALACHAUR-I	262	299	561	151	137	288
286	BALACHAUR-II	364	380	744	162	164	326
287	BANGA	457	556	1013	329	383	712
288	MUKANDPUR	392	381	773	253	238	491
289	NAWAN SHEHAR-I	560	611	1171	337	360	697
290	NAWAN SHEHAR-II	654	694	1348	400	452	852
291	SAROA	146	157	303	90	62	152
	TOTAL	3196	3556	6752	1968	2120	4088

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

Blockwise Enrollment in (Primary) School

Peblock		State Govt. Total	Non-State Govt. Total	Unrecognised Total	Grand Total
284	AURH	4968	1648	3178	9794
285	BALACHAUR-I	3982	2126	2862	8970
286	BALACHAUR-II	3247	716	906	4869
287	BANGA	6141	2548	4680	13369
288	MUKANDPUR	4994	1924	2300	9218
289	NAWAN SHEHAR-I	5089	1252	2490	8831
290	NAWAN SHEHAR-II	5591	1735	3743	11069
291	SAROA	5239	1767	2412	9418
	TOTAL	39251	13716	22571	75538

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

Blockwise Enrollment in (Middle) School

Peblock		State Govt. Total	Non-State Govt. Total	Unrecognised Total	Grand Total
284	AURH	839	621	624	2084
285	BALACHAUR-I	561	1224	537	2322
286	BALACHAUR-II	744	252	335	1331
287	BANGA	1013	1227	962	3202
288	MUKANDPUR	773	790	527	2090
289	NAWAN SHEHAR-I	1171	823	572	2566
290	NAWAN SHEHAR-II	1348	717	331	2396
291	SAROA	303	897	544	1744
	TOTAL	6752	6551	4432	17735

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

District-Nawan Shehar							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
284	AURH	232	145	377	161	88	249
285	BALACHAUR-I	184	240	424	424	165	589
286	BALACHAUR-II	120	160	280	280	45	325
287	BANGA	182	118	300	300	88	388
288	MUKANDPUR	147	74	221	221	44	265
289	NAWAN SHEHAR-I	97	90	187	187	64	251
290	NAWAN SHEHAR-II	138	83	221	221	62	283
291	SAROA	189	197	386	386	80	466
	TOTAL	1289	1107	2396	2180	636	2816

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

District							
PEBlock	Visually Impaired Children	Speech Impaired Children	Learning Disabled Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
AURH				22	33	1	83
BALACHAUR-I				20	24	10	65
BALACHAUR-II					12	2	47
BANGA					29	4	89
MUKANDPUR					17	2	70
NAWAN SHEHAR-I					23	5	77
NAWAN SHEHAR-II					26	6	84
SAROA					41	5	108
Total					205	35	623

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

Blockwise Handcapped Children						
District : Nawanshahr - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
AURH	29	26	55	3	2	5
BALACHAUR-I	21	27	48	15	11	26
BALACHAUR-II	14	6	20	9	13	22
BANGA	17	30	47	8	6	14
MUKANDPUR	16	15	31	3	2	5
NAWAN SHEHAR-I	21	19	40	8	4	12
NAWAN SHEHAR-II	26	24	50	4	8	12
SAROA	18	14	32	24	23	47
Total	162	161	323	74	69	143

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

ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Nawan Shehar

(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			Physical	Financial	
1	PFE	Primary Schools								
		Salary of teachers (schools opened last year)	0.072	56	4.368		4.368	336	24.192	28.560
		TLE Grants	0.100	0	0.000		0.000	28	2.800	2.800
		Sub-Total			4.368		4.368		26.992	31.360
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	654	13.080	12.340	0.740	654	13.080	13.820
4		Teachers Grants	0.005	2711	13.555	5.280	8.275	2685	13.425	21.700
5	EGS	EGS Centers for 6-14	0.00845					2396	20.246	20.246
		Sub-Total							20.246	20.246
5.1	IED	Education of disabled		623	7.476	0	7.476		7.475	14.951
		Sub-Total			7.476	0.000	7.476		7.475	14.951
6	BRC	Salary of staff	0.072	180	14.040		14.040	960	69.120	83.160
6.1		Contingency Grant	0.125	5	0.625	1.000	-0.375	5	0.625	0.250
6.2		TLM Grant	0.050	5	0.250		0.250	5	0.250	0.500
6.3		Workshops and Meetings Grants	0.005	60	0.300	0.000	0.300	60	0.300	0.600
6.4		BRC	0.072				0.000	120	8.640	8.640
		Sub-Total			15.215	1.000	14.215		78.935	93.150
7	CRC	Salary CRC coordinator								0.000
7.1		Contingency Grant	0.025	51	1.275	1.275	0.000	51	1.275	1.275
7.2		TLM Grant	0.010	51	0.510	0.000	0.510	51	0.510	1.020
7.3		Workshops and Meetings Grants	0.002	612	1.224	0.000	1.224	612	1.224	2.448
7.4		CRC						0	0.000	0.000
		Sub-Total			3.009	1.275	1.734		3.009	4.743
8	R&E	Research and Evaluation Programme		654	9.156	0.000	9.156		9.157	18.313
		Sub-Total			9.156	0.000	9.156		9.157	18.313
9		Civil Works								0.000
9.1		Construction of BRC buildings	6.000	3	16.000	12.000	6.000	1	6.000	12.000
9.2		Construction of CRC buildings	2.000	4	8.000	0.000	8.000	4	8.000	16.000
9.3		Construction of additional room for P/S	1.200	20	24.000	0.000	24.000	12	14.400	38.400
9.4		Construction of additional room for UPS	1.200	20	24.000	0.000	24.000	37	44.400	68.400
9.4		Buildingless Schools	3.000	1	3.000	3.000	0.000	0	0.000	0.000
9.5		Branch School Buildings	3.000	7	21.000	21.000	0.000	0	0.000	0.000
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	345	120.750	77.000	43.750	200	70.000	113.750
9.7		Construction of Headmaster room for UPS	1.200				0.000	25	30.000	30.000
9.8		Varanda	1.000				0.000		0.000	0.000
9.9		Buildings for schools having unsafe buildings	3.000				0.000		0.000	0.000
		Sub-Total			218.750	113.000	105.750		172.800	278.550
10		Maintenance and Repair Grant	0.050	1241	62.050	29.350	32.700	654	32.700	65.400
		Sub-Total			62.050	29.350	32.700		32.700	65.400
11	MGT	Management Cost			11.540	0.000	11.540		30.994	42.534
		Sub-Total			11.540	0.000	11.540		30.994	42.534
12	TRG	20 days Teachers training (in service)	0.014	2711	37.954	0.000	37.954	2685	37.590	75.544
		Sub-Total			37.954	0.000	37.954		37.590	75.544
13	VEC	Training to VEC Members	0.0003	10464	3.139	0.000	3.139	10464	3.139	6.278
		Sub-Total			3.139	0.000	3.139		3.139	6.278
14	INO	Computer Education			15.000		15.000		15.000	30.000
		Education of Girls			10.000		10.000		10.009	20.009
		Education of SC/ST			10.000		10.000		8.850	18.850
		ECE			15.001		15.001		15.105	30.106
		Sub-Total			50.001	0	50.001		48.964	98.965
15		Free text books for Non SC girls	0.0015	11493	17.240	0	17.240	8057	12.086	29.325
		Sub-Total			17.240	0.000	17.240		12.086	29.325
		Grand Total			486.533	162.245	304.288		516.592	820.880

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
1	PFE	Salary for primary teachers 28 x 12	0.072	336	12 months	24.192		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	28		2.800		
		Subtotal				26.992	5.225	
2	UPE	Upper primary Schools						
		TLE for Upper Primary Schools	0.500	12		6.000		
		Subtotal				6.000	1.161	
3		School Grant	0.020	654		13.080		2.532
4		Teacher Grant	0.005	2685		13.425		2.599
5	EGS	Cost of running of EGS centres for 2396 out of school children of 6-14 age group declining by 25%	0.00845	2396		20.246		
		Subtotal				20.246	3.919	
5.1	IED	IED Training to BRC staff 5 x10 x 5	0.0007	250	5 months	0.175		
		IED assessment camps 2 x5	0.020	10		0.200		
		One Resource person honorarium 5 Blocks x 12 months	0.070	60	12 months	4.200		
		Manual for Teachers about visually impaired children for no. of primary & upper primary schools	0.00034	654		0.222		
		Manual for Teachers about mentally challenged children for no. of primary & upper primary schools	0.00036	654		0.235		
		Special assistance and TLM to disabled children 623	0.00392	623		2.442		
		Subtotal				7.475	1.447	
6	BRC	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 4 Blocks @ Rs.7200/- x 12 P.A.	0.072	960	12 months	69.120		
6.1		BRC Contingency grant for 5 CD Blocks @ Rs.12500/- P.A.	0.125	5		0.625		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
6.2		TLM grant for 5 CD Blocks @ Rs.5000/- P.A.	0.050	5		0.250		
6.3		Meetings, Travel allowance for 5 CD Blocks @Rs.500 x 12 P.A.	0.005	60		0.300		
6.4		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		
		Sutotal				78.935	15.280	
7	CRC	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	51		1.275		
7.2		TLM grant for 51 CRCs @ Rs.1000/- P.A.	0.010	51		0.510		
7.3		Meetings, Travel allowance for 51 CRCs Blocks @Rs.200 x 12 P.A.	0.002	612	12 months	1.224		
		Subtotal				3.009	0.582	
8	R&E	Research and Evaluation Programme						
		Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	654		0.196		
		Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	654		0.196		
		Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000/-	0.02	65		1.300		
		Academic monitoring of schools by DIET staff by travelling 12 months 2x12 @ Rs 1000/-	0.01	48		0.480		
		Academic supervision by BRCs 5 x 5 units @ Rs1000/-	0.01	50		0.500		
		Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.01	120	12 months	1.200		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		Annual Household survey @Rs.3/- per household for 111090 households in parts	0.00003	48996		1.470		
		MIS Data collection and processing of data for 441 primary schools at State/District office	0.0017	441		0.750		
		MIS Data collection and processing of data for 213 upper primary schools/sections at State/District office	0.0018	213		0.383		
		State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for primary & upper primary schools	0.0020	654		1.308		
		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						
		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	654		1.373		
						9.157		1.773

**Annual Work Plan & Budget for the year 2003-04,
District Nawan Shehar, 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	1		6.000		
9.2		Cluster Resource Centres	2.000	4		8.000		
9.3		Additional Class rooms for primary schools	1.200	12		14.400		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	37		44.400		
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	200		70.000		
9.7		Headmaster's room for upper primary sections	1.200	25		30.000		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		Sutotal				172.800	33.450	
10		Maintenance and Repair Grant						
		Repairs and maintenance of school Primary and upper primary sections	0.050	654		32.700		
		Subtotal				32.700	6.330	
11	MGT	Management Cost						
		DPO/state consumables	0.070	6		0.42		
		Water, Electricity, Telephone etc. of District and State office	0.100	6		0.60		
		TA & DA of District and State etc.	0.300	12		3.60		
		Computer Stationery Peripherals DPO/State	0.200	1		0.20		
		Documentation at DPO/State	3.000	1		3.00		
		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		18.00		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No of blocks =5×2	0.030	10		0.30		
		Development and printing of modules on planning and management by State/District office	0.00036	654		0.24		
		Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management training District 8×3×8000	0.08	24		1.920		
		Circulatic of material prepared by the expects Of school/VEDC level						
		New letter	0.00025	654		0.164		
		Media Activity				0.000		
		Development and distribution work training manual for VEDCs 4 x 654,	0.00032	2611		0.836		
		Development and distribution training manual on civil works for BRPs and DRPs 4 x (90+10)	0.00068	400		0.272		
		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 no. of primary & upper primary schools schools	0.00047	654		0.307		
		Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	6		0.600		
		Subtotal				30.994	6.000	
12	TRG	Teachers training for primary and upper primary for 20 days	0.0140	2685		37.590		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
13	VEC	Training to VEC Members						
		Orientation to VEDC Members no. of primary & upper primary schools x 8 members x 2	0.0003	10464		3.139		
		Subtotal				3.139	0.608	
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	2.904	
b) Education of Girls								
		Remedial coaching for girls students for two months in 441 primary schools	0.003	441		1.32		
		Remedial coaching for girls students for two months in 213 upper primary schools	0.003	213		0.64		
		Development of supplement reading material and item Bank for 18865 girl student of primary students for use in remedial coaching	0.00038	16652		6.33		
		Development of supplement reading material and item Bank for 3556 girl student of upper primary students for use in remedial coaching	0.00057	3017		1.72		
		Subtotal				10.009	1.938	
c) SC/ST								
		Remedial coaching for 3 months in primary & upper primary schools in parts	0.0030	327		0.98		
		Supplementary reading material for remedial coaching to primary school SC children 25883 in parts	0.0005	10829		5.41		
		Question Bank for SC children of 4088 upper primary classes for remedial coaching in parts	0.0006	4088		2.45		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		Subtotal				8.85	1.713	
d) ECCE								
		School readiness kits and playway material for 3-5 age children in 539x3 Centres	0.00075	1617		1.21		
		Teaching learning material for 3-5 age children in ICDS centers x3 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	1323		0.99		
		Subtotal				15.105	2.924	
15		Free text books for Non SC girls	0.0015	8057		12.086		
		Subtotal				12.086	2.339	
		Grand Total				516.590		

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:

- a. Have a high reputation for teaching and developing innovative practices.
- b. Possess adequate knowledge of the subject content and the pedagogical theory and practice for upgrading the competence of educational functionaries
- c. Have a democratic disposition and skills for initiating and leading group discussions.
- d. 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:

- a. Qualification and expertise both in the contents and pedagogy of the subject areas.
- b. Experiences of organisation and participation in the In-Service Education Programme and activities.
- c. Reputation for teaching and innovative works in classroom situations.
- d. 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	Durati on	Frequency
Plan of Programs for General Training to Develop/Enhance Personal & Professional Competencies of Regular Teachers					
1	Induction Training	All	On joining	1 week	On joining
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
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	1/2 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 2 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 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 School Heads					
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2.	Innovation in content or methodology				
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	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 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

	-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					
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	c) Physics, Biology, Chemistry	Secondary	5 years	2 days	
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	e) Social Studies	Primary	5 years	2 days	
	f) History	Upper Primary Secondary	5 years	2 days	
	g) Maths	All	5 years	2 days	
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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 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

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 Tippery, dumbles 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 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 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. E.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 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)

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 scene.

- 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 there 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 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 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.

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 fibbers.
- Ceramics, polymers, plastics.
- Synthetic fibbers.
- Soaps and Detergents.
- Fertilizers, Pesticides.

Organic Evolution (Biology)

- Evidences of evolution (from fossils)
- Embryological evidences
- Homologous organs, Analogous & vestigeal 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 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: - 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.

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 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.
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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 there 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 seminarians	Biology according to choice of seminarians		Physics according to choice of seminarians	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 seminaris	Biology acc to choice of seminaris		Physics acc to choice of seminaris	Post Test		as above	
10	Biology acc to choice of seminaris	Chemistry acc to choice of seminaris		Physics acc to choice of seminaris	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 4:45
1		Registration		Regarding Seminar	Pre-test		Factorisation, LCM, HCF	Linear Equations		
2		Basic Geo Concepts		Income Tax and Sales Tax	NTSIE		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	Attendance & Morning Assembly & Moral & Value Talks	Banking	T e a	Volume	Chemistry	L u n c h	Quadrilaterals	Teaching Aids	T e a	Assignmen Mathemat teaching problems faced by teachers discussion a planner manner
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		Assignment	Pre-test		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		Measurement, 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)	T E A	Participation by teachers	Moral Values	L U N C H	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 Concepts (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
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 Seminararians	Population Education		as above
5	Chemistry acc to choice of seminararians	Life Processes (bio)	T E A	Participation by teachers	Moral Values	L U N C H	as above
6	Chemistry acc to choice of seminararians	Physics acc to choice of seminararians		Life processes (bio)	Assignments		as above
7	Heredity (bio)	Educational Excursion		Educational Excursion			Educational Excursion
8	Evolution (bio)	Physics acc to choice of seminararians		Biology acc to choice of Seminararians	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

Sarva Shiksha Abhiyan

Title/Description	Objective	Language	Source material	Circulation	No. of Items
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/Diets 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 ਘੱਖਣ ਦੀ ਆਦਤ ਪਾਉਣਾ Developing Inquiry skills in students.	Teacher Training	Punjabi	NCERT	Block level	1
ਕਦਰਾਂ ਕੀਮਤਾਂ ਵੱਲ ਸੋਧਤ ਸਿੱਖਿਆ Values oriented Education	Teacher Training	Punjabi	NCERT	Block level	1
ਨੈਤਿਕ ਸਿੱਖਿਆ -ਸੰਚਾਰ ਅਤੇ ਮੁੱਲਾਂਕਣ Moral Education : communication and Evaluation	Teacher Training	Punjabi	SSA, Punjab	School level	1
ਵਾਤਾਵਰਣ, ਸਕੂਲ ਅਤੇ ਬੱਚਿਆਂ ਦੀ ਸਵੱਛਤਾ Environment, School and children cleanliness	Teacher Training	Punjabi	SSA, Punjab	School level	1
ਪ੍ਰੇਰਣਾ (ਕੁਬਲਤਾਵਾਂ ਲਈ ਪ੍ਰੇਰਕ ਖਕਤੀ) 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 ਲੀਡਰ Leadership skills	Teacher Training	Punjabi	SSA, Punjab	Manual/School Level	1
ਸੰਚਾਰ ਕੁਬਲਤਾ Communication Skills	Teacher Training	Punjabi/English	SSA, Punjab	School level	1
ਸਫਲ 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 ਲਾਗੂ ਕਰਨ ਲਈ ਯੋਜਨਾਬੰਦੀ Planning for implementation	School Planning and Mangament	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Diets/ 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/Diets/ In-Service Training Centre	1

Sarva Shiksha Abhiyan

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
ਜ਼ਿਲ੍ਹਾ 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, ਸੰਸਥਾਗਤ 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
ਵਿਰਵੇ 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. ਜੀ. ਐਸ. ਪ੍ਰਾਇਮਰ -1 E.G.S. Primer-I	Learning material	Punjabi	SSA, Punjab	EGC	1
ਅਭਿਆਸ ਪੁਸਤਕ ਈ. ਜੀ. ਐਸ. ਪ੍ਰਾਇਮਰ -1 E.G.S. Work Book	Learning material	Punjabi	SSA, Punjab	EGC	1

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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 ਗੋਸ਼ਾ 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 ਜ਼ਿਲ੍ਹਾ 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
ਸਕੂਲੀ ਸਥੂਲੀ ਇਮਾਰਤਾਂ ਦੇ ਕੰਮ ਕਾਰਜ 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					
<p>ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਵੇਖਣ, ਉਮਰ ਬ੍ਰੇਂਟੀ ਅਨੁਸਾਰ ਬੱਚਿਆਂ ਦੀ ਵੰਡ, 3-19 ਸਾਲਾਂ ਦੀ ਪਿੰਡ, /ਵਾਰਡਾਂ ਵਿਚ ਕੁੱਲ ਵਸੋਂ, ਪੀ, ਪ੍ਰਾਈਮਰੀ ਅਤੇ ਸਕੂਲ ਨਾ ਜਾਂਦੇ ਅਤੇ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਬੱਚੇ ਅਤੇ ਬ੍ਰੇਂਟੀ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ</p> <p>ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. 1,2,3,4,5</p> <p>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</p> <p>SSA/FS/VI,2,3,4,5</p>	Family Survey	Punjabi	SSA, Punjab	School level	5
<p>ਬ੍ਰੇਂਟੀ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ/ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I,II,III,IV/6</p> <p>School going children category wise (village/ward, cluster, block and district) SSA/FS I,II,III,IV/6</p>	Family Survey	Punjabi	SSA, Punjab	School level	4
<p>ਉਮਰ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I,II,III,IV/7</p> <p>Age wise School going children (village/ward, cluster, block and district) SSA/FS I,II,III,IV/7</p>	Family Survey	Punjabi	SSA, Punjab	School level	4
<p>ਬ੍ਰੇਂਟੀ ਅਤੇ ਉਮਰ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I,II,III,IV/8</p> <p>Category wise School going children age (village/ward, cluster, block and district) SSA/FS I,II,III,IV/8</p>	Family Survey	Punjabi	SSA, Punjab	School level	4
<p>ਸਕੂਲ ਨਾ ਜਾਂਦੇ/ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I,II,III,IV/9</p> <p>School not going working children (village/ward, cluster, block and district) SSA/FS I,II,III,IV/9</p>	Family Survey	Punjabi	SSA, Punjab	School level	4
<p>ਉਮਰ ਅਨੁਸਾਰ ਸਰੀਰਕ ਮਾਨਸਿਕ ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I,II,III,IV/10</p> <p>Age wise Physically/Mentally handicapped children (village/ward, cluster, block and district) SSA/FS I,II,III,IV/10</p>	Family SurveyII	Punjabi	SSA, Punjab	School level	4

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<p>ਬੁੱਟੀ ਅਨੁਸਾਰ ਸਰੀਰਕ/ਆਨਸਿਕ ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I, II, III, IV/11</p> <p>Category wise Physically/Mentally handicapped (village/ward, cluster, block and district)</p> <p>SSA/FS I, II, III, IV/11</p>	Family Survey	Punjabi	SSA, Punjab	School level	
<p>ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਵੇਖਣ 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 ਸਰਵੇਖਣ 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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Research and Evaluation EMIS					
ਕੁੱਲ ਸਕੂਲਾਂ ਦੇ ਕੋਡ ਰਿਕਾਰਡ ਦੀ ਕਿਤਾਬ (ਮੁੱਹਲਾ/ਬਸਤੀ, ਕਲੱਸਟਰ, ਬਲਾਕ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ - I,II,III/1 Records of schools code (Mohalla / basti, cluster & block) SSA/SET-I,II,III/1	Survey/EMIS	Punjabi	SSA, Punjab	School level	3
ਤਿਮਾਹੀ ਐਨਰੋਲਮੈਂਟ ਅਤੇ ਅਧਿਆਪਕਾਂ ਦੀ ਸੂਚਨਾ ਅਤੇ ਵੇਰਵਾ (ਸਕੂਲ ਬਲਾਕ ਅਤੇ ਕਲੱਸਟਰ, ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ - I,II,III,IV/2, ਅਤੇ 2.1 Quarterly Enrolment and Teachers Information and details (school, cluster, block and district level) SSA/SET-I,II,III,IV/2 and 2.1	Survey/EMIS	Punjabi	SSA, Punjab	School level	5
ਤਿਮਾਹੀ ਐਨਰੋਲਮੈਂਟ ਅਤੇ ਅਧਿਆਪਕ ਸੂਚਨਾ ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ/1/2.2 Quarterly Enrolment and Teachers Information SSA/SET/1/2.2	Survey/EMIS	Punjabi	SSA, Punjab	School level	1
ਅਪਰ-ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੀ ਗਿਣਤੀ ਬਾਰੇ ਰਿਪੋਰਟ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ. II,III,IV/3 Number of Upper Primary School/Sections (cluster, block & district) SSA/SET-II,III,IV/3	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਤਿਮਾਹੀ ਸਕੂਲ ਐਨਰੋਲਮੈਂਟ ਸੂਚਨਾ ਜਮਾਤ I ਤੋਂ V (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ-II,III,IV/4 Quarterly School Enrolment Information I To V class (cluster, block & district) SSA/SET-II,III,IV/4	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਤਿਮਾਹੀ ਸਕੂਲ ਐਨਰੋਲਮੈਂਟ ਸੂਚਨਾ ਜਮਾਤ VI ਤੋਂ X (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ-II,III,IV/5 Quarterly School Enrolment Information (cluster, block & district) VI To X class SSA/SET-II,III,IV/5	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੇ ਅਧਿਆਪਕਾਂ ਰਿਪੋਰਟ ਸਬੰਧੀ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ. (ਐਸ. ਈ. ਟੀ. - II,III,IV/6 Reports on Teachers of Primary Schools/Sections (cluster, block & district) SSA/SET- II,III,IV/6	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਅਪਰ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੇ ਅਧਿਆਪਕਾਂ ਸਬੰਧੀ ਤਿਮਾਹੀ ਰਿਪੋਰਟ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ. (ਐਸ. ਈ. ਟੀ. - II,III,IV/7 Report on Teacher of Upper Primary School/Sections (cluster, block & district) SSA/SET-II,III,IV/7	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਸਕੂਲ ਸੂਚੀਕਰਨ School Listing	Survey/EMIS	English	SSA, Punjab & District	State, District, Block	3

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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 ਫਾਰਮੈਟ 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 ਵੇਰਵਾ। ਐਸ. ਐਸ. ਏ. /ਡੀ. ਐਡ 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