

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



**Annual Work Plan
2002-2003**

&

**Perspective Plan
2002-2007**

District

PATIALA

Sarva Shiksha Abhiyan Authority

PUNJAB

VISION STATEMENT-2020

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

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

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

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PART - I

Brief Profile of District Patiala

Location

Patiala district is located in the south-eastern part of the state of Punjab in the Malwa region. It forms part of Patiala division and lies between 20⁰-49' and 30⁰- 47' north latitude and 75⁰- 58' and 76⁰- 54' east longitude. It is surrounded by Fatehgarh Sahib district in the north-west; Rupnagar district and Chandigarh Union Territory in the north; Ambala and Kurukshetra district (Haryana State) in the east; Kaithal and Jind district (Haryana state), and Sangrur district in the west. It is constituted mainly of territories of erstwhile princely states of Patiala and Nabha, which were known as Phulkian states.

Origin of Name

The district derives its name from the district headquarters town of Patiala, which is said to have been founded about 1762 AD, by Baba Ala Singh, the founder of Patiala state. The word is constituted of two words Patti and Ala, which mean territories of Ala. The city remained in occupation of the descendents of Baba Ala Singh till 1948 when it became capital of PEPSU (Patiala and East Punjab states Union). In 1965 PEPSU was merged in Punjab and thus Patiala became the district and Divisional headquarters.

Area

The district has an area of 3625 sq. km. (as supplied by the surveyor General, India), which is the 5th largest area for any district in the state (*Annexure-1*)

Climate

The climate of Patiala district is typical of Punjab plains i.e. quite hot in summer and sufficiently cold in winter. The temperature starts rising in March and continues rising till end of June. Hot winds blows during summer, occasionally accompanied by dust storms. The temperature may touch 45⁰C or more on some days. Generally pre-monsoon showers are experienced in the middle or end of June, which may bring down temperature considerably, rains set in by the first week of July, which may continue up to the middle of September. During the rainy season temperatures are considerably low but it becomes very hot and sultry when it is not raining. From early October, the weather becomes very pleasant as the winter season sets in. November and December are pleasant but nights are cold. There is considerable difference between day and night temperatures during this period. Severe cold is

experienced during months of January and February when temperature may touch the freezing point. The winter rains are also experienced during these months but these are only shade of rains experienced during July to September. The winter rains are caused due to western disturbances in the Persian Gulf. Mild frost may be experienced during mid-December to mid-January. Some times hailstorms are experienced in winter months, which may cause extensive damage to standing crops. The district reported an average rainfall of 641.2mm during 2000-01 (*Annexure-I*).

Topography

This district is sub-divided into following two-micro regions on the basis of soils, topography, climate and natural vegetation: (i) Patiala plain and (ii) Ghaggar Flood plain. Each of these regions is described briefly as follows:

i) Patiala Plain

This region spreads over the northern and north western and western parts of Patiala district, occupying the whole tehsil of Nabha and a large part of Patiala, Rajpura and Samana tehsils. The region is a flat featureless plain having alluvial and most fertile soils. The main soils are Ochrepets-Orthents and Ocharepts-Psammets. But there are some pockets in the western parts of Patiala and Samana tehsils where the surface water dries out in dry weather, leaving a sheet of white powdery material at the surface, which is known as Kallar or Reh. The general elevation of this region varies from 278 metres near village Nadali of Rajpura tehsil and 240 metres near village Bujrala of tehsil Samana. Being a plain area, no major river passes through this region, but there are choes/nalas. The important ones are; Patiala Rao, Jhambowali choe, Sirhind choe. There are few pockets of protected forests, namely Badhson Bir, Bir Bhora, Bir Dosanja, Bir Moti Bagh, etc.

ii) Ghaggar Flood Plain

This region spreads over the eastern, south-eastern and southern parts of Patiala district covering parts of Rajpura, Patiala and Samana tehsils. Ghaggar river flow from north-east to south-west direction. The other choes/nalas are namely Pranadi, Dangri Nadi, Miranpur choe, Gadri nadi and Pagna Nadi. Most of the villages are situated on low lying areas and these are subject to floods during rainy season. The main soils are Ustalfs-Fluvents, Aquents-Ochrepts and Ustalfs- Ochrepts. The elevation of this region Varies from 256 metres near village Marupur of Patiala tehsil and 230 metres near village Jakhar of Samana tehsil. There are few pockets of protected forests, namely Bir Bhuner Heri, Chhat Bir, Ganesh and Bir Gardialpura.

Rivers and Drains

It is said that Satluj river used to flow through the Gobindgarh area but changed course to its present course in early part of 13th century which is well outside the district boundaries. The following streams, which traverse this district, are briefly described below:

Ghaggar

The chief stream, which traverses this district, is the Ghaggar. It rises in Sirmaur district of Himachal Pradesh and is known by the name of Kaushalaya in the upper reaches. After flowing through Himachal territory and Ambala district of Haryana it enters plains near Mubarakpur. Thereafter it is called Ghaggar. It flows in the south-westerly direction and is joined by streams like Tangri, Patiala Rao, etc. Later outside the district boundaries it is joined by combined waters of Saraswati and Tangri streams (emanating in Haryana). Its bed is narrow and ill defined in Banur and Rajpura areas but near Ghannaur its banks are low and the floods easily. Further south the river-flow provides some excellent soil. In summer small quantity of water is available in its upper reaches, but during the rainy season the quantity of water is considerable which causes floods and damage to crops and property. An inundation canal called 'Banur Canal' has been taken out near Banur, which besides providing irrigation helps in controlling the floods. The Ghaggar after flowing through Patiala and Sangrur districts traverses through Haryana state and disappears in the 'Thar Desert' near Hanumangarh in Rajasthan.

Patiali Rao

It rises near Chandigarh and after carrying waters of several other torrents flows past Patiala and joins Ghaggar near village Ghannaur in Samana tehsil.

Sirhind Choe

It is also known as Sunamwala Choe or Mansurpur Choe. It originates in Rupnagar districts and flows through areas of Fatehgarh Sahib district and gets lost in Hisar district. The Choe probably flows along the alignment of the Sirhind Canal which was constructed by Ferozeshah Tughlak in 1361 AD when he constituted Sirhind as a separate district.

Jhambowali Choe

South of Sirhind Choe runs the Jhambowali Choe. It arises near Chanarthal and flows through Bhawanigarh and Karamgarh areas before joining the Ghaggar near Moonak. Its bed is shallow and ill defined which causes over flowing during rainy season.

Besides above described rainy season streams, number of drains such as Patiala Model Town Drain, Rohti Drain, Nabha Drain, Mohalgowara Drain have been constructed which drain out water from the district.

Canals

The Bhakra Canal, Patiala branch of Sirhind Canal and Banur canal are three canals, which irrigate areas in this district. The Satluj Yamana Link (SYL) was also taken up in this district but the project could not be completed due to certain constraints.

Bhupinder Lake

It is located about 60 km. to the south-west of Patiala city near village Patran. It is about 8 km. long and 20 feet deep. It used to serve as the pleasure resort of Patiala rajas. The lake has now shrunk appreciably due to the silting and extension of cultivation.

Present Jurisdiction

The district is constituted of areas falling in the erstwhile Patiala and Nabha states. By the time of integration of PEPSU areas in 1956 Patiala District expanded by absorbing Fatehgarh Sahib and Kohistan districts whereas Amloh and Payal tehsils of Fatehgarh Sahib district were merged with Sirhind tehsil, Dera Bassi of erstwhile Kohistan district was abolished and merged with Rajpura tehsil. Later, on 19th may, 1959 the district lost Nalagarh tehsil to Ambala district. As a result of these changes at the time of 1961 Census the districts constituted four tehsils Namely (1) Patiala (2) Sirhind, (3) Nabha and (4) Rajpura. Consequently, on 12th November, 1963 Fatehgarh Sahib tehsil lost, 72 villages and Doraha and Payal towns to Ludhiana district, 10 villages to Sangrur District. On 17th march, 1970 the Samana tehsil, which was sub-tehsil of Patiala tehsil, was carved out as the 5th tehsil of the district. On 22 June, 1972 Fatehgarh Sahib tehsil lost 23 villages to Kharar tehsil of Rupnagar district and on 10th June 1974 Rajpura tehsil gained 9 villages from Kharar tehsil of Rupnagar district and Fatehgarh tehsil lost 4 villages to Kharar tehsil of Rupnager district.

At present Patiala district is sub-divided into following five tehsils: 1) Patiala (2) Dera Bassi, (3) Nabha , (4) Rajpura (5) Samana . District is further sub-divided into nine community development blocks: (1) Patiala, (2) Bhunerheri, (3) Nabha, (4) Rajpura, (5) Dera Bassi, (6) Ghannaur, (7) Samana, (8) Sanaur at Patiala, (9) Pattran; 14 towns and 1090 inhabited villages (*Annexure-I*).

Major Characteristics of The District

Land Utilisation

In the year 2000-01 against a geographical area of 368 thousand hectares the area of the district as per village papers is 371 thousand hectare. This shows differences in two sets of areas arrived at by different methods of measurement adopted by two separate agencies. However for the purpose of discussion hereinafter we will refer to the area as per village papers only. Out of 371 thousand hectare, 15 thousand hectare is under forests, 2 thousand hectare is barren and unculturable land, 45 thousand hectare is put to non-agriculture use, 2 thousand hectare is under miscellaneous tree crops and grove not included in net area sown, 2 thousand hectare is current fallow and 1 thousand hectare is fallow land (other than current fallow). There is 304 thousand hectare –Net area Sown’ in the district which is 82 percent of the total area. Further out of 304 thousand hectare of ‘Net Area sown’ 291 thousand hectare is sown more than once (*Annexure-I*). Thus the total cropped area work out to 595 thousand hectare in the district during 2000-01.

Agriculture

The farmers generally cultivate their land themselves or through servants. This system is known as khudkasht (self cultivation). In some cases the land is leased out to other marginal farmers or landless-farmers for cultivation on batai (share cropping) or theka (contract). The general rate of batai is one half, depending upon the provision of irrigation, fertilizers, etc. However the rate of theka (contract) varies from time to time depending upon the quality of land and period of contract. As large number of farmers own tractors, they prefer to offer services for various agricultural operation against payments. This system is gaining popularity in the rural areas.

After the abolition of jagirdari system the size of land holding has dwindled appreciably. Mechanisation of agriculture (introduction of tractors) has also reduced dependence on tenants. The easy availability of local labour or contractual labour from outside has given a commercial twist to agriculture. The farmers have started running agriculture on more or less line similar to industry, which augurs well for agriculture and rural development.

Patiala district is mainly an agriculture district as 65.02 percent of its population is reported residing in the rural areas during 2001 census (*Annexure-I*). Further agriculture employed 38.9 percent of its main working force (21.6 per cent as cultivators and 17.3 percent as agricultural labourers) during 2001 census.

There are two main crop seasons in a year; Kharif (Sawni) and Rabi (Hari). In between these two main crops season additional crops are grown where conditions so permit. These are known as zaid Kharif and zaid Rabi crops. The Kharif crops consists of paddy, maize, sugarcane, cotton, pulses other than gram, bajra, jowar and vegetables like chilies, onions, etc. The Rabi crops consist of wheat, gram barely and some oilseeds, fodder crops, potatoes and winter vegetables. The principal cash crops of the district are: paddy sugarcane, cotton etc. Among the two-crop season, the area under Rabi crops is slightly higher as during 2000-01 the district reported an area of 302 thousand hectare under Kharif crops against 293 thousand hectare under Rabi crops. Further out of 595 thousand hectare cropped area of the district, 545 thousand hectare and 50 thousand hectare are under food and non-food crops, respectively.

During 2000-01 an area of 2356 hectare was reported under various kinds of fruit trees in the district. The area under various fruit trees is as follows: kinnow 88 hectare, mango 628 hectare, guava 620 hectare, pear 130 hectare, peach 91 hectare, ber 171 hectare, lemon 143 hectare, orange and malta 37 hectare, grape 13 hectare, lichi 33 hectare plum 15 hectare and miscellaneous fruits 387 hectare. The Baradari gardens at Patiala are the notable gardens of the district. In order to maintain and develop horticulture, research is being conducted in various fruits at research station, Bahadurgarh. This station is being run by the Punjab agricultural University, Ludhiana.

Patiala is an important district for vegetable growing. During 2000-01 vegetables were grown in an area of 10078 hectare and the district ranked 5th in area in the state, next to Ludhiana District (10795). Out of 10078 hectare, potatoes occupied 5031 hectare, followed by summer vegetables 2217 hectare, winter vegetables 2133 hectare and onion 697 hectare. In onion cultivation this district occupied the top position in 2000-01 due to the implementation of "Onion Development Programme" in the district. The demand for vegetables in Chandigarh is mostly met by this district. Vegetable cultivation brings good returns to the farmers throughout the year.

Besides compost, cattle dung and green manures, chemical fertilizers are increasingly being used in this district. During the year 2000-01, 120000 tones of chemical fertilizers were used in the district. The break-up of chemical fertiliser are as follows: Nitrogenous (N) 98,000 tones, Phosphatic (P_2O_5) 21,000 tones and Potassic (K_2O) 1000. The main consumption of chemical fertilizers is attributable to the improved varieties of wheat and paddy.

Irrigation

The annual rainfall being low, erratic and seasonal the necessity for artificial irrigation is always there. The major sources of irrigation are tubewells and pumping sets, canals and wells. Three canal systems, which operate in the district, are: The Sirhind canal system, the Bhakra main line canal system and the Banur canal system. The Banur Canal system is an inundation canal, which takes off from Ghaggar river near Banur. The other two canal systems are perennial and take off from Ropar headworks (Sirhind canal) and Nangal Dam (Bhakra main line canal) respectively. The Satluj Yamuna link canal (SYL) was taken up sometime back but the project could not make any headway due to certain constraints. The project, if implemented, will irrigate sizeable areas in this district. A hydro-power station is also proposed to be set up on SYL canal near Rajpura town.

However, in the year 2000-01 the net irrigated area reported in the district is 289700 hectare, out of which 10000 hectare is irrigated from government canals, 279700 hectare is irrigated from tubewells and wells (*Annexure-I*). Thus percentage of net area irrigated to net area shown for this district worked out to 95.3 percent during 2000-01. Also during the corresponding period out of 595000 hectare of gross cropped area, 573000 hectare was irrigated (*Annexure-I*). Thus the percentage of gross irrigated area to gross cropped area worked out to 96.3 for this district during 2000-01.

Animal Husbandry

Livestock continues to be a valuable possession of the farmers inspite of the fact that the agricultural economy is heading towards mechanisation. According to 1997 livestock census there were: 175000 cattle; 471200 buffaloes; 1200 horses and ponies; 300 donkeys; 1200 mules; 30100 sheep; 17800 goats; 11600 pigs. That means the district had the total Live stock of 708400 in 1997(*Annexure-I*). In 2000-01, the district was provided with 91 Veterinary Hospitals and 90 Permanent Outlaying dispensaries & Insemination Units (*Annexure-I*).

The poultry birds have recorded an increase from 5,15,400 in 1977 to 1083100 in 1997 (*Annexure-I*). Poultry farming is being practiced on scientific lines, which has assured remunerative returns to the poultry farmers. Now large number of poultry farms could be seen all over the district. The consumption of poultry products is on the increase.

In order to provide quality meat to the general public 17 recognised slaughter houses functioned in the district during 2000-01, where 12171 animals (9376 sheep and goats 2795 pigs) were slaughtered.

A one lakh litre capacity milk plant in the public sector was located at Patiala during the year 2000-01. It supplied various milk products to the consumers. There are a number of other Milk Plant in Joint and Private sectors. These plants created good demand for milk from which dairy farmers of the district were immensely benefited by way of remunerative returns and technical guidance in the upkeep of their milch cattle.

The district has taken up pisciculture in a big way even though it is short of natural resources in the running water. In the year 2000-01, an area of 401 hectare was stocked with fish. 5380 thousand-finger lings were raised (*Annexure-1*). An income of Rs. 2,07,000 accrued to the fisheries department in the district during the year.

Industry

Patiala has been known for gota and zari work as also silk azarbands (waist cards), daryai (silk cloth) Sussi and durries were made at Patiala, Nabha, Bassi and Amloh. Brass and bell metal utensils were manufactured at Patiala. Sanaur was famous for pakhiṣ (hand fans) made of palm leaves. Patiala and Nabha were known for nalas (waist card), parandas (hair cards) and jutis (country shoes). Niwar and baan of good quality was produced in the jails at Patiala and Nabha. The rulers of erstwhile Nabha state realizing the importance of industries set up an industrial area at Gobindgarh as far back as 1902. Later this area was declared a free trade-zone in 1928. The first steel re-rolling mill was set up at Gobindgarh in 1940. A Cement plant was set up at Surajpur (now in Ambala District of Haryana) by Associated Cement Company (ACC) mainly due to encouragement from Maharaja of Patiala.

However, since after the migration of muslims and coming over of hindus and sikhs on partition of the sub-continent in 1947 the industrial scenario has undergone a sea change. The district has made rapid progress in the field of industries and have come to occupy an important place in the state. Though number of industrial units has come up all over the district. Some large-scale and medium scale industrial units located in the district are:(1) Steel Re-rolling, (2) Diesel Components, (3) Sugar Mills (4) Milk and Dairy Products, (5) Cycle and Cycle parts, (6) Piston and Ring, (7) Breweries, (8) Food Products, (9) Vegetable oils, (10) Soap and Detergent, (11) Cables and (12) Electric Motors and Transmission Accessories.

Besides the above units there are other various small scale units engaged in the industries:- (1) Agricultural implements, (2) Sewing machines and parts, (3) Paints and Varnishes, (4) Thermometers, (5) Hosiery and Cotton ginning, (6) Cement Pipes, (7) Wheat Flour, (8) Rice Sellers, (9) Bus/Truck body

Building and (10) Textiles. In brief during 2000-01, there were 591 Registered Working factories where 30049 workers had been employed (*Annexure-I*).

Electricity

The erstwhile rulers were aware of the technological changes taking place in the world. They, therefore, were the first to introduce electricity in their state in the beginning of the present century. The private suppliers of electricity were replaced by the government (PWD). Subsequently, the responsibility of supplying electricity was passed over to the Punjab State Electricity Board, Patiala.

In the year 2000-01, Patiala district consumed 1886.84 million units of electricity (*Annexure-I*). The break up of electricity consumed by various consumers during the year 2000-01 is as follows: (1) Domestic 345.18 million units; (2) Commercial 76.44 million units; (3) Industrial 828.39 million units; (4) Agricultural 597.98 million units and (5) Others 38.85 million units. Thus the district consumed 9.84 percent of state's total electricity during 2000-01.

In the year 2000-01, there were 89.65 percent electrified households (286757 households out of 319868 households were electrified). The district is a net consumer of electricity as there is no electricity generating station in the district. However, to meet day-to-day exigencies some large industrial units have installed their own diesel sets but these do not produce enough electricity to meet their industrial needs. However, this arrangement comes handy to the cold storages, which can ill afford to power tripping. There is ever increasing demand for electricity, which is outstripping supply for the last so many years. The position is likely to persist for quite sometimes unless some extra-ordinary steps are taken to mitigate the shortage in future.

Minerals and Mining

The district is poor as far as mineral wealth is concerned. Only mineral/material of some consequence are sand boulders and shingle which are used in construction of buildings and roads. Whereas sand is found throughout the length of Ghaggar river flowing in this district, the boulders and shingle are found in upper reaches of Ghaggar river in Rajpura tehsil. Large number of stone crushers are concentrated near Zirakpur. Some saltpeter is also extracted in the district, especially in the waterlogged areas. Since topography of the district is formed of silt deposits from the nearby Shivalik hills, there are large number of brick kilns located in the district which are widely dispersed. The soil is very ideal for producing quality bricks and tiles.

Communications

The means of transport and communication such as roads, railways, waterways, post and telegraph, telephone, etc. are important for the development of any area. This district is quite advanced in this matter, partly due to its being earlier the capital of PEPSU and partly due to its proximity to the state capital, Chandigarh.

In the year 2000-01 there were 3410 km. of roads which were maintained by the Public Works Department (B&R), Punjab, out of which 164 km. was under the National Highways whereas 3246 km was under provincial highways. On the basis of 4305 km. of road length (all types) it is estimated that in 2000-01 there were 119 km. of roads per 100 square kilometer of area and 234 km. of roads per lakh of population in the district. The number of villages linked with roads was 1059 and percentage of villages linked with roads was 99.25 percent. The National Highways NH-1 (linking Calcutta with Amritsar) and NH-22 (linking Ambala with Tibet) pass through this district. The important roads in the district are: (1) Patiala- Chandigarh, (2) Patiala-Ludhiana, (3) Patiala-Pehowa, (4) Patiala-Ambala, (5) Patiala-Sangrur, (6) Patiala-Hisar, (7) Patiala-Sirhind-Chandigarh, (8) Sirhind-Bassi-Samrala. etc.

Post and Telegraph

There is good network of post offices, post and telegraph offices in the district. The telephone exchanges have been provided in all the towns of the district. Further telephone connection have been provided even in the rural areas. There were 215 post offices, 13 telegraph offices, 86 telephone exchanges and 1881 public call offices in the district during 2001 (*Annexure-I*). There is radio station at Patiala, which caters to the needs of the residents of this district and other adjoining areas.

Trade and Commerce

During the Mughal period towns like Sirhind, Samana, Banur were important centres of trade and commerce. Subsequently during the Sikh times Nabha, Patiala, Basi, and Rajpura gained importance as centres of trade and commerce. With the development of transport and communication Gobindgarh, Dera Bassi, etc. also developed. The development of irrigation network brought a sea change in the production of agricultural commodities and many markets came into existence all over the district. Patiala became known for gota, zari, sitara work. The nalas, parandas and jutis were also produced at Patiala and exported to other places. Gobindgarh emerged as great centre of iron and steel industry and large number of steel re-rolling mills were set up there. Samana exported Dhoop and Agarbatties. Nabha manufactured and exported food and dairy products like pure ghee, Horlicks. Bahadurgarh

was chosen by 'Mahle-Escorts to set up piston and rings unit which played a very crucial and important role in the development of automobile industry. The Rajpura township was able to capture good clientele for wooden frames, doors and windows and other numerous industrial items.

Though the wholesale and retail trade is mostly in the private hands. There is a district wholesale cooperative marketing and supply society at Patiala. It undertakes wholesale supplies of agricultural implements, seeds, fertilizers, pesticides, kerosene oil, sugar, etc. During 2000-01 there were 6 marketing cooperatives, 298 milk supply cooperatives, 5 sugarcane supply cooperatives, 156 weavers cooperatives and 6 consumer cooperatives in the district. There are number of cooperatives consumer stores in the district. Besides, in order to make available essential goods, such as wheat, wheat flour, rice, sugar, kerosene oil and cheap cloth to poorer sections of the society both in rural and urban areas, the fair prices shops through which essential items are made available to general public at reasonable prices. These shops are run through preferably village cooperatives societies, and private traders who are allotted depots both in the urban and rural areas.

On 31st December 2000 there were 257 bank branches in the district. The break up of these is as follows: State Bank of India 9, State Bank of Patiala 72 (it is the lead bank of the district and has its headquarters at Patiala) Punjab National Bank 25, Co-operative Bank 53 and other commercial banks 98. Thus the district has 204 Scheduled banks (*Annexure-I*).

Forestry

Patiala district falls under the jurisdiction of Divisional Forest Officer Patiala. Due to the rapidly extending cultivation the area under forests shrank, Thanks to the farsightedness of the ex-rulers of the states of Patiala and Nabha, well wooded and various kinds of trees and grasses are found all over the district. With the passing over of the management of roadsides, canal banks and strips of land along the railway lines to the forest department for plantation, the things improved. During 2000-01, the total area under forests was 154 Sq. Kms. area (*Annexure-I*), 127 Sq. Km. area was under protected forests, 26 Sq. Kms. area under Unclassed and 1 Sq. Kms. was under private forests. Thus, the percentage to total area became 4.25 percent.

Generally ber trees/groves were found in the Samana and Sanaur areas. mango groves were found in the Banur area. There was quite a sprinkling of pepal and neem trees near the village habitations and village ponds. Shisham is now being planted along the canals, roads and railway tracks. The other important trees found in the district are: kikar, khajur, dhak, jand, kareer, reru, and jal which are mostly found in the Birs. Among the grasses found are: nara,

anjan dhanaulu, khawi, dub, palwan and kana. Babbar is also found in patches and is used for the manufacture of paper.

Among the Birs still being maintained by the forest department as protected forests, the more important are: Bhunerheri, Mirapur, Keri, Mallaha, Bhogpur, Kulemaja, Sanaur, Majhal, Moti Bagh, Kheri Gujran, Bauran, Anuki, Dehrian, Dasharijhan, Mehs, Bhadson, Agol, Amloh, Chhat (it houses the Chhat Bir zoological park) Hansala, Barauli, Daudrala, Leheri, Pir Machhala etc.

Medical and Public Health

Ayurvedic and Unani system of medicine were popular before the introduction of Allopathic system by the rulers of erstwhile states of Patiala. Faith curer and quackery have taken a back seat since long but still some people pin faith in these, especially for treatment of psychiatric and mental cases. The village Sianas or Pahlwans are sought after for treatment of bone fractures and other orthopaedic ailments. The homoeopathic system of medicine is the latest introduction and has gained quite popularity for treatment of infants/children and chronic diseases in the urban areas of the district.

The Rajindera Hospital was set up at Patiala in 1877. It has 56 beds to start with. Later it was followed by Lady Dufferin Hospital in 1890, which was set up at Patiala. A chain of dispensaries also came up in the area of the Patiala. The rulers of Nabha state also showed their keenness to introduce allopathic medical institutions in their state. In 1890 chain of dispensaries were opened in the Nabha state. In commemoration of the visit of Lord Lansdowne, the Viceroy of India, a Lansdowne Hospital was set up at Nabha. This hospital had separate wings for males and females. A 50 bed Ayurvedic hospital was established at Patiala in 1953-54. Thereafter there was no looking back and number of medical institutions were opened up throughout the district.

In 2001 there were 163 medical institution i.e. 117 in rural area and 46 in urban area belong to the state government, two to local self-government. There were 11 Hospitals, 106 Dispensaries and 35 P.H.Cs. Besides, there were 40 Ayurvedic & Unani and 8 Homoeopathic Institutions functioning in the district (*Annexure-1*).

Though there is no scarcity of drinking water in the district but in some villages water is not fit for consumption. In order to provide protected drinking water 996 villages were identified in the district. Out of the total water scarcity villages, 817 villages have been provided facility of protected drinking water through commissioning of various drinking water schemes. But there are still

179 villages, which remained to be provided such facilities. Strenuous efforts are being made to provide these with protected drinking water.

Education

Before the introduction of the modern education on the lines of the British the teaching was done on religious lines in following three systems (1) Hindu system, (2) Sikh system and (3) Muslim system. The Hindu system comprised chatshalas/pathshalas run by the Brahmins/Pandits in the temples or Dharamshalas, where instructions were imparted in Hindi and Sanskrit. The Sikh system comprised teaching by the Bhais/granthis in the Gurdwara/Dharamshala in Gurmukhi/Punjabi. In the Muslim system Maulvis taught Arabian/Persian/Urdu in the madrasas/maktabs/mosques.

The rulers of Patiala and Nabha states were well aware about the utility of modern education. The Maharaja of Patiala opened the first school at Patiala in 1860, which has now grown into the present day Mahendra College. The Raja of Nabha also did not lag behind and he opened a school at Nabha in 1863. There after number of schools were opened both by the state authorities as well as private religious organizations like Sanatan Dharam Sabha, Arya Samaj and Guru Singh Sabha. Realising the importance of female education the state authorities opened a separate college for women at Patiala.

In the post independence period tremendous progress was made in the number and verity of educational institutions, which were generally concentrated at or near Patiala city. The Government Medical College was opened at Patiala in 1953. It was followed by the Thapar institute of Engineering & Technology Patiala in 1956. The state college of education was also set up at Patiala in the same year. Earlier in the year 1955, Government Bikram College of commerce, which was functioning at Faridkot since 1945, was shifted to Patiala.

In 1962 Dr. S. Radhakrishnan, President of India inaugurated the Punjabi University Campus at Patiala on the Patiala-Rajpura road. A dental College was also located at Patiala. There were other various educational institutions in the district such as, government college of Physical Education, Patiala; Khalsa college, Patiala, Government Ripudaman College Nabha. In 1953-54 Ayurvedic College was established at Patiala. Besides, there were located two Public Schools quite of repute one each at Patiala . (Yadvindra Public School) Patiala and (Punjab Public School, Nabha), where children of affluent families received admission and instructions. Thus it would be seen that this district developed as an important centre of education.

As on 30th September 2001 there was 1 university, 12 Arts/Science/Home Science Colleges, (2 for girls, 10 for boys), 2 Engineering and Agriculture Colleges for boys, one Allopathic college for girls, 1 Teachers Training College for girls, 83 Senior Secondary Schools, (72 for boys, 11 for girls), 148 High Schools (138 for boys, 10 for girls), 167 Middle Schools (163 for boys and 4 for girls) and 947 Primary Schools, 1 Elementary Teacher's Training School (1 boys), 2 Polytechnic Institutions (1 for boys, 1 for girls) and 10 Technical Industrial Art Craft Schools (6 for boys, 4 for girls) (*Annexure-III to XIV*).

In spite of the fact that large number of educational institutions and government offices are located in Patiala, the literacy rate is not high in the district. During 2001 Census the district reported 69.96 percent literates (Rural 63.34 and 81.99 urban) 76.13 percent Males (Rural 70.40 and 80.52 urban) and 62.94 percent females (Rural 55.29 and 76.24 urban) and ranked 10th in the state.

Occupations

The district ranks 4th in urbanization as it reported 34.98 per cent urban population during 2001 census against 33.95 per cent of the state (*Annexure-I*). Further in industries also this district has made big strides. Therefore, there is every scope of occupational variety in the district.

If we take percentage into consideration, we notice that among total population there are 32.1 percentage (50.5 percentage male, 10.9 percentage female) main workers in the district during 2001 census. If we study main workers by various industrial category in terms of percentage we notice that there are: 21.6 per cent cultivators-category I (24.8 per cent male, 10.3 per cent female); 17.3 per cent agricultural labourers-category II (16.1 per cent male 21.7 per cent female);

Being an agricultural district, it provides employment to a good number of people. The district tops the list in onion production during the last decade, the number of live stock has decreased. Seven milk plants have been set up in the district. The consumption of electricity is also increased. The sources of transportation and communication and education have gone up. There is not much increase in literacy rate. In brief, during in last decade, the district has shown an overall progress rate.

District:Patiala Primary Statistics		
S.NO	ITEM	
1	Area	3625 sq. km.
	Tehsils	5
	Blocks	9
	Towns	14
	Inhabited villages	1090
2	Population 2001	
	Total population	1839056
	Rural population	1195723
	Percentage to total Population	65.02%
	Urban population	643333
	Percentage to total Population	34.98%
	Density	507 per sq. km.
	Literate and educated persons	1128575
	Literacy	69.96%
	Female per 1000 male	864
	Total Workers	684129
	Main Workers	590337
	Marginal Workers	91953
	Non- Workers	1154927
	Break up of Main Workers	
	I) Cultivators	147772
	II) Agriculture Labourer	118354
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	19840
	IV) Other Services	398163
3	Local Bodies(2000-2001)	
	I) Zila Parishads	1
	II) Municipal Committees	11
4	Climate	
	Average Rainfall	641.2 mm
5	Agriculture (2000-2001)	
	Net Area Sown	304000 hect.
	Area Sown more than once	291000 hect.
6	Irrigation (2000-2001)	
	Net Area Irrigated by:	
	Govt. Canals	10000 hect.
	Wells/Tubewells	279700 hect.
	Total	289700 hect.
	Gross Area Irrigated	573000 hect.
7	Animal Husbandry (2000-2001)	
	Veterinary Hospitals	91
	Permanent Outlaying Dispensaries & Insemination Units	90
	Area Stocked with fish	401 hect.
	Total Live Stock (Live Stock Census 1997)	708400
	Total Poultry (Live Stock Census 1997)	1083100
8	Energy (1999-2000)	
	Consumption of Electricity	1886.84 million units
9	Forest (2000-2001)	
	Area under Forests	154 sq. km.
10	Industries (2000)	
	Regd. Working Factories	591
11	Medical and Health (1.4.2001)	

District:Patiala Primary Statistics		
S.NO	ITEM	
	Hospitals	11
	Dispensaries	106
	P.H.Cs.	35
	Ayurvedic and Unani Institution	40
	Homoeopathic Institutions	8
	Beds installed in Medical Institutions (Allopathy)	2464
12	Co-operation (2000-2001)	
	Co-operative Societies	1236
	Primary Agricultural Credit Societies	348
13	Banking (2000)	
	Scheduled Banks	204
14	Miscellaneous(2000-2001)	
	Post Offices	215
	Police-Stations/ Police Posts	23 (16+7)

Source : Statistical Abstract of Punjab

District: Patiala		
Demographic Profile		
	1991	2001
Population-Total	1521968	1839056
Male	808609	986466
Female	713359	852590
Rural	1050296	1195723
Male	560206	642060
Female	490090	553663
Urban	471672	643333
Male	248403	344406
Female	223269	298927
Sex Ratio-Total	882	864
Rural	875	862
Urban	899	868
No. of Literates Total	729012	1128575
Male	437834	653816
Female	291178	474759
Rural	429106	659003
Male	268754	390050
Female	160352	268953
Urban	299906	469572
Male	169080	263766
Female	130826	205806
0-6 Population-Total	315970	225911
Male	168969	127601
Female	147001	98310
Rural	227516	155286
Male	121773	88050
Female	105743	67236
Urban	88454	70625
Male	47196	39551
Female	41258	31074
SC Total-1991	339746	N/A
Male	181569	N/A
Female	158177	N/A
Rural	278953	N/A
Male	147801	N/A
Female	131152	N/A
Urban	60793	N/A
Male	33768	N/A
Female	27025	N/A

District Patiala																
No. Of Recognised Institutions.																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities			1	0.00			1	0.00			1	0.00			1	0.00
Art, Science, Commerce and Home Science Colleges.	10	2	12	16.67	10	3	13	23.08	10	2	12	16.67	10	2	12	16.67
Engineering, Technology and Architecture Colleges.	1		1	0.00	2		2	0.00	2		2	0.00	2		2	0.00
Medical Colleges (Allopathic Only)	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Teacher's Training College (B.ed.)	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Senior Secondary Schools	70	11	81	13.58	70	11	81	13.58	70	11	81	13.58	72	11	83	13.25
High Schools	134	10	144	6.94	136	10	146	6.85	137	10	147	6.80	138	10	148	6.76
Middle Schools	163	4	167	2.40	163	4	167	2.40	163	4	167	2.40	163	4	167	2.40
Primary Schools	937		937	0.00	945		945	0.00	947		947	0.00	947		947	0.00
Pre-Primary Schools																
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00
Technical Industrial Art Craft Schools	6	4	10	40.00	6	4	10	40.00	6	4	10	40.00	6	4	10	40.00

Source : Statistical Abstract of Punjab

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

District Patiala																
No. of Working Teachers in Recognised Schools																
Type	1997				1998				1999				2000			
	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers
Universities	283	132	415	31.81	290	87	377	23.08	268	110	378	29.10	319	114	433	26.33
Art, Science, Commerce and Home Science Colleges.	257	298	555	53.69	253	313	566	55.30	232	289	521	55.47	250	301	551	54.63
Engineering, Technology and Architecture Colleges.	29	3	32	9.38	111	16	127	12.60	92	23	115	20.00	103	32	135	23.70
Medical Colleges (Allopathic Only)	160	61	221	27.60	172	65	237	27.43	171	65	236	27.54	171	65	236	27.54
Teacher's Training Colleges (B.ed.)	8	11	19	57.89	7	15	22	68.18	7	16	23	69.57	5	14	19	73.68
Senior Secondary Schools	956	1738	2694	64.51	1000	1869	2869	65.14	965	1843	2808	65.63	960	1980	2940	67.35
High Schools	740	1447	2187	66.16	746	1499	2245	66.77	754	1544	2298	67.19	735	1584	2319	68.31
Middle Schools	450	520	970	53.61	487	568	1055	53.84	485	579	1064	54.42	483	574	1057	54.30
Primary Schools	1003	2329	3332	69.90	916	2167	3083	70.29	883	2100	2983	70.40	875	1963	2838	69.17
Pre-Primary Schools																
Elementary Teacher's Training Schools	11	10	21	47.62	9	10	19	52.63	9	11	20	55.00	7	11	18	61.11
Polytechnic Institutions	64	24	88	27.27	62	26	88	29.55	90	30	90	33.33	73	34	107	31.78
Technical Industrial Art Craft Schools	143	37	180	20.56	142	36	178	20.22	142	37	179	20.67	142	38	180	21.11

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 Patiala																
No. of Students (Total)																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.	50	48	98	48.98	72	75	147	51.02	21	33	54	61.11	41	78	119	65.55
M. Phil.	27	23	50	46.00	5	13	18	72.22					13	32	45	71.11
M.A.	292	507	799	63.45	341	579	920	62.93	611	856	1467	58.35	490	882	1372	64.29
M.Sc.	173	359	532	67.48	142	351	493	71.20	163	421	584	72.09	123	383	506	75.69
M.Com.	21	102	123	82.93	37	111	148	75.00	24	128	152	84.21	22	124	146	84.93
B.A / B.A. (HONS.)	4411	4426	8837	50.08	5179	4775	9954	47.97	4969	4102	9071	45.22	5399	4923	10322	47.69
B.Sc./ B.Sc. (HONS.)	337	556	893	62.26	351	585	936	62.50	356	527	883	59.68	248	455	703	64.72
B.Com./ B.Com. (HONS.)	1028	1017	2045	49.73	1136	1007	2143	46.99	1020	1036	2056	50.39	996	1012	2008	50.40
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	846	132	978	13.50	984	161	1145	14.06	1010	182	1192	15.27	1272	239	1511	15.82
M. B. B. S	456	332	788	42.13	434	336	770	43.64	435	351	786	44.66	435	351	786	44.66
B. ed.	86	154	240	64.17	49	130	179	72.63	61	119	180	66.11	65	115	180	63.89
Senior Secondary School	44238	34978	79216	44.16	45678	36403	82081	44.35	43368	35502	78870	45.01	42204	35597	77801	45.75
High School	36673	25852	62525	39.45	38038	27061	65099	41.57	37966	27981	65947	42.43	34964	26668	61632	43.27
Middle School	10799	8260	19059	43.34	10185	8594	18779	45.76	10446	9443	19889	47.48	10181	9282	19463	47.69
Primary School	68034	64282	132316	48.58	67822	64519	132341	48.75	66184	62892	129076	48.72	62943	59155	122098	48.45
Pre - Primary School																
Elementary Teacher's Training School J.	111	187	298	62.75	110	190	300	63.33	76	110	186	59.14	110	114	224	50.89
Polytechnic Institutions	459	426	885	48.14	455	534	989	53.99	466	550	1016	54.13	479	523	1002	52.20
Technical Industrial Art and Craft School	1278	631	1909	33.05	1265	630	1895	33.25	1397	621	2018	30.77	1388	683	2071	32.98

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.

Source : Statistical Abstract of Punjab

District Patiala

No. of Scheduled Caste Students.

Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment
Ph.D.	2	3	5	5.10				0.00				0.00				0.00
M. Phil.	1	1	2	4.00				0.00								0.00
M.A.	21	21	42	5.26	12	19	31	3.37	32	19	51	3.48	38	41	79	5.76
M.Sc.	3	17	20	3.76	3	23	26	5.27	12	25	37	6.34	8	20	28	5.53
M.Com.		4	4	3.25				0.00	1	1	2	1.32	3	4	7	4.79
B.A./B.A. (HONS.)	267	176	443	5.01	382	219	601	6.04	347	218	565	6.23	554	352	906	8.78
B.Sc./B.Sc. (HONS.)	22	16	38	4.26	5	4	9	0.96	16	17	33	3.74	15	15	30	4.27
B.Com./B.Com. (HONS.)	21	13	34	1.66	26	18	44	2.05	41	32	73	3.55	41	27	68	3.39
B.E./B.Sc. (Eng.)/B.Arch./B.Tech.	134	12	146	14.93	149	15	164	14.32	151	3	154	12.92	149		149	9.86
M.B.B.S.	110	58	168	21.32	92	65	157	20.39	98	70	168	21.37	98	70	168	21.37
B.Ed.	20	25	45	18.75	15	22	37	20.67	24	18	42	23.33	16	16	32	17.78
Senior Secondary School	7045	5471	12516	15.80	7858	5762	13620	16.59	7507	6108	13615	17.26	6974	5886	12860	16.53
High School	8010	4902	12912	19.71	8569	5642	14211	21.83	8570	5992	14562	22.08	8176	5974	14150	22.96
Middle School	3067	2085	5152	27.03	3191	2240	5431	28.92	3455	2602	6057	30.45	3645	2805	6450	33.14
Primary School	27628	25390	53018	40.07	28971	26979	55950	42.28	29923	28056	57979	44.92	28800	26150	54950	45.00
Pre-Primary School																
Elementary Teacher's Training School J	30	51	81	27.18	33	49	82	27.33	31	34	65	34.95	38	18	56	25.00
Polytechnic Institutions	110	66	176	19.89	148	81	229	23.15	139	93	232	22.83	143	87	230	22.95
Technical Industrial Art and Craft School	298	159	457	23.94	302	162	464	24.49	339	141	480	23.79	299	156	455	21.97

Source : Statistical Abstract of Punjab

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

District Patiala						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	63436	59502	122938	76191	69040	145231
Middle	31131	28706	59837	39964	34789	74753
Elementary	94567	88208	182775	116155	103829	219984
High School	15035	13280	28315	20295	17013	37308
Sr. Secondary	8148	6090	14238	11141	8186	19327
Secondary	23183	19370	42553	31436	25199	56635
Total (I-XII)	117750	107578	225328	147591	129028	276619

Source : Statistical Abstract of Punjab

Annexure - VIII

District Patiala						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	66085	62820	128905	79484	72620	152104
Middle	17300	14346	31646	42361	35693	78054
Elementary	83385	77166	160551	121845	108313	230158
High School	33639	29627	63266	22574	18114	40688
Sr. Secondary	8242	6018	14260	11128	7895	19023
Secondary	41881	35645	77526	33702	26009	59711
Total (I-XII)	125266	112811	238077	155547	134322	289869

Source : Statistical Abstract of Punjab

Annexure - IX

District Patiala						
Enrolment in rural schools (Recognised -total)						
Year	Enrolment in Rural School			% of Enrolment in Rural to total enrolment		
	Male	Female	Total	Male	Female	Total
Primary	88470	67943	156413	78.12	78.78	78.4
Middle	37965	30146	68111	73.71	73.43	73.59

Source : Statistical Abstract

Annexure - X

District Patiala			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	1521968	729012	47.9
Male	808609	437834	54.15
Female	713359	291178	40.82
Scheduled Caste Population			
Total	339746	138820	40.86
Male	181569	93492	51.49
Female	158177	45328	28.66
Non-Scheduled Caste Population			
Total	1182222	590192	49.92
Male	627040	344342	54.91
Female	555182	245850	44.28

Source : Census of Punjab, 1991

District : Patiala										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
046	Samana	59.12	65.63	51.80	54.37	61.18	46.64	73.11	78.96	66.70
047	Nabha	66.76	72.52	60.15	61.58	67.47	54.79	82.74	88.24	76.51
044	Patiala	73.77	79.34	67.47	62.17	69.58	53.90	84.25	88.06	79.90
045	Rajpura	71.73	78.53	64.11	68.29	75.72	59.92	81.08	86.21	75.39
072	Dera Bassi	73.80	80.63	65.54	71.83	79.18	63.01	80.18	85.25	73.87
015	District	69.96	76.13	62.94	63.34	70.40	55.29	81.99	86.52	76.84
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Annexure - XII

District Patiala						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	106586	93792	200378	61847	54655	116502
2000	107721	94549	202270	61544	54580	116124
2001	109004	84406	193410	61161	52008	113169
2006	92581	84178	176759	66389	57835	124224
2011	90689	83270	173959	52006	47994	100000
2016	93414	85768	179182	55412	50795	106207

Source : RGI Estimates

Annexure - XIII

District Patiala							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	28.49	22.01	26.46	34.45	29.15	32.30
	2000	23.90	22.67	21.09	34.39	28.30	31.72
Middle	1999	29.81	33.29	32.95	50.65	50.35	50.09
	2000	31.59	28.08	29.94	53.59	51.95	52.87

Family Survey 2002

Annexure - XIV

District Patiala						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	114.66	111.91	113.45	111.48	109.52	110.58
Middle	92.31	88.72	90.69	83.43	77.16	80.48
High	94.72	82.91	89.28	76.51	59.86	68.81
SR.Sec	51.62	52.46	52.00	32.71	28.09	30.65

Source : Family Survey 2002

Sr. No.	District	Integrated child development scheme	Classification of Nutritional Status (%)				Total children covered
			Normal	Grade-I	Grade-II	Grade-III+	
15	PATIALA	Bhunarheri	65.79	27.20	6.27	0.74	100.
		Dera Bassi	58.88	37.67	3.15	0.30	100.
		Ghanour	68.06	22.97	7.20	1.77	100.
		Nabha	72.33	25.66	1.74	0.27	100.
		Patiala (R)	55.34	39.81	4.25	0.60	100.
		Patiala (U)	69.18	30.50	0.28	0.04	100.
		Pattran	60.15	35.67	3.67	0.52	100.
		Rajpura	74.29	20.64	4.52	0.55	100.
		Samana	64.99	28.52	5.53	0.95	100.
		Sanour	52.52	40.68	5.69	1.11	100.
District Total			63.95	31.59	3.85	0.61	100.

PART - II

School Evaluation and Gradation Method

Evaluation:

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

Self-evaluation :

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

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

Team-evaluation :

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

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

Gradation Method

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

School Building and its Surroundings :

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

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

Teaching material and teaching aids :

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

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

School Management :

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

School-Head :

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

Student:

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

Class room transactions :

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

Togetherness of children :

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

Community Participation :

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

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

Conclusion

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

EDUCATION GUARANTEE SCHEME (EGS)

EGS as an Alternative System:

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

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

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

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

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

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

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

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

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

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

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

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

Strategies and interventions of EGS

Children in remote, school-less habitations :

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

Bridge courses/Back to School camps :

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

Very specific, flexible strategies for certain groups of children :

Street children, children of sex workers, children on railway platforms, children living in slums, children living on construction sites, children working in shops, dhabas, mechanic shops, as coolies, as domestic workers, in juvenile homes, children whose parents are in jails etc, could be the vital targetted groups under the EGS. The strategies would be bridge courses, remedial teaching centres, residential camps, drop-in centres, half-way homes etc. Strategies for such groups would also include contact based activities e.g. outreach workers to establish rapport with the children, a counsellor to provide emotional support and a doctor to cater to their health needs.

Long duration residential camps for elder out of school children :

These would be of 12-24 months duration that help children of ages 12-14 years to complete primary/upper primary education at the camp itself. Since such camps would have high per child cost, they will be adopted sparingly in deserving cases.

Short duration summer camps or schools :

These would be organized to motivate children in the age group of 6-8 years to enroll in schools or even for remedial teaching prior to start of a new school session.

Strategies for adolescent girls :

For adolescent girls the interventions would be adopted similar to that of the Mahila Samakhya programme and several other NGO run programmes in other states. These include Jagjagi centres, short duration motivational and literacy centres which are residential in nature, from where the girls could go on to attend longer duration residential camps. The focus of these motivational/preparatory centres apart from inducting the girls into the formal system would be to also impart life oriented and gender sensitive education. The learners apart from reading and writing would get information regarding legal aid, health care, environment and women issues.

Several other strategies may be required depending on the specific target group. EGS encourages diversified strategies. It should be recognized that some of these strategies require extensive community mobilization and prior work at the grass root level with parents, children, community, Education Volunteers, employers etc.

Community involvement :

Community involvement will be central to the implementation of any of the strategies under EGS. The involvement of the community would be operationalized through parent's groups, Village Education Development Committees and Panchayats.

Education Volunteers (EV) :

The EV would be selected by the local community where the centre is proposed to be established. The state has already defined the role of the local VEDC, Panchayat and the committees of the parents where children are to be enrolled in EGS centre. EV for a primary level centre would be atleast 18 years of age and a matriculation pass, preference would be given to women

candidates, who preferably, belong to the same habitation and also belong preferably to the same community as the children who would be enrolled in the centre.

These schools will have:

- Children in the age group of 6-14 years all together in a class.
- The teacher of the school will be from the same village/community.
- The space for the school will be provided by the community.
- In most cases the school will be located in the habitation or adjoining the habitation.
- The timings of the school will be decided by the community to suit the learners.

Ensuring quality education and sustaining it in schools as envisaged in this scheme is a challenge which is to be addressed. What is understood as quality education already stands stated and clarified.

When we discuss quality of a school we need to talk about the **learners** at the school, the **teacher**, the **space** of the school, the school **environment**, the **material** and equipment of the school and the **teaching-learning material**.

When we discuss the school from the point of view of the **learners**, it has to be a place

- Where children are free to explore and experiment.
- There are opportunities for children to do things themselves and learn, to play, work and talk with children of their own age as well as those older to them.
- There is a variety in the learning situations for the children.
- There is an adult who is concerned about the physical, cognitive and social development needs of all the children.
- This adult is interested in the children and is available whenever the children need.

If a school is able to provide children with an environment which is facilitative and allows them to explore and learn independently, there is no reason that children will not be at school each day.

The **teacher** is the cornerstone to ensure quality in a school. While selecting a teacher it will be crucial to select someone who will

- be sensitive to the needs of the children
- be capable of planning activities according to the needs of the children

- have a clear understanding about the learning areas of the different subjects.
- be able to prepare plans for each child to do individually as well as in a group
- enable the children to develop as self motivated learners.
- Work along with the children instead of getting things done from them.

The **space** for the school should allow for children to be able to work either in one large group or in small groups and also individually. There should be space for both indoor and outdoor play. The materials and equipment of the school and the teaching learning material can be organised adequately and also stored properly. The room should get sufficient natural light and air. The school should have basic amenities of drinking water and toilets.

Children should be allowed to handle and use most of the **material** available in the school. Children should have access to and are encouraged to use books and other learning material other than the prescribed text books. There is a sufficient amount of play material and equipment available for the children to use. The material available for the learners should be such that the children can independently use it with minimal help of the teacher.

The **community** should have a sense of belonging towards the school. The community members could be involved in ensuring that the teacher is regular to the school and all learners are also regularly attending school.

It has been attempted to broadly discuss the parameters, which impact the quality of a school and its practices. This is not an exhaustive list and therefore it can be further broadened. The challenge lies in not only developing a good quality school but also maintaining it. Some of the areas in which it would be critical to focus are as follows:—

- appropriate and adequate space for a school
- a creative, sensitive and skilled teacher
- ~~an initial training and regular academic support for the teacher~~
- ~~appropriate and sufficient teaching learning material for the centre~~ to be made available prior to the opening of the centre and a system by which it is replenished regularly.
- a variety of learning material and resource material both for the learners and the teacher
- proper utilization of all available resources
- capable and efficient system which is sensitive towards children and the society.

SPECIAL EDUCATION NEEDS AND THE DISABLED

Every significant disability bring in its way certain educational needs. If we wish to Universalize Elementary Education(UEE), inclusion of children with special needs is a pressing imperative. Access to education is a right of every child. The goal of UEE cannot be achieved by denying education to these children. Hence, children with special needs should also be brought into the fold of meaningful learning. Many surveys have projected that the magnitude of the problem of disability is immense and its impact is severe especially in small towns and rural areas.

In India 65 percent of the people live in rural areas, small towns and cities where conventional and segregated rehabilitation services have failed to meet the needs of majority of persons with disabilities. With the scattered population of disabled children it is a greater challenge and a daunting task to reach the services to the unreached in the remote and rural places. Illiteracy, lack of basic facilities such as health education, employment adds to the magnitude of the problem of people with disabilities. The paradoxical situation is that only three percent of people with disabilities have access to any type of rehabilitation support.

Though concerted efforts are afoot to Universalize Primary Education, a large number of specially challenged children have yet to get any type of educational or any other rehabilitation support. Therefore there exists a gap between needs and provisions. This has stimulated a recent appraisal of the strategy for educating children with disabilities. It has been realised that segregated and special schools approach cannot meet the needs of majority of the disabled children. Therefore regular schools have to play a bigger role through redesigning, restructuring and modifying the objectives, strategies and curricular approaches of the general school system with an inclusive approach to meet the needs of children with disabilities through preschool education.

The inclusion of pupils with learning difficulties in ordinary schools and classrooms is presently a part of a large world wide human rights movement which calls for full inclusion of all children including those with special needs in all aspects of life. This concept of inclusive education enjoys a high profile around the world by virtue of its incorporation into the policy documents of numerous international organizations, most notably the United Nations. Standards of UN policies such as those embodied in the UN convention on the Rights of the child (1989), the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and the 1994 UNESCO

Report on the Education of children with disabilities, all affirm the rights of children to equal education without discrimination within the mainstream education system. The Education Policy of 1986 and 1992 states that children with disabilities are to be integrated in mainstream education system.

Inclusive Education (IE) is a feasible alternative to reach children with disabilities and provide them with their basic right to education. IE involves two linked processes: the process of reducing the exclusion of learners of local mainstream education centres and bringing about an attitudinal change in the society to remove the barriers for inclusion. It has become more and more clear to us that a number of groups remain particularly vulnerable, children with disabilities and other, who for a variety of reasons experience barriers to learning within existing arrangements. These include:

- Children with impairments/disabilities
- Those who are already in education but for a variety of reasons do not achieve adequately
- Those who are not enrolled in school, but could participate if alternative forms of schooling responsive to the diversity of learners in their community are made available
- Those with more severe special needs, requiring additional support.

Formal and informal education though overtly designed to facilitate learning, comprises a range of barriers to learning and participation. These could be structural, pedagogical, temporal, conceptual, epistemological, professional, financial or attitudinal obstacles. The barriers can be located within the learners, within the centre of learning, within the education system, within the families and within the broader social, economic and political context.

Inclusive Education is more than including the disabled, often taking away people from examining the many other exclusionary pressures within society and its schools. Children with different disabilities are scattered in small numbers in the community. The issue of inclusion is not concerned with how a relatively small group of pupils with varied impairments and marginalized might learn along with others, but it lays the foundation for an approach that could lead to the transformation of the system and society.

The Punjab Education Policy 2002 and its Programme of Action lays greater emphasis on Inclusive Education for the disabled. But for the more practical aspects of transition the needs is to determine a set of inclusive principles and guidelines. Often in the past schools have ignored the origins of culture of the diverse learners, their role in the community and their financial needs. The practice of inclusive education hinges on an understanding of this

diversity among learners and planning sustainable educational provisions responding to specific situations.

A limited understanding of the needs of children with disabilities often based on deep rooted cultural beliefs, resistance to change and ignorance are perhaps the greatest barriers to inclusive education which exist at all levels from policy makers to the local functionaries. Strategies for attitudinal shifts are generally designed on the experience alien to them. So the need is to increase understanding of how people get influenced in a given context and develop mechanism and processes to make this a continuous process.

It has been noted that inequalities in the society such as urban/rural disparities, discrimination etc. are linked with inadequacies in educational provisions as seen in the insufficient number of centres of learning and other facilities. The inability of learners to access the educational provisions and other services impact adversely on the learning process.

Keeping in view the special education needs of the disabled and for ensuring an appropriate provision of support service, the required data has been collected and various linkage programmes have been launched so as to identify the special education needs of the disabled and removing impediments hampering the appropriate provision of support services.

A family survey has been conducted to gather data of total out of school children and children with challenges. Nearly all education management information systems are school based. So the linkages between home-based preschool teaching and regular school system to facilitate inclusion of children have been developed.

One of the most serious barriers to learning and development is found within the curriculum itself that relates primarily to the inflexible nature of the curriculum, which prevents it from meeting diverse needs among learners. One of the most serious ways in which learners are prevented from accessing the curriculum is through inadequate provision of materials or equipment they need for learning to take place. Such barriers often affect learners, especially with disabilities, who do not receive the necessary assistance devices which equip them to participate in the learning process. The efforts have been made to make the curriculum child oriented and some modules for the guidance of the teachers in this regard have been developed. Special care has been taken to ensure that curriculum meets the diverse needs of the first learners and facilitate joyful learning. To facilitate inclusive learning significant importance has been given to appropriateness and flexibility in curriculum.

Lack of shared conceptual understanding, timely resources, inter ministerial linkages, inter sectoral connections, bureaucratic hurdles and inappropriate planning are the key contributing factors to inappropriate and

inadequate support provision. To ensure appropriate provision of support service an appropriate support system from the block to higher level has been developed. The support system is developed in terms of trained personnel, infrastructure and teaching and learning materials for effective inclusion practices.

Education begins at birth and continues for the whole of our lives. Schooling is a phase in the process of education. This phase is to be seen as the time when parents and society share the task of education with teachers in special places of learning we call schools. So, to build up parental involvement in education of the child, special provisions have been made to take parents into confidence regarding the education of their children. Thus there would be a partnership of the teachers and parents in providing effective inclusive education and over coming barriers of exclusion. This built up partnership, therefore, depends on an acceptance that parents and the community are heterogeneous and have a real contribution to make through VEDCs, MTAs, PTAs etc. where parents of disabled children now have a role to play.

A lack of a clear understanding of inclusion poses challenges in all education systems. Through education management information systems it has been ensured to create awareness and work with the existing system to bring attitudinal change among local government and decision makers. It has been ensured to involve the stake holders of inclusive education at policy level. The long pending requirement to restructure the existing school system and instructional methodology for providing more options for learning to children with special needs has been fulfilled. The general school system has undergone a major change. For responding to a range of diverse needs, to develop a high skill in the regular teachers, the provisions of in-service training and pre-service training have been put in place.

Keeping in view the need to develop appropriate support system for the disabled children in preschool education the following needs in terms of trained materials viz-a-viz children with seeing problems, hearing problems, moving problems and those mentally retarded have been indentified.

Support Services Needed by Children with Seeing Problems

The children with seeing problems need the support services at preschool inclusive education like pre-cane skills, pre-integration training, educational games and toys, sensory training, peer sensitization and sensitized teacher.

Education of Children with Hearing Problems

The needs for education of children with hearing problems are sensitized teacher, training in ADL, speech and language development, development of communication skills, hearing aids, audio-metric assessment, pre-integration training and peer sensitization.

Education of Children with Moving Problems

The needs for education of children with moving problems are trained staff, pre-integration training, physiotherapy, speech therapy (cerebral palsy), need based equipment, gait correction, access facilities, adapted physical environment and peer sensitization.

Education of Children with Mental Retardation

The needs for education of children with mental retardation are training in ADL, sensitized general teachers, resource and itinerant teachers, adapted curriculum, different kind of TLM, various instructional techniques and peer sensitization.

Guidelines for the conduct of Village Educational Development Committee

1. Village Educational Development Committee (VEDC)

The Village Educational Development Committee (VEDC) constituted by Education Deptt. will strive to help raising the educational level of school and making it effective. VEDC will call at least one meeting between 2nd to 7th of every month. Complete record of the resolutions passed in these meetings shall be kept safely.

2. Following are the functions of VEDC:

- To consider new plans for raising the educational level and betterment and construction of school.
- To communicate with the village residents regarding sanctioning of projects for the school and expenditure of funds thereon.
- To intimate the village-residents regarding construction plan of the school and management procedure to be adopted.
- To obtain, as far as possible, the participation of village people in the functions of construction of school and to organize willing labour to complete it.
- To undertake review of the progress of functions of construction.
- To prepare progress reports.
- To solve every sort of local problem of the school.
- To give complete information to all the parties regarding the development works.
- To motivate and attract all the out-of-school children and their parents to the school.
- To motivate the children engaged in labour, their parents and their employees to send them to school.

3. In addition to above the VEDC will also undertake the following functions:

- To look after the school buildings.
- Purchase of furniture and its repair, to be used by the students.
- Provision of black boards and their up keeping.
- Providing water, electricity, fresh air, light, fans etc. and their up keeping.
- Cleaning of school and its surroundings.

- Development of the surroundings and their decoration.
 - Development of play grounds for the school and their care.
 - To plant trees and flowers around the building of the school and their care.
 - To help in educational functions of the school (As Teaching-Learning Materials etc.)
 - Provision of school library and news papers, magazines etc. for the mental development of child.
 - To help the needy children.
 - Provision of sports material for students and organising sports and games.
 - To arrange educational tours for students.
 - To organize cultural programmes in school.
 - Provision of medicines and first aid kit for emergencies.
 - Provision of equipment for the recreation of students.
 - Appointment of educational volunteers and payment of their remuneration.
 - To bring the out-of-school children in school.
 - To distribute the grant and books in time under its own supervision to the S.C. children, handicapped children and the girls.
 - To prepare a list of school age children who are in school and out-of-school.
 - To supervise the annual grant sanctioned to school and teachers and keep the accounts of expenditure.
 - To undertake other educational & physical activities required for the multi-faceted development of children.
 - To look after the personal needs of poor and S.C. children and ways for their eradication so that children are attracted to schools.
-
- To maintain the discipline of school in such a way that it helps in working of schools as well as does not hamper the happiness of children.
 - In addition to the above any other positive function to be done/to be got done for school education and students and fulfill the needs related to education.

4. **Process for undertaking works**

- The works up to Rs. 15 lakh. It has been decided to authorize the village Educational Development Committee (VEDC) to undertake works of estimated Rs. 15 lakh from the govt. funds/grants. VEDC shall be provided with designs and estimates for construction and building work and necessary

advice shall be provided during construction work. It shall also be helped to keep the proper records of the works done. VEDC will not have to call tenders for the works falling under their authority. VEDC shall be fully entitled to spend from the grants/funds received.

- The Education Deptt. will issue directions from time to time regarding the designs drawings, estimates and construction of different types of buildings and works.
- Assurance of quality :VEDC will manage to undertake construction work according to the estimates of scope, design and specifications intimated to it. If VEDC feels that any change is desirable in estimates or other allied works, it can call a meeting of VEDC and pass a resolution therein regarding change.

5. Use of grants by VEDC

The funds released by the government for undertaking the works shall be deposited in the joint account to be operated by VEDC chairman and school head jointly. There will be no need to seek sanction of the District Education Officer for operating the account. All payments above Rs 500 hundred shall be made through crossed cheque only, which shall be signed by the concerned chairman and school head. No work shall be undertaken without any resolution passed by VEDC.

- VEDC shall ensure that village people should contribute in cash and kind (land) so that more and more people may participate in school development works.
- grant shall be used under specified terms and conditions.
- After using the grant for the purpose it was received the remaining grant/money can be spent on any other work only after the resolution to be passed by VEDC.

6. Local construction Committee

For the supervision of the works undertaken by VEDC, a local construction committee shall be constituted for each work through resolution of VEDC passed separately for each such committee. The decisions taken by the local construction committee shall have to be put up and passed in the monthly meetings of VEDC.

The constitution of this committee shall be as below:

- VEDC chairman
- School head (Member Secretary)
- An ex-serviceman from defence/retired teacher (from Punjab Govt.)
- P.T.A. female member

- one more PTA member (male or female)
- Two more members can be taken from the village having technical know-how.

(There shall be at least two female members in the committee)

Bar on Contractors-There shall be a complete bar on contractors for carrying out the works undertaken by VEDC.

1. The method of expenditure on construction works undertaken by VEDC.

- VEDC shall pass a resolution before taking any work in hand and a resolution shall also be passed for undertaking the work and estimate of expenditure to be incurred on that. The school head will keep proper descriptive record of the expenditure on works, under specified rules. The school head will be responsible for the safety of the record of expenditure which will be open at any time for the inspection of the Block Education officer/District Education officer (primary).
- chairman and school head shall prepare a detail of the expenditure to be done, before withdrawing money from the joint account.
- no money shall be withdrawn from bank in advance, without necessity.
- All the payments regarding works shall be made by the of chairman (VEDC) and the school head. They shall be personally and severally responsible for any discrepancy or loss, while spending money on works.
- While booking the expenditure the number and date of passing of the resolution shall be written on every voucher.
- Chairman VEDC and school head shall be responsible for keeping actual payees receipt (A.P.R) voucher regarding expenditure in their records safely. They shall also be responsible for the safe custody and maintenance of cash book, stock register etc.
- Before starting any construction a photograph of the place and its surrounding shall be taken. The photographs will also be taken before or after laying slabs and completion of construction work which shall always be kept in record for inspection.

5. A committee for the fixation of rates of materials and labour and inspection there of.

The committee constituted by education Department shall meet at times to fix the rates of materials and labour needed for the construction work and for the inspection there of.

6. Accounts of expenditures

The directions shall be issued from time to time regarding expenditure incurred by VEDC and keeping the accounts of the materials purchased by it.

7. Audit system

a) The social Audit of the works undertaken by the VEDC.

- The VEDC shall fix a display board in the school or at a common place in which a description of the grants received by the chairman, name of works, estimated cost of the works, the date of beginning of work, the material purchased and the date of completion of work shall be mentioned. It shall be kept up to date by adding daily progress in it.
- VEDC will prepare an inspection book, which will be made available to the departmental officers at the time of their visit. The chairman and school head shall be bound to obey the orders/suggestions marked in the inspection book by the department officers.
- VEDC will call a meeting between 2nd and 7th of every month to give the information regarding expenditure on works under construction and the progress of VEDC to the members.
- VEDC will call a meeting of Gram-Sabha at least twice in a year, in which the complete information regarding the grants received and spent by the VEDC shall be disclosed to it. Advice and suggestions of the village residents shall be obtained regarding school and educational progress and VEDC will consider it and take decision in the next meeting of VEDC.

II. Legal Audit

The accounts of the VEDC organizations shall be got audit by the C.A. appointed by the department. In addition to it the C.A.G. will continue to undertake its audit as per the rules of Punjab & Central governments.

8. Monitoring of the progress of works.

The monitoring of the progress of the construction and other works undertaken by VEDC shall be done on the basis of the monthly progress reports. The officers of the district and the state level shall review the progress of the works from time to time.

9. Progress Reports

a) School Level

The school head will prepare the progress report in the prescribed Performa prepared by the department. This report shall be presented in the meeting of the VEDC to be held between 2nd and 7th of every month. After the approval of the VEDC the progress report shall be sent to the C.R.C. under the signatures of chairman VEDC and school head.

b) C.H.T.

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

c) B.P.E.O.

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

d) District Level

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

e) State level

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

10. Annual Report

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

11. Department directions

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

The Constitution of Village Educational Development committee (VEDC)

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

The following shall be the members of VEDC

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Regarding Construction

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

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

2. Technical issues

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

- Only best quality of bricks should be used in construction works the crushing power of which should not be less than 105 k.g/ s.c.m.
- Before using the bricks these should be soaked with water properly because dry bricks do not catch the cement mixture properly.
- For examining the grade of bricks on the spot inspection should be done as below:
 - a) Take the weight of two to five bricks.
 - b) Keep them drowned in water in a pot for more than twenty-four hours. (Note that these bricks are fully wet with water)
 - c) Bring out these bricks and clean the wetness with some cloth. Weigh them again. Their weight should not increase twenty percent more than their previous weight.
- The sand should be neat and clean, there should be no soil in it. For raising the walls and plaster the specification of sand should be 1.5 F.M and for concrete mixing it should be of 2.5 to 3.5 F.M.
- The concrete mixture should be used within thirty minutes after adding water to it. A mixture of more than one bag of cement should not be prepared at one go. A mixture of more bags should be prepared only when it is being prepared for lintel or slabs.
- Never use brickbats while raising the walls.
- While raising the walls the thickness of joints of bricks should be in between 6.25 to 9.4 m.m.
- At least fifteen days of wetting of plaster is required for maturing it. The date of construction should be noted down on the black board with chalk.
- Only pressed steel chowkhats should be used which fulfill the prescribed specifications of P.W.D. Before fixing it at site, these should be quoted well with the primer.
- The joints should be cut marked at least up to 13 m.m so that it may catch plaster in a better way.
- If the walls are not being plastered even then they look better surfaced.
- While doing face work the extra cement mixture should be wiped out from the bricks.
- Plywood panels should not be used for outer doors and windows; only solid wood panel manufactures in the factory should be used which fulfill the prescribed specification of P.W.D
- Don't use unmaturred shuttering for beams and roofs. Only use steel or maturred wooden shuttering which may remain intact while the vibrator is on job.
- Use shuttering oil only, don't use used mobil oil.
- Wherever necessary a drip course should be carved on the rain shade so that rain water may not come in.

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

3. Expenditure Record

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

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

1. New construction
2. Repair
3. Purchase
4. Honorarium/Remuneration
5. Others

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

Guidelines for Maintaining the Accounts of Village Educational Development Committees

1. Sources of income

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

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

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

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

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

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

i) New construction

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

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

ii) Repair

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

iii) Purchase

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

iv) Honorarium/ Remuneration

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

v) Others

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

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

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

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

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

COMPUTERS AND ITS ALLIED SERVICES AS NEW TECHNOLOGY IN SCHOOL EDUCATION

Making a new Educational System

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

» How should we organize educative activity in space and time to make full use of information technology? What should its location and schedule be?

» What well-springs of human emotion and activity should it tap for its driving energies?

» How should we manage the works and knowledge of our culture so that presentation of them through advanced information technologies will best support the educative effort?

» What pedagogical resources will best enable students to explore, select, and appropriate the skills and ideas that the culture proffers to them?

» How can we structure the activities of teaching so that they attract highly talented people and provide them with self-renewing and self-developing conditions of work?

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

Educational Design of Learning Environments

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

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

Motivational Source of Education

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

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

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

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

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

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

Organizing Culture and Knowledge

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

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

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

Toward Computer-Based Educational Methods

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

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

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

Improving the Conditions of Teaching

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

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

Computers as New Technology

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

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

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

- **EMIS Solution**

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

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

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

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

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

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

- a) Drop outs at various levels

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

[iv. Teachers]

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

[v. Demographic Record]

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

[vi. Planning]

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

[vii. Monitoring]

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

The board parameters are:

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

[viii. Financial]

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

[ix. Evaluation]

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

[x. School Mapping]

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

- **Computer Education and its Allied Services**

i. Tutorial Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ii. Technologies for Exploratory Learning

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

Electronic Databases

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

Computer-Based Exploratory Applications

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

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

iii. Technology as Applications

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

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

iv Technologies for Communication

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

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

Computer Networks

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

responding, thus allowing for more thoughtful responses. Given the text-based nature of networks, many believe that they encourage verbal communication, writing skills, and the articulation of ideas. Finally, networks are computer-based, hence they tap into record-keeping and management functions that might be costly in non-technology-based communication.

Successful networks exhibited at least four of the following five features:

- Students and teachers, even though they were not in the same location, shared an interest in the educational projects;
- Educational projects were well specified;
- Sites had easy access to a reliable computer network;
- Students and teachers had a sense of responsibility to the project or the network community; and
- Strong leadership and a final evaluation of the project were provided.

Not all networking experiences need be as elaborate as those reported above. Students can use networks merely to communicate with other students or with adults, and these simpler communications may hold educational benefits.

Link Classrooms for Joint Investigations

Computer networks enable students and teachers to move the learning process beyond the boundaries of the classroom and into the world outside school. By bringing telecommunications applications into their classrooms, teachers create environments where students can communicate via electronic mail with other students, participate in collaborative projects, and gather and pool information in a joint endeavor to understand issues.

The telecommunications environment provides students with opportunities to develop new awareness and appreciation of individual differences that teachers could not provide within the boundaries of their own classrooms. Research suggests that students are better able to function as an intellectual critic for distant peers than for themselves or classmates and that they learn to write better when physical distance makes clear the need to provide explicit content for the reader

Challenges for Students Using Technology

Many adults have feared that students, would become frustrated by the technical demands of the kinds of technologies described above. Experience suggests to the contrary that learning the technical aspects of working with technology is not a major problem for most students. Students face several other kinds of challenges when they use technology to support them in active, inquiry learning, however. These include:

- Understanding their responsibilities as active learners;

- Getting help with individual learning needs; and
- Integrating their technology-supported inquiry learning with their larger school experience.

Capabilities Supported by Computer Technology for Teachers

Computer Technology supports teacher functions that are fundamental if teachers are to provide authentic, active learning experiences as envisioned by education reform goals. These functions include developing and tailoring instructional materials, conducting ongoing assessment of student learning, expanding teacher's content and instructional knowledge, and communicating with parents. In addition to being necessary for providing the kind of learning experiences described earlier, these functions constitute important aspects of the professionalization of teachers, another goal of education reform.

Share and Expand Teacher Knowledge

Networked systems (Internet) are helping teachers break out of their traditional isolation to connect with colleagues and professionals in distant locations. These interactions can help teachers develop a clearer image of effective teaching and learning environments, understand how technology enables them to create these environments, learn about effective instructional strategies, share information about students, and gain emotional support for change. Networking (Internet) enables the teacher to be in frequent communication with people outside of the classroom with no disruption of class activities. The teacher is not interrupted by a phone call; rather, the message waits until the teacher is ready to receive it. Participation in a telecommunications network can help a teacher develop new instructional strategies that promote inquiry learning.

Challenges for Teachers Using Technology

When teachers use technology as a critical part of an inquiry-oriented learning-teaching process, they face a set of challenges, including

- Learning how to use a variety of technology applications;
- Using, adapting, and designing technology-enhanced curricula to meet students needs;
- Expanding content knowledge;
- Taking on new roles; and
- Responding to individual students.

None of these challenges stand alone; they are tightly interrelated.

Effects of Computer Technology on Student Achievement

Although an argument can be made for including technology in schooling for its own sake (i.e., to prepare students for the technology-laden environments they will face as

adults), many policymakers and community members want evidence of the effects of technology on student learning as they make decisions about technology investments.

When a new instructional technology appears on the scene, it is quite natural to want to compare its effectiveness with that of existing technologies.

Comparing Computer Technology Media with Conventional Instruction

Most of this literature finds newer technologies to be either equivalent or superior to conventional instruction with regard to student learning.

Computer-Assisted Instruction --Meta-analyses of studies at the elementary school and secondary school levels generally show a significant advantage for computer-assisted instruction. CAI students at the elementary school level outperform their counterparts without CAI by .47 standard deviations. Effects were larger in shorter-term studies, suggesting that novelty effects boost performance with new technologies in the short term but tend to wear off over time.

Distance-learning --Although there is a voluminous literature on distance-learning, there is very little empirical evidence of effects on student learning. Because distance-learning is generally implemented in situations in which face-to-face instruction in a particular subject area is either infeasible or more expensive, proponents have sought to show that it is equal to, rather than better than, traditional approaches.

As logical as this comparative experimental approach seems on first consideration, the methodology and interpretation of these findings are highly problematic. Summarizing findings as showing the effectiveness of "computer-assisted instruction" is clearly misleading. When an innovation is tried, it necessarily includes not just a given technology medium (i.e., computers or television or books) but also particular instructional content and methods (as represented in the software or programming or text). These variables will interact with features of the context within which the innovation is used and with the characteristics of the particular students involved. When differences are found, there is no defensible logic to attributing them to a technology medium rather than to instructional content or method, instructor or student characteristics, or some interaction among these variables.

TRAINING PROGRAMME TO DEVELOP/ENHANCE THE PERSONAL AND PROFESSIONAL COMPETENCIES OF TEACHERS AND SCHOOL HEAD

The enhancement of competencies in regular teachers as well as Heads of schools is a vital feature for making our educational system really need based and value based, so as to help develop a child according to the future needs of the society and the country. In a worldwide phenomenon of upgradation of technologies, upgradation of skills of teachers and Heads also has acquired vital dimensions to keep pace with the developing and daily changing world.

Our obsolete and traditional teaching-learning aids had been directed just to keep the age old educational system at work, whereas the need of the hour is to develop a child with a modern outlook that may greatly suit the further development of technologies and for acquiring an all round understanding of the intricacies and complexities of human existence.

Keeping this in mind this tentative programme is targeted to help develop tentative plans for enhancing competencies in regular teachers and Heads. The upgradation of one's skills may be entirely one's personal choice and enforcing or thrusting these on any teacher may not prove fruitful either for the teacher or for the schooling system. So it is of the utmost importance that it be linked with immediate and long-term monetary gains, better professional status and reputation. It need not be an unpleasant requirement of the school but the absence of the teacher/Head from home/personal duties must be compensated so as to motivate him to enhance his desire to undergo refresher courses. A number of teachers from the same school may not attend a programme simultaneously; hence many schools having pooled their resources may conduct these programmes. It will also be difficult to coordinate the busy schedules of the Heads of various schools. This tentative list is by no means exhaustive, since the very nature of refresher programmes is need based. Any programme of training has to be, by nature, dynamic and flexible meeting the future needs of Heads, teachers and students.

Tentative Training Programme For Regular Teachers

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

**Tentative Plan of Programs to Enhance
Academic and Professional Competencies of Regular Teachers**

1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Geography (S.S.)	Upper Primary	5 years	2 days	
	d) Social Studies	Primary	5 years	2 days	
	e) History & Civics (S.S.)	Upper Primary	5 years	2 days	
	f) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how - responsibility, wrong definitions of love and affection.	All All	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

**Tentative Plan of Programs to Develop/Enhance
Personal & Professional Competencies of Pre Primary Teachers, Primary and
Anganwari/ECCE sevikas**

1.	Discipline	All	All	2 days	Annual
2.	Behavior Modification	All	2 years	2 days	Once in 2 year
3.	Child Development	All	2 years	2 days	Once in 2 years
4.	Content Innovations	All	5 years	3 days	Once in 3 years
5.	Innovation in conduct of Program	All	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	All	5 years	1 2 days	Annual
7.	Referral – Why? Constraints & limitations	All	All	2 days	Annual
8.	Grievances and feedback	All	All	1 day	Annual

Tentative Training Programme For School Heads

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

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

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

Jan Samparak Abhiyan

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

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

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

District 15 PATIALA

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

Block	Primary Schools			Middle Schools			High Schools			Sr.Sec. Schools			Total Schools		
	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%
PATIALA-I	83	10	12.05	12			5			7			107	10	9.35
PATIALA-II	79	10	12.66	10			8			13			110	10	9.09
PATIALA-III	66	12	18.18	10			9			5			90	12	13.33
BHUNERHERI-I	100	10	10.00	11			7			4			122	10	8.20
BHUNERHERI-II	80	10	12.50	9			5			8			102	10	9.80
DERA BASSI-I	79	11	13.92	13			11			5			108	11	10.19
DERA BASSI-II	64	11	17.19	9			10			4			87	11	12.64
RAJPURA-I	77	13	16.88	7			10			10			104	13	12.50
RAJPURA-II	72	11	15.28	10			10			3			95	11	11.58
BANUR	54	11	20.37	12			8			5			79	11	13.92
GHANOUR	77	12	15.58	14	1	7.14	8			7			106	13	12.26
BHADSON-I	103	13	12.62	21			11			11			146	13	8.90
BHADSON-II	85	12	14.12	12			9			4			110	12	10.91
SAMANA-I	62	11	17.74	11			6			6			85	11	12.94
SAMANA-II	55	17	30.91	10	1	10.00	10			4			79	18	22.78
SAMANA-III	52	8	15.38	4	1	25.00	6	1	16.67	4			66	10	15.15
Grand Total	1188	182	15.32	175	3	1.71	133	1	0.75	100			1596	186	11.65

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
Block - 301 PATIALA-I														
15-301-0097U201 G.P.S. TAFAZALPURA, PATIALA (CORP.)	152		103				5		5				N	Ausat
15-301-0172U201 G.P.S. URBAN ESTATE PHASE-I, PATIALA (CORP.)	111		83				4		4				N	Uttam
15-301-0600R201 G.P.S. RURKI, BAHADUR GARH	456		245		2	1	13		11		2		N	Uttam
15-301-0606R201 G.P.S. BUDHAN PUR	45		43				2		2				N	Kushal
15-301-0608R201 G.P.S. BIBI PUR	168		144				5		2		3		N	Shiromani
15-301-0624R201 G.P.S. DHERARRI JATTAN	120		84				4		4				N	Kushal
15-301-0525R201 G.P.S. ALAMPUR	157		139				4		3		1		N	Uttam
15-301-0658R201 G.P.S. HARDASPUR	152		127		10	4	6		6				Y	Behtar
15-301-0662R201 G.P.S. SAHIB NAGAR	221		161				7		6		1		N	Kushal
15-301-0665R201 G.P.S. CHOURA	285		230				9		9				N	Uttam
Total	1867		1359		12	5	59		52		7			
Block - 302 PATIALA-II														
15-302-0106U203 G.P.S. INDRA COLONY, WARD NO-3, PATIALA (CORP.)	84		71		25	42	3		3				Y	Ausat
15-302-0106U204 G.P.S. TRIPURI, PATIALA (CORP.)	228	406	95	321	25	42	7	20	6	20	1		Y	Niman
15-302-0110U202 G.P.S. NEW POWER HOUSE COLONY, PATIALA (CORP.)	256	364	198	308		6	9	15	9	15			Y	Shiromani
15-302-0115U201 G.P.S. DHIRU KE MAJRI, WARD NO-24, PATIALA	164	52	142	49			5	7	5	7			Y	Behtar
15-302-0672R201 G.P.S. DAROLA	82		67				3		3				Y	Behtar
15-302-0674R201 G.P.S. DHAKRABBA	107	69	79	57	2	2	3	6	3	6			N	Kushal
15-302-0676R202 G.P.S. BHANRA	151	78	105	60	1	2	4	7	4	7			Y	Behtar
15-302-0677R201 G.P.S. KHERA JATTAN	110		91		2		4		4				Y	Shiromani
15-302-0687R201 G.P.S. KHERI GUJJARAN	189	76	165	70			6	6	5	6	1		Y	Shiromani
15-302-0689R201 G.P.S. HAZI MAJRA	24		16				2		2				Y	Kushal
Total	1395	1045	1029	865	55	94	46	61	44	61	2			
Block - 303 PATIALA-III														
15-303-0075R201 G.P.S. RONGLA	91		82			11	5		4		1		Y	Uttam
15-303-0076U201 G.P.S. ABLOWAL, WARD NO-1, PATIALA	221	156		133	16	23	4	7	4	7			Y	Kushal
15-303-0077R201 G.P.S. SEONA	301	202	286	149	7	9	9	6	8	6	1		Y	Shiromani
15-303-0079R201 G.P.S. GAJJUMAJRA	125	231	115	201	2	5	4	6	3	6	1		Y	Kushal
15-303-0081R201 G.P.S. SADAPPUR	56		50			3	2		2				Y	Behtar

District -15-PATIALA

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrolment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacance	LEVEL
15-303-0083R201 G.P.S. SENSARWAL	53		31		3	9	2		2				N	Kushal
15-303-0084R201 G.P.S. KHERI MALLAN, PATIALA	56		47		25	10	2		2				N	Uttam
15-303-0094R201 G.P.S. DADHERA	138		128		4	5	3		3				Y	Shiromani
15-303-0109R201 G.P.S. BHED PURA	109	101	83	86		7	3	6	3	6			Y	Behtar
15-303-0113R201 G.P.S. JAHLAN	138	110	126	85	3	1	4	9	4	9			Y	Kushal
15-303-0119R201 G.P.S. RANBIR PURA	151	94	143	85	10	12	6	6	5	6	1			Behtar
15-303-1048R201 G.P.S. HIRDAPUR	93		81			8	3		3				Y	Kushal
Total	1532	894	1172	739	70	103	47	40	43	40	4			
Block - 304 BHUNERHERI-I														
15-304-0426R201 G.P.S. KHANSIAN	114	66	99	44	4	7	4	6	4	6			N	Shiromani
15-304-0431R201 G.P.S. AKAUT	70		55		1	7	3		3				N	Uttam
15-304-0437R201 G.P.S. MEERANPUR	48		29			5	2		2				N	Shiromani
15-304-0447R201 G.P.S. PIPALKHERI	70	105	50	79	1	12	3	6	2	5	1	1	N	Uttam
15-304-0464R201 G.P.S. GHARAM	156	136	133	122	8	52	5	7	3	6	2	1	N	Behtar
15-304-0466R201 G.P.S. DUDHAN SADHAN	78	168	71	160	11	12	3	7	3	7			N	Kushal
15-304-0474R201 G.P.S. BINJAL	103	184	89	169	2	5	4	6	1	4	3	2	N	Shiromani
15-304-0495R201 G.P.S. KHARAB GARH	60		60				3		3				N	Uttam
15-304-0497R201 G.P.S. ROSHANPUR	125	227	85	201		6	5	6	3	4	2	2	N	Uttam
15-304-1054R201 G.P.S. DAVIGARH	264	250	222	226	24	33	7	7	5	6	2	1	N	Behtar
Total	1088	1136	893	1001	51	139	39	45	29	38	10	7		
Block - 305 BHUNERHERI-II														
15-305-0336R201 G.P.S. BOSAR KALAN	82		57				2		2				N	Kushal
15-305-0377R201 G.P.S. BHANKHER	107	226	86	206			4	7	4	7			N	Behtar
15-305-0380R201 G.P.S. BATTA	40	106	31	92		19	2	7	1	7	1		Y	Ausat
15-305-0384R201 G.P.S. UDAI PUR, DEWAN WALA	192		179				5		4		1		N	Ausat
15-305-0388R201 G.P.S. MARU	187	125	134	105	11	11	5	5	3	4	2	1	N	Behtar
15-305-0394R201 G.P.S. KHALAS PUR	143	67	123	61			4	6	3	6	1		N	Behtar
15-305-0397R201 G.P.S. MAGAR SAHIB	55	196	47	170			2	3	2	3			Y	Niman

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	1-V	VI-VIII	6-10	11-14	1-V	VI-VIII	1-V	VI-VIII	1-V	VI-VIII	Maintenace	LEVEL
15-305-0409R201 G.P.S. CHIRWI	137	141	113	119			4	7	2	7	2		N	Behtar
15-305-0416R201 G.P.S. BEHAL	117	70	104	64			5	2	4	2	1		N	Uttam
Total	1174	1055	984	931	11	30	37	43	28	41	9	2		
Block - 306 DERA BASSI-I														
15-306-0017R201 G.P.S. ZIRAKPUR	86		79				3		3				Y	Shiromani
15-306-0018R201 G.P.S. MIR PUR	220		179		22	33	6		6				Y	Uttam
15-306-0020R201 G.P.S. MUBARIK PUR	166		134		15	15	5		4		1		Y	Uttam
15-306-0021R203 G.P.S. MUBARIK PUR CAMP	306		286		22	24	11		10		1		N	Kushal
15-306-0033R201 G.P.S. JAWAHARPUR	208	226	139	221	1		6	7	6	7			Y	Ausat
15-306-0034R201 G.P.S. DANDRALA	70		62		3		3		3				Y	Kushal
15-306-0037R201 G.P.S. MUKANDPUR	186		168		5	6	5		3		2		Y	Behtar
15-306-0047R201 G.P.S. MALIK PUR	135	118	52	50			4	1	4	1			Y	Uttam
15-306-0066R201 G.P.S. RAMPUR SAINIAN	191		176				5		4		1		Y	Kushal
15-306-0070R201 G.P.S. SAIDPURA	162		147		1	1	5		5				Y	Uttam
15-306-1079R201 G.P.S. BHANKHAR PUR	328	178	295	161	8	12	10	10	10	10			Y	Uttam
Total	2058	522	1717	432	77	91	63	18	58	18	5			
Block - 307 DERA BASSI-II														
15-307-0828R201 G.P.S. ISSAPUR ROUNI	35		30		2	3	2		2				Y	Kushal
15-307-0835R201 G.P.S. DHANONI	83		57			1	3		2		1		Y	Kushal
15-307-0838R201 G.P.S. KARKAUR	133	255	80	199	2	4	4	6	2	6	2		Y	Kushal
15-307-0845R201 G.P.S. KHANPUR KHADAR	38		30		1	1	2		1		1		Y	Uttam
15-307-0847R201 G.P.S. LALRU MANDI	240	297	173	254			6	16	5	16	1		Y	Shiromani
15-307-0856R201 G.P.S. SARSINI	140	187	56	125			4	7	4	7			Y	Uttam
15-307-0857R201 G.P.S. KURLI	84	60	54	48			3	7	2	7	1		Y	Shiromani
15-307-0873R201 G.P.S. HAMAUNPUR	241		188				6		6				Y	Shiromani
15-307-0874R201 G.P.S. KHELAN	260	178	224	134		6	7	5	7	4		1	Y	Shiromani
15-307-0879R201 G.P.S. HANDESRA	129		112		7	14	5		5				N	Kushal
15-307-0882R201 G.P.S. LALRU VILLAGE	374	122	304	108	4	7	12	6	11	6	1		Y	Shiromani
Total	1757	1099	1308	868	16	36	54	47	47	46	7	1		
Block - 308 RAIPURA-I														

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Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrolment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacance	LEVEL
15-308-0055U201 G.P.S. WARD NO-3, RAJPURA	158		124				6		5		1		Y	Kushal
15-308-0060U201 G.P.S. BANWARI, WARD NO-18, RAJPURA	98		85				4		4				Y	Uttam
15-308-0197R201 G.P.S. ALLUNA	179	164	164	128	1	2	5	6	5	6			Y	Uttam
15-308-0205R201 G.P.S. DAMANHERI	116		111		2	2	4		4				Y	Uttam
15-308-0224R201 G.P.S. UKSI	68	165	54	135		2	3	6	2	6	1		Y	Uttam
15-308-0234R201 G.P.S. UPPAL HERI	91	99	81	80		4	3	6	3	6			Y	Uttam
15-308-0237R201 G.P.S. UGANI	34	127	23	116			2	5	2	5			Y	Adarsh
15-308-0239R201 G.P.S. BAKSHI WALA	100		88		4		3		3				Y	Kushal
15-308-0241R201 G.P.S. KHERA GAJJU	235		192		24		6		6				Y	Uttam
15-308-0243R202 G.P.S. (G) MANAK PUR	132		111				4		4				Y	Uttam
15-308-0245R201 G.P.S. UCHA KHERA	51		47		5	11	2		1		1			Uttam
15-308-0252R201 G.P.S. NEELPUR	176		136		13	11	5		5				Y	Uttam
15-308-0253R201 G.P.S. DHINDSAN	95		95			5	3		3				Y	Kushal
Total	1533	555	1311	459	49	37	50	23	47	23	3			
Block - 309 RAJPURA-II														
15-309-0071U201 G.P.S. N.T.C.I., WARD NO-23, RAJPURA	172	267	153	233		5	5	10	5	10			Y	Shiromani
15-309-0126R201 G.P.S. JANSUA	123	78	98	58	75	98	4	6	2	6	2		Y	Uttam
15-309-0129R201 G.P.S. SHAMDOO	311	59	265	55	72	38	6	2	5	2	1		Y	Behtar
15-309-0136R201 G.P.S. NALAS KHURD	205	118	185	84	18	11	5	5	2	5	3		Y	Uttam
15-309-0141R201 G.P.S. DHAKANSU MAJRA	16		15		1		2		1		1		Y	Uttam
15-309-0158R201 G.P.S. BATHONIA KHURD	218	179	176	160	9	10	6	5	5	4	1	1	Y	Behtar
15-309-0162R201 G.P.S. CHAMARU	197	141	182	132	16	18	5	6	5	6			Y	Uttam
15-309-0163R201 G.P.S. DHARIAN	132		121		5	25	4		3		1			Uttam
15-309-0174R201 G.P.S. MARDAN PUR	223	219	201	190	2		6	7	5	6	1	1	Y	Behtar
15-309-0178R201 G.P.S. SANDHARSI	178	105	145	97	3	1	5	6	1	6	4		Y	Shiromani
15-309-0185R201 G.P.S. JABBO MAJRA	154		119		2	19	5		5				Y	Uttam
Total	1929	1186	1660	1009	203	225	53	47	39	45	14	2		

Kushal

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
15-310-0008U201 G.P.S. WARD NO-8, BANUR-I	67		40		11	2	3		2		1		N	Kushal
15-310-0009U201 G.P.S. BANUR II	117		105		4	4	3		2		1		Y	Behar
15-310-0889R201 G.P.S. TASAULI	128	87	112	78	2	14	5	1	4	1	1		Y	Behar
15-310-0893R201 G.P.S. BASMA	234	190	188	144			6	1	4	1	2		Y	Behar
15-310-0895R201 G.P.S. RAMANGAR SAINIA	202		190			6	5		5				Y	Behar
15-310-0920R201 G.P.S. BASSI ESA KHAN	160		145			16	4		2		2		Y	Behar
15-310-0921R201 G.P.S. KARALA	88		78		2	7	4		3		1		Y	Shiromani
15-310-0928R201 G.P.S. NANDGARH	88		76		1	1	3		3				Y	Behar
15-310-0932R201 G.P.S. CHHATT	305		260		1	5	9		8		1		Y	Behar
15-310-0939R202 G.P.S. RAMPUR KALAN	62		48		5	4	4		4				Y	Uttam
Total	1643	277	1351	222	44	59	51	2	41	2	10			
Block - 311 GHANOUR														
15-311-0037U201 G.P.S. GHANAUR	317		244		10	11	7		5		2		N	Kushal
15-311-0701R201 G.P.S. SEEL	205		178			12	5		5				N	Behar
15-311-0702R201 G.P.S. CHAPPER	182	170	174	149	10		6	8	6	8				Adarsh
15-311-0709R201 G.P.S. SARALA KALAN	140	89	122	77			5	7	4	7	1		N	Uttam
15-311-0716R201 G.P.S. MARIAN	67	145	66	133	1		2	6	2	6			N	Uttam
15-311-0719R201 G.P.S. LOH SIMBLI	267	296	215	263	4	9	8	6	8	6			N	Uttam
15-311-0744R201 G.P.S. AJRAWAR	174	283	153	257	4	11	6	6	5	6	1		N	Uttam
15-311-0753R201 G.P.S. HARI GARH	83		82		1		2		2				N	Kushal
15-311-0760R201 G.P.S. HARI MAJRA	175		160		36	41	4		3		1		Y	Kushal
15-311-0766R201 G.P.S. KAMI KALAN	167	105	143	96		8	5	7	5	7			N	Behar
15-311-0766R301 G.M.S. KAMI KALAN	167	105	143	96		8	5	7	5	7			N	Behar
15-311-0767R201 G.P.S. ULLANA	195	429	182	368	1	9	5	5	3	4	2	1	Y	Shiromani
15-311-0769R201 G.P.S. SOGAL PUR	39		39				2		2				N	
Total	2178	1622	1901	1439	67	109	62	52	55	51	7	1		
Block - 312 BHADSON-I														
15-312-0101U202 G.P.S. RAILWAY COLONY, NABHA	186		152				6		5		1		N	Kushal
15-312-0501R201 G.P.S. DHINGI, BLOCK BHADSON, NABHA	130		112				4		3		1		N	Uttam

District -15--PATIALA

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrolment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
15-312-0507R202 G.P.S. AJNAUDA KALAN	199		178			9	5		5				N	Kushal
15-312-0509R201 G.P.S. SHAMLA	92		75				3		3				N	Shiromani
15-312-0516R201 G.P.S. DITTUPUR JATTAN	82		65		3	16	4		4				N	Kushal
15-312-0525R201 G.P.S. LAUT	106		93		11	11	5		4		1		N	Kushal
15-312-0535R201 G.P.S. NAUHRA	228		216		14	11	6		6				N	Kushal
15-312-0541R201 G.P.S. GHANIWAL	134		122		1	3	3		3				N	Shiromani
15-312-0546R201 G.P.S. NARMANA	171		152		6	16	4		4				N	Behatar
15-312-0549R201 G.P.S. AGETI	82		66		11	22	2		2				N	Kushal
15-312-0553R201 G.P.S. SURAJPUR	70		62		2	5	2		2				N	Uttam
15-312-0558R201 G.P.S. BAURAN KHURD	136		130				3		3				N	Uttam
15-312-0587R201 G.P.S. TOHRA	132		115		2		4		3		1		N	Shiromani
Total	1748		1538		50	93	51		47		4			
Block - 313 BHADSON-II														
15-313-0263R201 G.P.S. AGOULA	87		77				3		2		1		N	Behatar
15-313-0270R201 G.P.S. SAHOULI	142		127		3	9	4		4				N	Behatar
15-313-0279R201 G.P.S. SALUWAL	61		59				2		2				N	Niman
15-313-0285R201 G.P.S. NARAINGARH	17		14				1		1				N	Behatar
15-313-0286R201 G.P.S. GALWATTI	134		126		5	4	4		3		1		N	Uttam
15-313-0303R201 G.P.S. MANDOUR	212		185				6		5		1		N	Uttam
15-313-0304R201 G.P.S. GHAMRAUDA	102		94				2		2					Uttam
15-313-0307R201 G.P.S. ICHEWAL	122		114				3		3				N	Shiromani
15-313-0313R201 G.P.S. CHAHEL														
15-313-0318R201 G.P.S. BHADSON	351		324				9		9				N	Kushal
15-313-0322R201 G.P.S. JINDAL PUR	94		87				2		2				N	Ausat
15-313-0328R201 G.P.S. GHANURKI	110		104			5	3		3				N	Shiromani
Total	1432		1311		8	18	39		36		3			
Block - 314 SAMANA-I														
15-314-043U204 G.P.S. WARD NO-4, PATRAN	185	234	156	209	40	52	6	6	2	6	4		Y	Kushal

District -15-PATIALA

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
Total	1894	845	1602	762	151	160	50	36	38	34	12	2		
Block - 316 SAMANA-III														
15-316-0143U201 G.P.S. (B) WARD NO-4, SAMANA	224		175		1		6		4		2		Y	Behtar
15-316-0163U201 G.P.S. WARD NO-7, GHAGGA	292		222		123	136	11		3		8			Adarsh
15-316-1009R201 G.P.S. DAFTRIWALA	130		95		12	21	4		4					Uttam
15-316-1016R201 G.P.S. SHAHPUR	71		50		21	23	3		1		2			Kushal
15-316-1017R201 G.P.S. KAKRALA	319		273		77	129	8		5		3		N	Uttam
15-316-1022R201 G.P.S. MAVI KALAN	251		212		4	12	7		6		1		Y	Kushal
15-316-1022R401 G.H.S. MAVI KALAN		291		256		12		6		6			Y	Uttam
15-316-1034R201 G.P.S. DEDNA	297		176		60		6		3		3		Y	Behtar
15-316-1034R301 G.M.S. DEDNA		106		80		27		6		6			Y	Kushal
15-316-1041R201 G.P.S. GURDIAL PURA	96		94				3		2		1		Y	Ausat
Total	1680	397	1297	336	298	360	48	12	28	12	20			
Grant Total	27110	11254	22296	9644	1364	1630	803	458	654	435	149	23		

Legends :-
 Enrolment - Total enrolment I-V & VI-VIII, Attendance - Attendance of day, Out of school - Number of out-of-school children in the village
 Sanc. Post - Sanctioned teacher posts I-V & VI-VIII, Work Tch - Working teachers, Vacant posts - Vacant teacher's posts, VEDC A/c maintenance - VEDC accounts maintenance (numbers)

Sarva Shiksha Abhiyan During 2001-2002

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

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

Sarva Shiksha Abhiyan During 2001-2002

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

Objective code	Title/Description	Objective	Language	Source material	Circulation
12.01	Relevance of Education with real life: beyond text book	Teacher Training	Punjabi	SSA, Punjab	School level
Training(School Heads)					
12.02	Institutional Head	Teacher Training	Punjabi	SSA, Punjab	School level
Community Participation					
14.01	Accounting procedures of PASWAK: Training Manual	Planning & Management (VEDC) Training Manual	Punjabi	SSA, Punjab	School level
14.01	Procedures of functioning of PASWAK	VEDC (Rules)	Punjabi	SSA, Punjab	Village level, School level
14.01	Procedures of construction by PASWAK	VEDC (Rules Manual)	Punjabi	SSA, Punjab	Village level, School level
14.01	SSA Brochure	Motivation and awareness	Punjabi	SSA, Punjab	School level
14.01	SSA Brochure	Motivation and awareness	Hindi	SSA, Punjab	
14.01	Accounting Procedures for PASWAK	VEDC (Accounts,Manual)	Punjabi	SSA, Punjab	School level
14.01	Resolution Book SSA/Paswak/I-R	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Income-Code Book SSA/Paswak/II/1	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Cash Book SSA/Paswak/II/2	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Brief Accounting Details SSA/Paswak/II/3	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Property Received/Construct by Govt. and other Sources Grants/Income SSA/Paswak/II/4	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Stock Register SSA/Paswak/II/5	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Stock Register (Material at site) SSA/II/6	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Inspection Book for Developmental works of School SSA/Paswak/II/7	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Utilisation Certificate SSA/Paswak/II/8	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Perform for Social Audit SSA/Paswak/II/9	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Monthly Progress Report SSA/Paswak/II/10	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
Monitoring (Community Participation)					
14.02	Monthly/Yearly Progress Report at Cluster level SSA/Paswak/III/10	VEDC (Accounts)	Punjabi	SSA, Punjab	Cluster
14.02	Monthly/Yearly Progress Report at B.R.C level SSA/Paswak/III/10	VEDC (Accounts)	Punjabi	SSA, Punjab	Block
14.02	Monthly/Yearly progress Report at District level SSA/Paswak/IV/10	VEDC (Accounts)	Punjabi	SSA, Punjab	District
Training(IED)					
15.01	Children with learning problems: Their Educational Needs	Teacher Training	Punjabi	NCERT	School level
15.01	Environment Care	Teacher Training	Punjabi	NCERT	School level
15.01	Hearing Impaired and Language Development	Teacher Training	Punjabi	NCERT	School level
School Evaluation					
16.02	School Evaluation and Gradation Process	Evaluation	Punjabi	SSA, Punjab	School level
Jan Samparak Abhiyan					
16.03	School Inspection Format	School Evaluation	English	SSA, Punjab	State, District
School Planning and Management					
17.01	Updation of Educational Data	School Planning and management	Punjabi	NIEPA	School
17.01	Planning for implementation	School Planning and Mangament	Punjabi	NIEPA	Cluster level/Block level/District level/District/In-Service Training Cent
17.01	Indicators of Educational Development. Future School, School Enrolments Teacher Projection	Planning management	Punjabi	NIEPA	School level

Sarva Shiksha Abhiyan During 2001-2002

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

Active code	Title/Description	Objective	Language	Source material	Circulation
17.01	Educational Planning Diagnosis of Educational Development	Planning & Management	Punjabi	NIEPA	School level
17.01	District level Educational Planning	Planning & Management	Punjabi	NIEPA	Distt. Level
17.01	National Educational Policy meaning & scope for teachers Institutional Planning	School Planning and management	Punjabi	NCERT	
17.01	National Educational Policy-1986 Punjabi Translation of the original document	Teacher Training	Punjabi	NCERT	School level
17.01	School Planning	Planning & Management (work book)	Punjabi	SSA, Punjab	School level
17.01	School Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level
17.01	Punjab Education Policy 2002 and Programme of Action	Policy, Programme of Action	English	SSA, Punjab	State/District level
EMIS					
17.03	Quarterly Report of Teacher of Upper Primary Schools/Sections at District level SSA/SET/IV/7	EMIS	Punjabi	SSA, Punjab	District
17.03	Records of school in village/wards SSA/SET/I/1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2 Ist To VIIIth class	EMIS	Punjabi	SSA, Punjab	School level
17.03	Details of Teacher SSA/SET/II/2.1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2.2	EMIS	Punjabi	SSA, Punjab	School level
17.03	Records of total School in Cluster Resource Centre SSA/SET/II/1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/II/2	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/II/2.1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/II/3	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/II/4	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/II/5	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/II/6	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/II/7	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Code records of total Schools of Block SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Pre Primary Schools at Block level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Block
17.03	Report of number of Primary Schools/Sections at Block level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Upper Primary Schools/Sections at Block level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly School Enrolment Information at Block level I To V class	EMIS	Punjabi	SSA, Punjab	Block

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

PART - III

FAMILY SURVEY

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

Reference Date

Unit

Village/Ward

I. Family

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

II. Child (3-19)

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

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

I. Total (3-19) Population

1. Number of Special Need Children
2. Age groupwise/sexwise/castewise school going children
3. Age groupwise/sexwise/castewise school not going children

II. School going Children

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

III. Out of School/child labour

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

IV. Mentally/physically challenged

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

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

Reports

1. Total children attending school (classwise)
 - 1.1 Class wise/Genderwise/Casteswise
 - 1.2 Class wise/Genderwise/Casteswise/State Govt. Schools
 - 1.3 Class wise/Genderwise/Casteswise/Non-State Govt. Schools
 - 1.4 Classwise/Genderwise/Casteswise/Unrecognised Schools
2. Total children attending school (Agewise)
 - 2.1 Agewise/Genderwise/Castewise
 - 2.2 Agewise/Genderwise/Castewise/State Government

- 2.3 Agewise/Genderwise/Castewise/Non State Govt. Schools
- 2.4 Agewise/Genderwise/Castewise/Unrecognised Schools
- 3. Caste type
 - 3.1 Total
 - 3.2 Total SC
 - 3.3 Total BC
- 4. Management type
 - 4.1 In State Govt. Schools
 - 4.2 In Non-state Govt. Schools
 - 4.3 In Un-recognised schools

There is a large variation in enrolment at primary and upper primary level between the reported enrolment and the enrolment compiled from survey data, especially in enrolment in government schools. However enrolment in secondary classes matches closely with the survey data which validated the compilation of Survey Data of the district Patiala.

Enrolment (Survey)- 2002				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	104308	5068	44394	199670
Upper primary	55628	21126	15904	92658

Enrolment (State Abstract)- 2000				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	122938	22293	-	145231
Upper primary	59837	14916	-	74753

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

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	28182	19632	47814	7311	5918	13229	6413	4677	11090
Pre Primary Total	28182	19632	47814	7311	5918	13229	6413	4677	11090
I	29631	20667	50298	8752	6807	15559	6447	4562	11009
II	22292	17003	39295	6889	5669	12558	4980	3734	8714
III	19961	16198	36159	6188	5303	11491	4475	3621	8096
IV	21364	16386	37750	6374	5391	11765	4699	3680	8379
V	20157	16011	36168	5752	4901	10653	4481	3536	8017
Primary Total	113405	86265	199670	33955	28071	62026	25082	19133	44215
VI	18134	14675	32809	5033	4254	9287	4124	3357	7481
VII	16125	12893	29018	4182	3402	7584	3602	2852	6454
VIII	17265	13566	30831	4065	3279	7344	3627	2757	6384
Middle Total	51524	41134	92658	13280	10935	24215	11353	8966	20319
IX	12878	10162	23040	2879	2116	4995	2753	2054	4807
X	18215	13090	31305	4164	2627	6791	3794	2594	6388
Secondary Total	31093	23252	54345	7043	4743	11786	6547	4648	11195
XI	6042	5016	11058	1132	778	1910	1148	816	1964
XII	7414	6395	13809	1210	839	2049	1154	910	2064
Sr. Secondary Total	13456	11411	24867	2342	1617	3959	2302	1726	4028
Technical Education	1171	1238	2409	94	116	210	95	98	193
Technical Education Total	1171	1238	2409	94	116	210	95	98	193

District - 15 - PATIALA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 02

Year : 2001-2002

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

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	9931	7672	17603	4071	3487	7558	2669	2132	4801
Pre Primary Total	9931	7672	17603	4071	3487	7558	2669	2132	4801
I	12159	10084	22243	5595	4892	10487	2972	2403	5375
II	10473	9241	19714	4855	4195	9050	2616	2194	4810
III	10340	9523	19863	4729	4239	8968	2572	2304	4876
IV	11599	10076	21675	4869	4295	9164	2780	2385	5165
V	10906	9907	20813	4415	3935	8350	2768	2398	5166
Primary Total	55477	48831	104308	24463	21556	46019	13708	11684	25392
VI	10706	9198	19904	3838	3387	7225	2717	2300	5017
VII	9550	8230	17780	3257	2720	5977	2465	1991	4456
VIII	9524	8420	17944	3041	2592	5633	2327	1939	4266
Middle Total	29780	25848	55628	10136	8699	18835	7509	6230	13739
IX	7600	6367	13967	2125	1589	3714	1879	1446	3325
X	10531	8056	18587	2972	1932	4904	2583	1800	4383
Secondary Total	18131	14423	32554	5097	3521	8618	4462	3246	7708
XI	3911	2919	6830	918	579	1497	811	533	1344
XII	4269	3446	7715	923	570	1493	761	547	1308
Sr. Secondary Total	8180	6365	14545	1841	1149	2990	1572	1080	2652
Technical Education	661	642	1303	66	68	134	62	49	111
Technical Education Total	661	642	1303	66	68	134	62	49	111

03 - School Going Children (Non-State Govt.) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	9339	6198	15537	1599	1303	2902	1844	1245	3089
Pre Primary Total	9339	6198	15537	1599	1303	2902	1844	1245	3089
I	9041	5520	14561	1688	1058	2746	1658	1003	2661
II	6349	4162	10511	1029	772	1801	1184	734	1918
III	5129	3542	8671	797	594	1391	934	662	1596
IV	5316	3522	8838	801	620	1421	986	678	1664
V	5056	3331	8387	769	530	1299	864	577	1441
Primary Total	30891	20077	50968	5084	3574	8658	5626	3654	9280
VI	4180	3076	7256	694	506	1200	736	527	1263
VII	3776	2699	6475	485	377	862	597	493	1090
VIII	4453	2942	7395	571	358	929	698	436	1134
Middle Total	12409	8717	21126	1750	1241	2991	2031	1456	3487
IX	3145	2184	5329	416	281	697	493	327	820
X	4400	3006	7406	655	378	1033	710	441	1151
Secondary Total	7545	5190	12735	1071	659	1730	1203	768	1971
XI	1382	1312	2694	134	134	268	228	182	410
XII	2087	1804	3891	180	187	367	257	215	472
Sr. Secondary Total	3469	3116	6585	314	321	635	485	397	882
Technical Education	327	335	662	19	27	46	23	32	55
Technical Education Total	327	335	662	19	27	46	23	32	55

District - 15 - PATIALA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 04

Year : 2001-2002

04 - School Going Children (Unrecognised) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	8912	5762	14674	1641	1128	2769	1900	1300	3200
Pre Primary Total	8912	5762	14674	1641	1128	2769	1900	1300	3200
I	8431	5063	13494	1469	857	2326	1817	1156	2973
II	5470	3600	9070	1005	702	1707	1180	806	1986
III	4492	3133	7625	662	470	1132	969	655	1624
IV	4449	2788	7237	704	476	1180	933	617	1550
V	4195	2773	6968	568	436	1004	849	561	1410
Primary Total	27037	17357	44394	4408	2941	7349	5748	3795	9543
VI	3248	2401	5649	501	361	862	671	530	1201
VII	2799	1964	4763	440	305	745	540	368	908
VIII	3288	2204	5492	453	329	782	602	382	984
Middle Total	9335	6569	15904	1394	995	2389	1813	1280	3093
IX	2133	1611	3744	338	246	584	381	281	662
X	3284	2028	5312	537	317	854	501	353	854
Secondary Total	5417	3639	9056	875	563	1438	882	634	1516
XI	749	785	1534	80	65	145	109	101	210
XII	1058	1145	2203	107	82	189	136	148	284
Sr. Secondary Total	1807	1930	3737	187	147	334	245	249	494
Technical Education	183	261	444	9	21	30	10	17	27
Technical Education Total	183	261	444	9	21	30	10	17	27

Age ↓	School Going Children - Total			School Going Children - S.G.			School Going Children - S.G.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	7177	5393	12570	1788	1521	3309	1587	1249	2836
4	12534	8772	21306	3184	2607	5791	2821	1970	4791
5	16711	11628	28339	4529	3471	8000	3724	2689	6413
Sub Total	36422	25793	62215	9501	7599	17100	8132	5908	14040
6	18454	13829	32283	5597	4546	10143	3964	3011	6975
7	17985	13719	31704	5343	4395	9738	4063	3030	7093
8	20162	15599	35761	6244	5235	11479	4422	3500	7922
9	17739	14317	32056	5210	4466	9676	3873	3041	6914
10	21318	16283	37601	6158	5044	11202	4734	3682	8416
Sub Total	95658	73747	169405	28552	23686	52238	21056	16264	37320
11	16950	13560	30510	4572	4003	8575	3915	3064	6979
12	19295	15411	34706	5122	4342	9464	4200	3474	7674
13	16511	13450	29961	4220	3490	7710	3664	2848	6512
Sub Total	52756	42421	95177	13914	11835	25749	11779	9386	21165
14	14836	11629	26465	3606	2774	6380	3202	2381	5583
15	12274	9802	22076	2791	1954	4745	2584	1936	4520
Sub Total	27110	21431	48541	6397	4728	11125	5786	4317	10103
16	10260	8023	18283	2262	1522	3784	2014	1492	3506
17	7784	5606	13390	1622	1025	2647	1504	1004	2508
Sub Total	18044	13629	31673	3884	2547	6431	3518	2496	6014
18	6711	4400	11111	1339	781	2120	1153	677	1830
19	2130	1511	3641	438	224	662	368	200	568
Sub Total	8841	5911	14752	1777	1005	2782	1521	877	2398
Grand Total	238831	182932	421763	64025	51400	115425	51792	39248	91040

02 - School Going Children (State Govt.) - (Age-wise)-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	2814	2270	5084	1047	924	1971	764	641	1405
4	4438	3297	7735	1746	1506	3252	1108	850	1958
5	6041	4891	10932	2552	2139	4691	1480	1199	2679
Sub Total	13293	10458	23751	5345	4569	9914	3352	2690	6042
6	8092	6888	14980	3631	3299	6930	1970	1680	3650
7	8335	7605	15940	3802	3308	7110	2069	1723	3792
8	9832	8883	18715	4525	4023	8548	2404	2106	4510
9	9269	8407	17676	3963	3582	7545	2256	1990	4246
10	11090	9733	20823	4612	3963	8575	2763	2418	5181
Sub Total	46618	41516	88134	20533	18175	38708	11462	9917	21379
11	9064	8288	17352	3499	3177	6676	2424	2097	4521
12	10891	9568	20459	3889	3471	7360	2810	2384	5194
13	9739	8646	18385	3262	2766	6028	2456	2005	4461
Sub Total	29694	26502	56196	10650	9414	20064	7690	6486	14176
14	8750	7455	16205	2798	2221	5019	2185	1698	3883
15	7514	6396	13910	2093	1547	3640	1827	1411	3238
Sub Total	16264	13851	30115	4891	3768	8659	4012	3109	7121
16	6401	4946	11347	1720	1133	2853	1420	1035	2455
17	4725	3357	8082	1233	737	1970	1024	668	1692
Sub Total	11126	8303	19429	2953	1870	4823	2444	1703	4147
18	3933	2380	6313	969	533	1502	776	392	1168
19	1232	771	2003	333	151	484	246	124	370
Sub Total	5165	3151	8316	1302	684	1986	1022	516	1538

03 - School Going Children (Non-State Govt.) - (Age-wise) - Total

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	2053	1592	3645	377	308	685	374	288	662
4	4092	2804	6896	718	626	1344	805	542	1347
5	5542	3445	8987	964	653	1617	1097	718	1815
Sub Total	11687	7841	19528	2059	1587	3646	2276	1548	3824
6	5377	3658	9035	1022	703	1725	977	615	1592
7	5149	3251	8400	800	584	1384	1016	613	1629
8	5564	3663	9227	935	673	1608	993	701	1694
9	4593	3256	7849	676	487	1163	795	539	1334
10	5702	3591	9293	849	612	1461	1004	638	1642
Sub Total	26385	17419	43804	4282	3059	7341	4785	3106	7891
11	4399	2965	7364	655	461	1116	763	507	1270
12	4962	3527	8489	651	506	1157	760	595	1355
13	3805	2607	6412	554	394	948	654	470	1124
Sub Total	13166	9099	22265	1860	1361	3221	2177	1572	3749
14	3510	2357	5867	452	283	735	577	374	951
15	2786	2036	4822	400	241	641	432	295	727
Sub Total	6296	4393	10689	852	524	1376	1009	669	1678
16	2315	1816	4131	307	228	535	360	256	616
17	1829	1351	3180	193	171	364	276	190	466
Sub Total	4144	3167	7311	500	399	899	636	446	1082
18	1734	1262	2996	211	150	361	246	158	404
19	568	452	1020	73	45	118	83	53	136
Sub Total	2302	1714	4016	284	195	479	329	211	540
Grand Total	63980	43633	107613	9837	7125	16962	11212	7552	18764

District - 15 - PATIALA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. ...
Report : 04
Year : 2001-2002**04 - School Going Children (Unrecognised) - (Age wise)-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	2310	1531	3841	364	289	653	449	320	769
4	4004	2671	6675	720	475	1195	908	578	1486
5	5128	3292	8420	1013	679	1692	1147	772	1919
Sub Total	11442	7494	18936	2097	1443	3540	2504	1670	4174
6	4985	3283	8268	944	544	1488	1017	716	1733
7	4501	2863	7364	741	503	1244	978	694	1672
8	4766	3053	7819	784	539	1323	1025	693	1718
9	3877	2654	6531	571	397	968	822	512	1334
10	4526	2959	7485	697	469	1166	967	626	1593
Sub Total	22655	14812	37467	3737	2452	6189	4809	3241	8050
11	3487	2307	5794	418	365	783	728	460	1188
12	3442	2316	5758	582	365	947	630	495	1125
13	2967	2197	5164	404	330	734	554	373	927
Sub Total	9896	6820	16716	1404	1060	2464	1912	1328	3240
14	2576	1817	4393	356	270	626	440	309	749
15	1974	1370	3344	298	166	464	325	230	555
Sub Total	4550	3187	7737	654	436	1090	765	539	1304
16	1544	1261	2805	235	161	396	234	201	435
17	1230	898	2128	196	117	313	204	146	350
Sub Total	2774	2159	4933	431	278	709	438	347	785
18	1044	758	1802	159	98	257	131	127	258
19	330	288	618	32	28	60	39	23	62
Sub Total	1374	1046	2420	191	126	317	170	150	320

District - 15 - PATIALA

Sarav Shiksha Abhiyan,-Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 01

Year : 2001-2002

01 - School Going Children Total - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.				Primary								Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.				I	II	III	IV	V	Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	7119	5345	58	48							58	48																								
4	10464	7243	2054	1517	16	12					2070	1529																								
5	7717	5231	8368	5815	619	574	7	8			8994	6397																								
6	2458	1701	12119	8738	3408	2909	452	465	17	15	1	15996	12128																							
7	78	81	6515	4185	8611	6835	2378	2251	392	356	10	11	17907	13638																						
8	39	17	404	301	8897	6162	7966	6601	2464	2126	392	392	20123	15582																						
9	4	4	65	40	508	364	8124	6101	6788	5806	2029	1745	17514	14056	220	256	1	1					221	257												
10	5	3	36	16	185	111	796	587	10766	7445	7527	6323	19310	14482	1710	1512	284	272	9	14	2003	1798														
11	3	3	9	6	38	24	150	116	649	445	9097	6795	9943	7386	5356	4689	1382	1231	264	247	7002	6167	2	3		1	2	4								
12	293	1	1		5	10	64	53	222	136	811	564	1103	763	9746	7513	5848	4949	1955	1817	17549	14279	321	342	29	26	350	368								
13	1	2	1	1	5	2	19	13	42	45	221	145	288	206	834	513	7862	5852	6062	5260	14758	11625	1246	1340	214	276	1460	1616	4	1		4	1			
14	1	1					4	1	16	12	44	28	64	41	191	153	531	450	8111	5763	8833	6366	4357	3581	1417	1441	5774	5022	151	178	13	21	164	199		
15							1	2	4		17	4	22	6	67	29	168	106	606	329	841	464	6211	4393	4276	3898	10487	8291	722	818	195	215	917	1033	7	8
16									2		5	2	7	2	9	8	37	25	193	104	239	137	531	371	6718	4708	7249	5079	1873	1791	837	953	2710	2744	55	61
17									2		2	1	4	1	1		8	5	43	25	52	30	138	84	3209	1679	3347	1763	2010	1468	2150	2113	4160	3581	221	231
18																2	3	2	21	4	24	8	60	43	1892	838	1952	881	1064	619	3161	2308	4225	2927	510	584
19											2		2				1		1	3	2	3	12	5	460	223	472	228	218	141	1058	785	1276	926	378	354
Total	28182	19632	29631	20667	22292	17003	19961	16198	21364	16386	20157	16011	113405	86265	18134	14675	16125	12893	17265	13566	51524	41134	12878	10162	18215	13090	31093	23252	6042	5016	7414	6395	13456	11411	1171	1238

District - 15 - PATIALA

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 02
Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary				Tec. Edu									
	Nursery/ Aaganw- ari Etc.		I	II		III		IV		V		Total		VI	VII	VIII		Total		IX	X		Total		XI	XII		Total		Other Tech. / Prof. course.						
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G				
3	1764	1500	24	21								24	21																							
4	2770	2258	411	348	3	1						414	349																							
5	2133	1650	2200	1679	187	141	9	1				2396	1821																							
6	631	500	3844	3067	1003	895	117	82		2	2	4966	4046																							
7	13	9	2060	1537	2517	2172	643	606	109	71	1	5330	4386																							
8		1	174	130	2961	2300	2366	2122	633	596	106	86	6240	5234	4																					
9			23	18	147	109	2667	2161	1766	1702	554	444	5157	4434	50	32	3																			
10			11	6	56	39	293	256	3512	2714	1843	1658	5715	4673	371	316	65	50	7	5	443	371														
11			4		11	6	51	44	234	197	2814	2406	3114	2653	1156	1057	249	231	46	60	1451	1348	5	1	2	1	7	2								
12				1	1	5	34	23	99	78	318	232	452	339	3071	2597	1236	1086	333	286	4640	3969	26	34	2		28	34	2							
13			1		2	1	5	6	16	20	89	60	113	87	271	191	2344	1868	1180	1085	3795	3144	278	222	34	37	312	259								
14					1		2	1	4	11	17	12	24	24	85	51	197	126	2256	1701	2538	1878	771	641	257	206	1028	847	16	25			16	25		
15							1	1	1		8	3	10	4	24	8	68	33	172	95	264	136	1577	1077	808	602	2385	1679	106	110	26	25	132	135		
16														1	2	17	8	50	39	68	49	162	92	1564	1032	1726	1124	336	225	125	114	461	339	7	10	
17																2		16	6	18	6	34	26	863	470	897	496	369	245	325	252	694	497	13	26	
18																1		5	1	6	1	19	22	519	222	538	244	230	145	518	341	748	486	47	50	
19																			1		1	7	1	115	57	122	58	73	28	216	107	289	135	27	30	
Total	7311	5918	8752	6807	6889	5669	6188	5303	6374	5391	5752	4901	33955	28071	5033	4254	4182	3402	4065	3279	13280	10935	2879	2116	4164	2627	7043	4743	1132	778	1210	839	2342	1617	94	116

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Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 03
Year : 2001-2002

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

Class Age	Pre Prim.		Primary						Middle						Secondary						Sr. Secondary						Tec. Edu									
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech./ Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	1576	1244	11	5								11	5																							
4	2450	1697	368	271	3	2						371	273																							
5	1825	1321	1797	1253	102	113		2				1899	1368																							
6	524	394	2717	1967	658	583	65	67				3440	2617																							
7	26	16	1416	981	2059	1535	487	445	74	52	1	1	4037	3014																						
8	11	2	109	73	2001	1403	1758	1519	474	433	63	65	4405	3493	6	5					6	5														
9		1	15	9	100	65	1898	1371	1420	1215	381	319	3814	2979	56	52	2	9	1		59	61														
10		1	12	3	47	25	213	182	2496	1809	1545	1298	4313	3317	344	296	67	56	5	6	416	358	5	6		5	6									
11	1	1	2		9	5	37	24	160	112	2186	1615	2394	1756	1149	992	301	236	56	68	1506	1296	7	7	7	4	14	11								
12					1	3	14	10	60	51	243	190	318	254	2357	1867	1115	997	352	306	3824	3170	51	40	7	10	58	50								
13							3	1	11	7	47	39	61	47	150	100	1907	1357	1226	1028	3283	2485	276	256	40	58	316	314	4	2			4	2		
14								3	1	10	7	13	8	49	38	157	151	1764	1249	1970	1438	880	656	300	247	1180	903	29	31	9	1	38	32	1		
15								1		5		6		12	6	41	36	176	70	229	112	1375	954	811	720	2186	1674	133	114	29	36	162	150	1		
16											1	1	1	1	8	5	28	22	37	28	110	98	1424	945	1534	1043	322	280	117	137	439	417	4	3		
17											1	1			4	4	15	4	19	8	38	22	741	401	779	423	360	252	329	303	689	555	17	17		
18																1	3	2	3	3	10	10	376	176	386	186	250	106	483	332	733	438	31	50		
19																1	2	1	2	1	5	88	33	89	38	50	31	187	101	237	132	41	28			
Total	6413	4677	6447	4562	4980	3734	4475	3621	4699	3680	4481	3536	25082	19133	4124	3357	3602	2852	3627	2757	11353	8966	2753	2054	3794	2594	6547	4648	1148	816	1154	910	2302	1726	95	98

District - 15 - PATIALA

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 04
Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary				Tec. Edu											
	Nursery/ Aaganw- ari Etc.		I	II		III		IV		V		Total	VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.															
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	2799	2252	15	18								15	18																									
4	3866	2803	562	487	10	7						572	494																									
5	2505	1986	3292	2653	241	244	3	8				3536	2905																									
6	713	570	5423	4575	1743	1530	205	205	8	8		7379	6318																									
7	27	52	2653	2184	4143	3806	1308	1382	202	176	2	5	8308	7553																								
8	21	9	169	137	3965	3354	4123	3875	1406	1312	148	196	9811	8874																								
9			21	21	256	199	4059	3566	3687	3462	1158	1047	9185	8295	83	112	1							84	112													
10			18	9	94	78	509	358	5643	4661	3829	3681	10093	8787	869	809	125	132	3	5	997	946																
11			3		15	13	86	82	447	318	5052	4445	5603	4858	2773	2676	612	632	75	121	3460	3429	1	1			1	1										
12					2	9	35	34	155	103	523	404	716	550	6246	5124	3111	2893	732	873	10089	8890	82	122	4	6	86	128										
13					2	1	9	10	32	27	149	101	192	139	551	355	5182	4202	3132	3101	8865	7658	572	685	109	163	681	848	1	1		1						
14							3	1	12	9	26	22	41	32	138	101	358	268	4994	3979	5490	4348	2409	2176	731	794	3140	2970	73	101	6	4	79	105				
15								2	3		13	4	16	6	39	14	124	79	417	248	580	341	4035	3040	2287	2351	6322	5391	483	523	106	127	589	650	7	8		
16									2		4	1	6	1	6	5	30	22	132	72	168	99	354	244	4082	3001	4436	3245	1246	1015	510	545	1756	1560	35	41		
17									2		1	1	3	1	1		5	1	28	17	34	18	96	58	1998	1110	2094	1168	1292	884	1166	1160	2458	2044	136	126		
18																2	2	1	11	2	13	5	44	37	1057	501	1101	538	676	321	1874	1228	2550	1549	269	266		
19												1	1										2	2	7	4	263	130	270	134	140	74	607	382	747	456	214	179
Total	9931	7672	12159	10084	10473	9241	10340	9523	11599	10076	10906	9907	55477	48831	10706	9198	9550	8230	9524	8420	29780	25848	7600	6367	10531	8056	18131	14423	3911	2919	4269	3446	8180	6365	661	642		

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Sarav Shiksha Abhiyan, Punjab

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Form No. : SSA/FS/III/8

Report : 05

Year : 2001-2002

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

Class Age	Pre Prim.		Primary								Middle				Secondary				Sr. Secondary				Tec. Edu													
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	1043	923	4	1								4	1																							
4	1590	1342	156	163		1						156	164																							
5	1121	954	1353	1120	77	65	1					1431	1185																							
6	311	264	2585	2375	673	618	60	41		1	2	3320	3035																							
7	6	3	1364	1130	1912	1664	474	469	45	42	1	3796	3305																							
8		1	111	84	2042	1725	1830	1705	494	454	48	54	4525	4022																						
9			13	14	110	83	2055	1771	1345	1354	415	338	3938	3560	25	22				25	22															
10			7	4	34	30	237	193	2697	2198	1351	1280	4326	3705	244	225	42	32		1	286	258														
11			2		5	4	43	36	194	159	2246	2002	2490	2201	826	774	155	162	28	40	1009	976														
12				1	1	5	22	17	76	67	260	200	359	290	2433	2166	866	797	217	202	3516	3165	12	16	2		14	16								
13							5	5	13	11	74	48	92	64	220	156	1956	1587	824	806	3000	2549	149	128	21	25	170	153								
14					1		1	1	4	9	12	10	18	20	69	36	162	107	1782	1423	2013	1566	589	477	167	143	756	620	11	15		11	15			
15							1	1	1		6	3	8	4	20	6	57	27	128	84	205	117	1226	860	552	464	1778	1324	84	85	18	17	102	102		
16														1	2	17	8	45	29	63	39	105	70	1189	774	1294	844	262	175	96	74	358	249	5	1	
17																2		15	5	17	5	24	22	625	349	649	371	312	184	246	163	558	347	9	14	
18																		2	1	2	1	14	15	334	140	348	155	192	103	395	242	587	345	32	32	
19																				1	1	6	1	82	37	88	38	57	17	168	74	225	91	20	21	
Total	4071	3487	5595	4892	4855	4195	4729	4239	4869	4295	4415	3935	24463	21556	3838	3387	3257	2720	3041	2592	10136	8699	2125	1589	2972	1932	5097	3521	918	579	923	570	1841	1149	66	68

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Sarav Shiksha Abhiyan, Punjab
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Report : 06
Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu												
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G							
3	764	641																																									
4	1032	778	74	70	2	2							76	72																													
5	676	561	763	596	41	42							804	638																													
6	185	140	1399	1174	360	331	26	35					1785	1540																													
7	10	9	654	507	1108	922	266	262	31	23			2059	1714																													
8	2	1	65	45	1003	831	1034	960	265	232	29	32	2396	2100	6	5					6	5																					
9		1	10	8	65	41	1069	893	838	809	236	205	2218	1956	35	24	2	9	1			38	33																				
10		1	6	3	32	23	143	129	1468	1196	904	853	2553	2204	167	164	35	37	3	6	205	207	5	6					5	6													
11			1		5		24	17	120	88	1361	1130	1511	1235	729	664	146	139	26	49	901	852	5	6	7	4	12	10															
12						2	9	7	45	34	186	143	240	186	1628	1345	728	658	178	161	2534	2164	29	28	7	6	36	34															
13						1	1	9	2	38	28	48	31	106	66	1396	1006	740	709	2242	1781	139	159	26	32	165	191	1	2					1	2								
14									3	1	9	6	12	7	35	26	120	104	1226	943	1381	1073	587	449	180	148	767	597	22	20	2	1	24	21	1								
15									1		5		6		10	5	30	32	123	48	163	85	1004	710	546	513	1550	1223	87	75	20	28	107	103	1								
16															1	1	7	3	18	18	26	22	80	62	1009	677	1089	739	235	187	66	86	301	273	4	1							
17																																											
18																																											
19																																											
Total	2669	2132	2972	2403	2616	2194	2572	2304	2780	2385	2768	2398	13708	11684	2717	2300	2465	1991	2327	1939	7509	6230	1879	1446	2583	1800	4462	3246	811	533	761	547	1572	1080	62	49							

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

Class → Age ↓	Pre Prim.				Primary								Middle				Secondary				Sr. Secondary			Tec. Edu																		
	Nursery/ Aaganw- ari Etc.				I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.					
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G				
3	2028	1568	25	24											25	24																										
4	3353	2295	739	508		1									739	509																										
5	2737	1698	2596	1589	208	158	1								2805	1747																										
6	898	619	3512	2229	810	680	148	122	9	7		1	4479	3039																												
7	22	14	2015	1056	2472	1673	536	412	96	90	8	6	5127	3237																												
8	9	2	125	101	2652	1557	2108	1507	519	388	151	108	5555	3661																												
9		1	21	12	145	70	2139	1359	1791	1413	427	327	4523	3181	70	73	1																									
10		1	5	1	49	18	147	116	2755	1537	2165	1504	5121	3176	496	349	84	64	1	1	581	414																				
11			2		10	4	32	19	101	61	2128	1296	2273	1380	1606	1199	421	319	98	65	2125	1583	1	2																		
12	292				2		11	6	40	16	137	66	190	88	1813	1353	1671	1299	798	609	4282	3261	174	158	24	20	198	178														
13			1		1	1	5	1	3	9	29	21	39	32	143	70	1503	919	1742	1223	3388	2212	321	301	57	62	378	363														
14							1		2	1	9	2	12	3	28	22	66	80	1671	982	1765	1084	1289	843	396	384	1685	1227	46	36	2	7	48	43								
15							1				1		2		22	8	25	10	100	36	147	54	1232	790	1204	948	2436	1738	157	192	44	52	201	244								
16											1		1		2	2	2	2	30	20	34	24	92	73	1551	1023	1643	1096	419	433	204	254	623	687	14	9						
17																	2	4	6	5	8	9	23	14	637	350	660	364	438	372	671	552	1109	924	52	54						
18																	1	1	6	1	7	2	11	3	433	182	444	185	279	237	844	660	1123	897	160	178						
19																	1	1			2		2		98	37	100	37	43	42	322	279	365	321	101	94						
Total	9339	6198	9041	5520	6349	4162	5129	3542	5316	3522	5056	3331	30891	20077	4180	3076	3776	2699	4453	2942	12409	8717	3145	2184	4400	3006	7545	5190	1382	1312	2087	1804	3469	3116	327	335						

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Report : 08

Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary			Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	361	288	16	20									16	20																						
4	593	537	125	89									125	89																						
5	499	351	409	260	56	41			1				465	302																						
6	143	122	714	434	141	132	24	14		1			879	581																						
7	3	5	357	218	327	278	85	64	28	19			797	579																						
8			53	35	462	300	318	244	75	79	27	15	935	673																						
9			8	1	22	14	326	226	223	180	85	60	664	481	12	6					12	6														
10			4	1	14	4	28	39	430	302	281	212	757	558	83	43	9	7		4	92	54														
11			1		5	2	6	2	29	24	338	218	379	246	215	170	52	37	8	8	275	215	1			1										
12							9	4	15	7	28	15	52	26	344	259	187	164	61	49	592	472	6	8		6	8	1		1						
13			1		2	1				1	7	7	10	11	18	28	20	218	161	225	151	471	332	62	35	10	9	72	44							
14							1			1	2		3	1	8	8	13	7	250	138	271	153	124	85	51	36	175	121	3	8		3	8			
15											1		1		4		5	1	24	6	33	7	183	133	166	79	349	212	12	18	5	4	17	22		
16																		1	1	1	1	32	12	207	152	239	164	50	30	17	30	67	60	3		
17																			1		1	7	3	107	59	114	62	36	39	39	62	75	101	4	7	
18																1		2		3			5	91	33	91	38	23	33	85	65	108	98	9	14	
19																					1		23	10	24	10	9	6	34	26	43	32	6	3		
Total	1599	1303	1688	1058	1029	772	797	594	801	620	769	530	5084	3574	694	506	485	377	571	358	1750	1241	416	281	655	378	1071	659	134	134	180	187	314	321	19	27

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Report : 09

Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle				Secondary				Sr. Secondary				Tec. Edu											
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	370	284	4	4								4	4																							
4	663	453	141	89	1							142	89																							
5	620	384	445	294	32	38			2			477	334																							
6	169	121	664	379	129	108	15	7				808	494																							
7	14	2	374	219	496	281	103	93	28	17	1	1	1002	611																						
8	8	1	23	17	495	296	354	277	93	91	20	19	985	700																						
9			2	1	18	6	417	247	276	211	71	57	784	522	11	17						11	17													
10			5		10	2	35	29	560	327	311	224	921	582	68	47	13	9	2			83	56													
11					3	2	6	5	18	15	421	251	448	273	216	174	75	47	22	12	313	233	2	1			2	1								
12					1	3	2	10	14	36	18	49	35	401	274	205	194	97	80	703	548	8	8			4	8	12								
13						1		1	3	4	6	6	9	31	12	272	215	265	161	568	388	72	56	8	17	80	73									
14														8	3	22	24	279	168	309	195	192	117	73	53	265	170	2	9	1	3	9				
15														1		7		23	9	31	9	202	129	165	124	367	253	30	28	4	5	34	33			
16											1	1				2	6	4	6	6	7	14	258	146	265	160	64	59	25	29	89	88	1			
17															3	2	2		5	2	9	1	118	56	127	57	60	51	78	73	138	124	6	7		
18																2	2	2	2		1	72	35	72	36	57	26	106	78	163	104	9	16			
19																				1	16	6	17	6	15	9	43	30	58	39	8	8				
Total	1844	1245	1658	1003	1184	734	934	662	986	678	864	577	5626	3654	736	527	597	493	698	436	2031	1456	493	327	710	441	1203	768	228	182	257	215	485	397	23	32

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Report : 10

Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary												Middle						Secondary						Sr. Secondary						Tec. Edu			
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	2292	1525	16	6									18	6																						
4	3245	2145	753	522	6	4							759	526																						
5	2475	1547	2480	1573	170	172	3						2653	1745																						
6	847	512	3184	1934	855	699	99	138					4138	2771																						
7	29	15	1846	945	1996	1356	534	457	94	90			4472	2848																						
8	9	6	110	63	2280	1251	1735	1219	539	426	93	88	4757	3047																						
9	4	3	21	7	105	95	1926	1176	1310	931	444	371	3806	2580	67	71					67	71														
10	5	2	13	6	42	15	140	113	2368	1247	1533	1138	4096	2519	345	354	75	76	5	8	425	438														
11	3	3	4	6	13	7	32	15	101	66	1917	1054	2067	1148	977	814	349	280	91	61	1417	1155		1		1										
12	1	1			1	1	18	13	27	17	151	94	197	125	1687	1036	1066	757	425	335	3178	2128	65	62	1		66	62								
13	1	2		1	2		5	2	7	9	43	23	57	35	140	88	1177	731	1188	936	2505	1755	353	354	48	51	401	405	3			3				
14	1	1							2	2	9	4	11	6	25	30	107	102	1446	802	1578	934	659	562	290	263	949	825	32	41	5	10	37	51		
15									1		3		4		6	7	19	17	89	45	114	69	944	563	785	599	1729	1162	82	103	45	36	127	139		
16												1	1	1	1	1	5	1	31	12	37	14	85	54	1085	684	1170	738	208	343	123	154	331	497	6	11
17											1		1				1		9	3	10	3	19	12	574	219	593	231	280	212	313	401	593	613	33	51
18																		4	1	4	1	5	3	402	155	407	158	109	61	443	420	552	481	81	118	
19											1		1						1		1	3	1	99	56	102	57	35	25	129	124	164	149	63	81	
Total	8912	5762	8431	5063	5470	3600	4492	3133	4449	2788	4195	2773	27037	17357	3248	2401	2799	1964	3288	2204	9335	6569	2133	1611	3284	2028	5417	3639	749	785	1058	1145	1807	1930	183	261

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu																				
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.																
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G															
3	360	289	4											4																																					
4	587	379	136	96	3											133		96																																	
5	513	345	438	299	54	35	8											500		334																															
6	177	114	545	258	189	145	33	27											767		430																														
7	4	1	339	189	278	230	84	73	36	10											737		502																												
8			10	11	457	275	218	173	64	63	31	17	780	539	4											4																									
9			2	3	15	12	286	164	198	168	54	46	555	393	13	4	3											16		4																					
10			1	8	5	28	24	385	214	211	166	632	410	44	48	14	11	7											65		59																				
11			1	1		2	6	11	14	230	186	245	206	115	113	42	32	10	12	167	157	4	1	2	1	6	2																								
12					3	2	8	4	30	17	41	23	294	172	183	125	55	35	532	332	8	10											8		10		1							1							
13					1	2	2	8	2	10	5	23	15	170	120	131	128	324	263	67	59	3	3	70	62																										
14							1	3	2	3	3	8	7	22	12	224	140	254	159	58	79	39	27	97	106	2	2											2		2								2		2	
15							1	1				2	6	5	20	5	26	12	168	84	90	59	258	143	10	7	3	4	13	11																					
16													4	9	4	9	25	10	168	106	193	116	24	20	12	10	36	30	2	6																			2		6
17													1	1		3		1	131	62	134	63	21	22	40	27	61	49																			5				
18													1	1		5		2	94	49	99	51	15	9	38	34	53	43	6	4																			6		4
19															10		10	10	10	7	5	14	7	21	12	1	6																			6					
Total	1641	1128	1469	857	1005	702	662	470	704	476	568	436	4408	2941	501	361	440	305	453	329	1394	995	338	246	537	317	875	563	80	65	107	82	187	147	9	21															

District - 15 - PATIALA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 12

Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary			Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	442	319	7	1								7	1																							
4	755	466	152	112								153	112																							
5	529	376	589	363	29	33						618	396																							
6	170	133	654	414	169	144	24	25				847	583																							
7	2	5	388	255	455	332	118	90	15	12		976	689																							
8	1		21	11	503	276	370	282	116	110	14	14	1024	693																						
9			3		17	18	412	231	306	195	74	57	812	501	10	11			10	11																
10			1		5		35	24	468	286	330	221	839	531	109	85	19	10			128	95														
11	1	1	1		1	3	7	2	22	9	404	234	435	248	204	154	80	50	8	7	292	211														
12					1		2	1	5	3	21	29	29	33	328	248	182	145	77	65	587	458	14	4			14	4								
13							1		1	2	5	5	7	7	13	22	239	136	221	158	473	316	65	41	6	9	71	50	3		3					
14									1	1	1	1	6	9	15	23	259	138	280	170	101	90	47	46	148	136	5	2	6	11	2					
15												1	1	4	4	30	13	35	18	169	115	100	83	269	198	16	11	5	3	21	14					
16														1		4		5		23	22	157	122	180	144	23	34	26	22	49	56					
17															3	1	3	1	8	5	113	50	121	55	39	35	40	55	79	90	1					
18																			1	3	63	39	64	42	19	19	45	54	64	73	3	12				
19																				1	15	4	15	5	4		14	14	18	14	6	4				
Total	1900	1300	1817	1156	1180	806	969	655	933	617	849	561	5748	3795	671	530	540	368	602	382	1813	1280	381	281	501	353	882	634	109	101	136	148	245	249	10	17

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	2717	2076	4793	1104	900	2004	533	479	1012									
4	2745	2089	4834	1293	1062	2355	600	480	1080									
5	1753	1490	3243	936	873	1809	389	327	716	2		2	2		2			
6	833	808	1641	474	468	942	177	168	345	1		1						
7	463	530	993	273	302	575	101	95	196	5	5	10	1	2	3	1	1	2
8	637	690	1327	383	394	777	112	140	252	10	4	14		1	1	3		3
9	386	458	844	228	264	492	84	96	180	16	5	21	7	2	9	3	1	4
10	840	858	1698	508	493	1001	159	184	343	30	5	35	21	3	24	3	3	6
11	602	703	1305	325	411	736	120	163	283	30	12	42	22	6	28	7	1	8
12	1354	1614	2968	758	924	1682	296	383	679	103	36	139	60	18	78	17	9	26
13	1575	1933	3508	887	967	1854	385	484	869	114	48	162	80	24	104	16	10	26
14	2267	2698	4965	1193	1393	2586	510	657	1167	197	52	249	125	30	155	38	15	53
15	3370	3845	7215	1609	1790	3399	831	1016	1847	332	102	434	213	73	286	73	22	95
16	4037	4372	8409	1757	1786	3543	1033	1162	2195	446	124	570	243	65	308	119	28	147
17	3877	3734	7611	1513	1422	2935	1008	990	1998	437	116	553	231	65	296	118	23	141
18	5939	4656	10595	2227	1644	3871	1475	1088	2563	611	111	722	347	56	403	161	26	187

District - 15 - PATIALA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. : SSA/FS/IV/9
Report : 01
Year : 2001-2002**01 - Out of School Children Total - Agewise-Total Districtwise**

Age ↓	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2717	2076	4793	1104	900	2004	533	479	1012									
4	2745	2089	4834	1293	1062	2355	600	480	1080									
5	1753	1490	3243	936	873	1809	389	327	716	2		2	2		2			
6	833	808	1641	474	468	942	177	168	345	1		1						
7	463	530	993	273	302	575	101	95	196	5	5	10	1	2	3	1	1	2
8	637	690	1327	383	394	777	112	140	252	10	4	14		1	1	3		3
9	386	458	844	228	264	492	84	96	180	16	5	21	7	2	9	3	1	4
10	840	858	1698	508	493	1001	159	184	343	30	5	35	21	3	24	3	3	6
11	602	703	1305	325	411	736	120	163	283	30	12	42	22	6	28	7	1	8
12	1354	1614	2968	758	924	1682	296	383	679	103	36	139	60	18	78	17	9	26
13	1575	1933	3508	887	967	1854	385	484	869	114	48	162	80	24	104	16	10	26
14	2267	2698	4965	1193	1393	2586	510	657	1167	197	52	249	125	30	155	38	15	53
15	3370	3845	7215	1609	1790	3399	831	1016	1847	332	102	434	213	73	286	73	22	95
16	4037	4372	8409	1757	1786	3543	1033	1162	2195	446	124	570	243	65	308	119	28	147
17	3877	3734	7611	1513	1422	2935	1008	990	1998	437	116	553	231	65	296	118	23	141
18	5939	4656	10595	2227	1644	3871	1475	1088	2563	611	111	722	347	56	403	161	26	187

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

Age ↓ V	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	17	7	24	38	20	58	5	2	7	11	5	16	2		2	8	5	13
4	23	18	41	47	21	68	6	6	12	12	11	23	5	5	10	9	5	14
5	33	21	54	81	34	115	7	9	16	36	12	48	8	6	14	22	12	34
6	45	23	68	73	36	109	13	8	21	24	12	36	9	5	14	16	8	24
7	55	35	90	51	27	78	21	9	30	17	9	26	10	8	18	12	12	24
8	86	55	141	68	42	110	35	18	53	24	12	36	24	10	34	16	16	32
9	81	41	122	53	24	77	33	21	54	20	8	28	19	7	26	12	7	19
10	96	45	141	82	46	128	40	17	57	28	18	46	15	8	23	20	12	32
11	85	40	125	59	34	93	35	15	50	19	10	29	17	8	25	12	10	22
12	81	48	129	110	61	171	35	16	51	33	21	54	16	7	23	23	18	41
13	83	50	133	102	56	158	35	25	60	36	18	54	23	9	32	14	11	25
14	82	45	127	89	73	162	34	22	56	38	22	60	16	10	26	9	21	30
15	55	30	85	107	58	165	19	7	26	40	25	65	11	4	15	21	12	33
16	66	24	90	84	61	145	14	9	23	21	23	44	18	3	21	26	9	35
17	29	27	56	70	46	116	10	7	17	21	16	37	5	4	9	17	6	23
18	40	18	58	130	73	203	11	4	15	38	33	71	8	4	12	29	13	42

District - 15 - PATIALA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. : SSA/FS/IV/10
Report : 02
Year : 2001-200202 - Visually Impaired Children - (Agewise)-Total Districtwise

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

03 - Speech Impaired Children - (Agewise)-Total Districtwise

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3		2	2	4	1	5		1	1	3		3						
4	2	3	5	4	8	12	1		1		4	4	1		1	1	1	2
5	8	3	11	10	8	18	1	3	4	3	3	6	3		3		2	2
6	3	5	8	12	11	23	1		1	4	5	9	1	3	4	5	4	9
7	9	3	12	12	4	16	1	1	2	5	2	7		1	1	2	2	4
8	9	3	12	13	3	16	2	1	3	3	2	5	3		3	4	1	5
9	11	3	14	12	3	15	2	2	4	3	1	4	3		3	2		2
10	9	2	11	10	7	17	1		1	3	3	6				3	1	4
11	2	3	5	8	7	15	1		1	2	2	4		1	1	1	3	4
12	8		8	21	9	30	3	1	4	5	3	8				6	3	9
13	10	1	11	13	6	19	5	1	6	6	3	9	3		3	2	2	4
14	4	6	10	13	11	24	1	2	3	7	2	9	1	1	2	1	1	2
15	2	1	3	8	11	19				2	4	6				2	3	5
16	2		2	7	5	12				1	1	2				2	1	3
17	1	1	2	3	5	8					1	1					1	1
18	3		3	8	5	13	1		1	2	1	3				1		1

District - 15 - PATIALA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/10
Report : 04
Year : 2001-2002

04 - Hearing Impaired Children - (Agewise)-Total Districtwise

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

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

Year : 2001-2002

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	7	1	8	13	6	19	1	1	2	4	1	5	1		1	4	2	6
4	11	5	16	25	4	29	1	2	3	7	1	8	3	3	6	5	2	7
5	4	8	12	27	15	42		3	3	9	6	15	1	3	4	13	6	19
6	17	7	24	20	16	36	7	3	10	7	4	11	3	1	4	4	1	5
7	25	11	36	12	12	24	11	4	15	4	6	10	4	3	7	3	4	7
8	41	28	69	19	16	35	16	10	26	10	5	15	11	7	18	3	5	8
9	49	20	69	18	4	22	19	9	28	3	2	5	10	5	15	6	4	10
10	57	30	87	28	10	38	29	14	43	12	3	15	6	7	13	5	5	10
11	51	27	78	24	9	33	24	14	38	8	2	10	10	5	15	3	3	6
12	44	25	69	26	17	43	17	10	27	11	9	20	10	6	16	6	4	10
13	52	28	80	32	13	45	24	13	37	10	4	14	12	2	14	4	2	6
14	61	24	85	27	18	45	30	13	43	14	6	20	10	7	17	2	5	7
15	30	20	50	36	13	49	13	6	19	18	10	28	7	4	11	10	1	11
16	44	13	57	31	19	50	11	7	18	8	7	15	14	1	15	9	3	12
17	17	16	33	29	11	40	7	4	11	14	5	19	3	2	5	6	1	7
18	22	9	31	54	28	82	8	4	12	20	16	36	3	1	4	17	5	22

District - 15 - PATIALA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

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

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

Age	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2		2	9	4	13	1		1	2	1	3					1	1
4	3	7	10	11	5	16	2	2	4	4	4	8		1	1			
5	8	1	9	26	3	29	3	1	4	15	1	16	1		1	3	1	4
6	11	4	15	19	2	21	2	1	3	9		9	2		2	5		5
7	13	5	18	18	6	24	2		2	5	1	6	3	2	5	4	2	6
8	18	8	26	25	13	38	9	2	11	7	3	10	5	1	6	4	6	10
9	8	8	16	15	4	19	3	4	7	9	2	11	2		2	1	2	3
10	14	7	21	34	21	55	5	1	6	11	10	21	2	1	3	11	4	15
11	12	3	15	18	11	29	2		2	4	3	7	3		3	7	2	9
12	12	7	19	33	25	58	7	2	9	11	8	19	2	1	3	8	9	17
13	8	4	12	35	29	64	1	3	4	15	6	21	1	1	2	2	5	7
14	9	6	15	31	26	57	2	2	4	11	7	18	3		3	3	6	9
15	10	3	13	44	29	73	4		4	14	9	23	1		1	7	6	13
16	5	3	8	30	23	53		1	1	4	12	16	1		1	7	1	8
17	3	7	10	22	17	39				3	5	8	1		1	8	2	10
18	2	3	5	45	25	70				9	8	17	1	2	3	7	6	13

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

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

District - 15 - PATIALA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/11
Report : 01
Year : 2001-2002

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	70	37	107	19	14	33	14	8	22
I	91	39	130	27	13	40	20	11	31
II	79	57	136	27	15	42	16	11	27
III	94	49	143	40	27	67	19	6	25
IV	99	58	157	37	30	67	15	17	32
V	83	38	121	44	20	64	19	8	27
VI	87	41	128	40	12	52	22	9	31
VII	66	42	108	30	15	45	17	8	25
VIII	73	44	117	33	23	56	18	6	24
IX	51	28	79	27	11	38	10	7	17
X	77	27	104	15	10	25	20	6	26
XI	16	13	29	2	3	5	3	2	5
XII	22	15	37	5	3	8	4	3	7
Technical Education	1	2	3						

District - 15 - PATIALA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/11
Report : 05
Year : 2001-2002

05 - Physically Challenged Children - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	21	7	28	4	4	8	3	2	5
I	35	11	46	14	4	18	7	5	12
II	38	24	62	17	7	24	8	6	14
III	55	20	75	24	9	33	7	3	10
IV	59	36	95	26	21	47	11	8	19
V	50	25	75	22	7	29	9	2	11
VI	45	24	69	19	8	27	15	4	19
VII	41	25	66	19	10	29	11	5	16
VIII	53	25	78	26	12	38	12	4	16
IX	33	20	53	20	7	27	8	5	13
X	51	20	71	10	7	17	14	4	18
XI	11	9	20	2	3	5	3		3
XII	13	9	22	3	3	6	3	1	4
Technical Education	1		1						

06 - Mentally Challenged Children - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	15	9	24	4	1	5	3	2	5
I	21	10	31	7	5	12	7	1	8
II	17	13	30	4		4	4	2	6
III	21	6	27	9	4	13	4		4
IV	10	8	18	3	1	4		1	1
V	13	9	22	5	5	10	1		1
VI	13	3	16	5		5	3	1	4
VII	3	4	7	2	2	4	1		1
VIII	6	7	13	1	4	5	3		3
IX	10	3	13	4	1	5			
X	6	1	7	2		2	1		1
XI	1	2	3						
XII		1	1					1	1
Technical Education		2	2						

District - 15 - PATIALA

Sarav Shikshia Abhiyan, Punjab

SSA/FS/IV/15

Report : I

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

Year : 2001-2002

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	58.94	41.06	100.00	56.42	43.58	100.00	60.11	39.89	100.00	60.73	39.27	100.00
Pre Primary Total	58.94	41.06	100.00	56.42	43.58	100.00	60.11	39.89	100.00	60.73	39.27	100.00
I	58.91	41.09	100.00	54.66	45.34	100.00	62.09	37.91	100.00	62.48	37.52	100.00
II	56.73	43.27	100.00	53.12	46.88	100.00	60.40	39.60	100.00	60.31	39.69	100.00
III	55.20	44.80	100.00	52.06	47.94	100.00	59.15	40.85	100.00	58.91	41.09	100.00
IV	56.59	43.41	100.00	53.51	46.49	100.00	60.15	39.85	100.00	61.48	38.52	100.00
V	55.73	44.27	100.00	52.40	47.60	100.00	60.28	39.72	100.00	60.20	39.80	100.00
Primary Total	56.80	43.20	100.00	53.19	46.81	100.00	60.61	39.39	100.00	60.90	39.10	100.00
VI	55.27	44.73	100.00	53.79	46.21	100.00	57.61	42.39	100.00	57.50	42.50	100.00
VII	55.57	44.43	100.00	53.71	46.29	100.00	58.32	41.68	100.00	58.77	41.23	100.00
VIII	56.00	44.00	100.00	53.08	46.92	100.00	60.22	39.78	100.00	59.87	40.13	100.00
Midlle Total	55.61	44.39	100.00	53.53	46.47	100.00	58.74	41.26	100.00	58.70	41.30	100.00
IX	55.89	44.11	100.00	54.41	45.59	100.00	59.02	40.98	100.00	56.97	43.03	100.00
X	58.19	41.81	100.00	56.66	43.34	100.00	59.41	40.59	100.00	61.82	38.18	100.00
Secondary Total	57.21	42.79	100.00	55.70	44.30	100.00	59.25	40.75	100.00	59.82	40.18	100.00
XI	54.64	45.36	100.00	57.26	42.74	100.00	51.30	48.70	100.00	48.83	51.17	100.00
XII	53.69	46.31	100.00	55.33	44.67	100.00	53.64	46.36	100.00	48.03	51.97	100.00
Sr. Secondary Total	54.11	45.89	100.00	56.24	43.76	100.00	52.68	47.32	100.00	48.35	51.65	100.00
Technical Education	48.61	51.39	100.00	50.73	49.27	100.00	49.40	50.60	100.00	41.22	58.78	100.00
Technical Education Total	48.61	51.39	100.00	50.73	49.27	100.00	49.40	50.60	100.00	41.22	58.78	100.00
Grand Total	56.67	43.33	100.00	54.09	45.91	100.00	59.52	40.48	100.00	59.83	40.17	100.00

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

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	58.94	41.06	100.00	20.77	16.05	36.82	19.53	12.96	32.49	18.64	12.05	30.69
Pre Primary Total	58.94	41.06	100.00	20.77	16.05	36.82	19.53	12.96	32.49	18.64	12.05	30.69
I	58.91	41.09	100.00	24.17	20.05	44.22	17.97	10.97	28.95	16.76	10.07	26.83
II	56.73	43.27	100.00	26.65	23.52	50.17	16.16	10.59	26.75	13.92	9.16	23.08
III	55.20	44.80	100.00	28.60	26.34	54.93	14.18	9.80	23.98	12.42	8.66	21.09
IV	56.59	43.41	100.00	30.73	26.69	57.42	14.08	9.33	23.41	11.79	7.39	19.17
V	55.73	44.27	100.00	30.15	27.39	57.55	13.98	9.21	23.19	11.60	7.67	19.27
Primary Total	56.80	43.20	100.00	27.78	24.46	52.24	15.47	10.06	25.53	13.54	8.69	22.23
VI	55.27	44.73	100.00	32.63	28.03	60.67	12.74	9.38	22.12	9.90	7.32	17.22
VII	55.57	44.43	100.00	32.91	28.36	61.27	13.01	9.30	22.31	9.65	6.77	16.41
VIII	56.00	44.00	100.00	30.89	27.31	58.20	14.44	9.54	23.99	10.66	7.15	17.81
Midlle Total	55.61	44.39	100.00	32.14	27.90	60.04	13.39	9.41	22.80	10.07	7.09	17.16
IX	55.89	44.11	100.00	32.99	27.63	60.62	13.65	9.48	23.13	9.26	6.99	16.25
X	58.19	41.81	100.00	33.64	25.73	59.37	14.06	9.60	23.66	10.49	6.48	16.97
Secondary Total	57.21	42.79	100.00	33.36	26.54	59.90	13.88	9.55	23.43	9.97	6.70	16.66
XI	54.64	45.36	100.00	35.37	26.40	61.77	12.50	11.86	24.36	6.77	7.10	13.87
XII	53.69	46.31	100.00	30.91	24.95	55.87	15.11	13.06	28.18	7.66	8.29	15.95
Sr. Secondary Total	54.11	45.89	100.00	32.90	25.60	58.49	13.95	12.53	26.48	7.27	7.76	15.03
Technical Education	48.61	51.39	100.00	27.44	26.65	54.09	13.57	13.91	27.48	7.60	10.83	18.43
Technical Education Total	48.61	51.39	100.00	27.44	26.65	54.09	13.57	13.91	27.48	7.60	10.83	18.43
Grand Total	56.67	43.33	100.00	28.97	24.59	53.57	15.18	10.32	25.50	12.52	8.41	20.93

District - 15 - PATIALA

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

	Grade →	I	II	III	IV	V	Total	VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Overall Ratio
		Age →	6	7	8	9	10	I-V	11	12	13	VI-VIII	14	15	IX-X	16	17	XI-XII
Gross Enrolment in Grade	Boys	29631	22292	19961	21364	20157	113405	18134	16125	17265	51524	12878	18215	31093	6042	7414	13456	209478
	Girls	20667	17003	16198	16386	16011	86265	14675	12893	13566	41134	10162	13090	23252	5016	6395	11411	162062
	Total	50298	39295	36159	37750	36168	199670	32809	29018	30831	92658	23040	31305	54345	11058	13809	24867	371540
Population in the Relevant Age	Boys	23182	19236	22195	21209	23182	109004	18743	20716	21702	61161	24662	21702	46364	23675	19729	43404	259933
	Girls	17222	15517	16370	17222	18075	84406	15347	18757	17904	52008	18757	19610	38367	20462	16199	36661	211442
	Total	40404	34753	38565	38431	41257	193410	34090	39473	39606	113169	43419	41312	84731	44137	35928	80065	471375
Gross Enrolment Ratio	Boys	127.82	115.89	89.93	100.73	86.95	104.04	96.75	77.84	79.55	84.24	52.22	83.93	67.06	25.52	37.58	31.00	80.59
	Girls	120.0	109.58	98.95	95.15	88.58	102.20	95.62	68.74	75.77	79.09	54.18	66.75	60.60	24.51	39.48	31.13	76.65
	Total	124.49	113.07	93.76	98.23	87.67	103.24	96.24	73.51	77.84	81.88	53.06	75.78	64.14	25.05	38.44	31.06	78.82

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

PART - IV

District : Patiala

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	9
1.1	No. of B.R. & D.R. Personnels (7x20+2x10)+10	170
2	No. of P E Blocks	16
3	No. of CRC's	132
4	No. of Villages	1090
4.1	No. of VEDC's	1599
4.2	No. of VEDC's Members	12792
5	No. of Habitations/Wards (Unservd)	796
5.1	No. of S.C. Bastis	175
6	No. of House Holds	312343
	No. of Schools	
7	No. of Primary Schools (State Govt.)	1188
7.1	Non State Govt. Primary Schools	34
7.2	Unrecognised Primary Schools	384
8	No. of Middle Schools/Sections (State Govt.)	411
8.1	Non State Govt. Middle Schools/Sections	201
8.2	Unrecognised Middle Schools/Sections	563
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	4054
9.1	No. of JBT Teachers + New	3289
9.2	No. of HT	634
9.3	No. of CHT's	131
10	No. of Teachers Middle Schools/Sections	2302
	Primary (State Govt.)	
11	Total No. of Students	104308
11.1	Male Students	55477
11.2	Female Students	48831
11.3	Total No. of S.C. Students	46019
11.4	Male S.C. Students	24463
11.5	Female S.C. Students	21556
	Upper Primary (State Govt.)	
12	Total No. of Students	55628
12.1	Male Students	29780
12.2	Female Students	25848
12.3	Total No. of S.C. Students	18835
12.4	Male S.C. Students	10136
12.5	Female S.C. Students	8699
	Out of School Children	
13	No. of Out of School Children Total	19249
13.1	No. of Out of School Children Male	8957
13.2	No. of Out of School Children Female	10292
13.3	No. of EGS Centres (Proposed)	841
	No. of Handicapped Children	
14	Total No. of Handicapped Children	2233
14.1	Male Handicapped Children	1449
14.2	Female Handicapped Children	784

<i>District - Patiala</i>			
Blockwise list of BRC and CRC			
PEBlock Code & Name			
		CRC	BRC
301	PATIALA-I	11	
302	PATIALA-II	10	
303	PATIALA-III	7	1
304	BHUNERHERI-I	10	
305	BHUNERHERI-II	8	1
306	DERA BASSI-I	10	
307	DERA BASSI-II	7	1
308	RAJPURA-I	7	
309	RAJPURA-II	9	1
310	BANUR	7	1
311	GHANOUR	9	1
312	BHADSON-I	9	
313	BHADSON-II	9	1
314	SAMANA-I	7	
315	SAMANA-II	6	1
316	SAMANA-III	6	1
	Total	132	9

District wise list of PEBlocks	
PEBLOCK	CODE
PATIALA	
PATIALA-I	301
PATIALA-II	302
PATIALA-III	303
BHUNERHERI-I	304
BHUNERHERI-II	305
DERA BASSI-I	306
DERA BASSI-II	307
RAJPURA-I	308
RAJPURA-II	309
BANUR	310
GHANOUR	311
BHADSON-I	312
BHADSON-II	313
SAMANA-I	314
SAMANA-II	315
SAMANA-III	316

Source : Sarva Shiksha Abhiyan

<i>District - Patiala</i>		
<i>Blockwise Distribution of Villages</i>		
	PEBlock Code & Name	Villages
301	PATIALA-I	72
302	PATIALA-II	34
303	PATIALA-III	57
304	BHUNERHERI-I	100
305	BHUNERHERI-II	87
306	DERA BASSI-I	73
307	DERA BASSI-II	61
308	RAJPURA-I	70
309	RAJPURA-II	71
310	BANUR	57
311	GHANOUR	78
312	BHADSON-I	103
313	BHADSON-II	69
314	SAMANA-I	55
315	SAMANA-II	60
316	SAMANA-III	43
	Total	1090

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

DISTRICT - PATIALA

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
01 PATIALA-I	83	0	0	0	83	0	0	2	0	0	32	34	117
02 PATIALA-II	79	0	0	0	79	0	0	4	0	0	30	34	113
03 PATIALA-III	66	0	0	0	66	0	0	3	0	0	21	24	90
04 BHUNERHERI-I	100	0	0	0	100	0	0	0	0	0	16	16	116
05 BHUNERHERI-II	80	0	0	0	80	1	0	4	0	0	21	26	106
06 DERA BASSI-I	79	0	0	0	79	0	1	3	1	0	23	28	107
07 DERA BASSI-II	64	0	0	0	64	0	0	1	0	0	9	10	74
08 RAJPURA-I	77	0	0	0	77	0	0	2	0	0	16	18	95
09 RAJPURA-II	72	0	0	0	72	0	0	1	0	0	37	38	110
10 BANUR	54	0	0	0	54	0	0	1	0	0	29	30	84
11 GHANOUR	77	0	0	0	77	0	0	1	0	0	25	26	103
12 BHADSON-I	103	0	0	0	103	0	0	1	0	0	23	24	127
13 BHADSON-II	85	0	0	0	85	0	1	4	0	0	31	36	121
14 SAMANA-I	62	0	0	0	62	0	0	1	0	0	26	27	89
15 SAMANA-II	55	0	0	0	55	1	0	0	0	0	27	28	83
16 SAMANA-III	52	0	0	0	52	0	0	1	0	0	18	19	71
TOTAL	1188	0	0	0	1188	2	2	29	1	0	384	418	1606

LEGEND:-

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B.

P4 AFFILIATED WITH C.B.S.E.

P5 AFFILIATED WITH I.C.S.E.

P6 ANY OTHER

BLOCKWISE COUNT OF - MIDDLE - (MIDDLE SECTIONS)

DISTRICT - PATIALA

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE301 PATIALA-I	24	0	0	0	24	2	3	20	2	0	70	97	121
PE302 PATIALA-II	31	0	0	0	31	16	1	24	6	0	78	125	156
PE303 PATIALA-III	24	3	0	0	27	0	0	4	0	0	34	38	65
PE304 BHUNERHERI-I	22	0	0	0	22	0	0	1	0	0	33	34	56
PE305 BHUNERHERI-II	23	2	2	0	27	1	0	7	3	0	35	46	73
PE306 DERA BASSI-I	29	1	0	0	30	3	0	9	1	0	22	35	65
PE307 DERA BASSI-II	23	0	0	0	23	0	0	2	1	0	16	19	42
PE308 RAJPURA-I	28	0	0	0	28	3	0	12	2	1	29	47	75
PE309 RAJPURA-II	23	0	0	0	23	1	0	13	1	0	36	51	74
PE310 BANUR	25	0	0	0	25	0	1	2	3	0	31	37	62
PE311 GHANOUR	29	0	0	0	29	0	0	7	0	0	25	32	61
PE312 BHADSON-I	44	0	0	0	44	0	0	2	2	0	12	16	60
PE313 BHADSON-II	25	1	0	0	26	8	1	4	3	0	38	54	80
PE314 SAMANA-I	23	0	0	0	23	0	0	3	3	0	35	41	64
PE315 SAMANA-II	24	0	0	0	24	0	0	3	1	0	28	32	56
PE316 SAMANA-III	14	0	0	0	14	2	0	7	1	0	41	51	65
TOTAL	411	7	2	0	420	36	6	120	29	1	563	755	1175

LEGEND:-

G1 STATE GOVT.
 G2 CENTER GOVT.
 G3 OTHER ORG. OF STATE GOVT.
 G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED
 P2 RECOGNISED
 P3 AFFILIATED WITH P.S.E.B.
 P4 AFFILIATED WITH C.B.S.E.
 P5 AFFILIATED WITH I.C.S.E.
 P6 ANY OTHER

<i>District - Patiala</i>					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name					
		JBT	HT	CHT	Total
301	PATIALA-I	225	48	11	284
302	PATIALA-II	224	41	10	275
303	PATIALA-III	183	34	7	224
304	BHUNERHERI-I	167	37	10	214
305	BHUNERHERI-II	169	38	8	215
306	DERA BASSI-I	215	41	10	266
307	DERA BASSI-II	160	38	7	205
308	RAJPURA-I	169	40	7	216
309	RAJPURA-II	179	38	9	226
310	BANUR	152	33	7	192
311	GHANOUR	193	45	9	247
312	BHADSON-I	208	56	9	273
313	BHADSON-II	185	45	9	239
314	SAMANA-I	147	38	6	191
315	SAMANA-II	123	30	6	159
316	SAMANA-III	131	32	6	169
	Total	2830	634	131	3595
	Unadjusted Teachers in Peblocks	33	0	1	34
	New Teachers				426
	Grand Total	2863	634	132	4055

CD Block wise enrollment March'2002						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
15	PATIALA	Bhunarheri	106	1293	1110	2403
		Dera Bassi	93	1206	1005	2211
		Ghanour	71	574	527	1101
		Nabha	109	1838	1668	3506
		Patiala (R)	114	1816	1690	3506
		Patiala (U)	114	1736	1624	3360
		Pattran	86	1239	1101	2340
		Rajpura	66	839	804	1643
		Samana	79	912	833	1745
		Sanour	87	1425	1308	2733
District Total			925	12878	11670	24548

District-Patiala							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
301	PATIALA-I	395	475	870	225	288	513
302	PATIALA-II	543	544	1087	212	226	438
303	PATIALA-III	304	295	599	169	159	328
304	BHUNERHERI-I	624	771	1395	290	270	560
305	BHUNERHERI-II	502	706	1208	181	242	423
306	DERA BASSI-I	411	452	863	208	238	446
307	DERA BASSI-II	200	228	428	110	73	183
308	RAJPURA-I	411	515	926	239	314	553
309	RAJPURA-II	522	610	1132	191	234	425
310	BANUR	325	323	648	190	193	383
311	GHANOUR	463	575	1038	172	206	378
312	BHADSON-I	533	531	1064	336	401	737
313	BHADSON-II	487	504	991	320	362	682
314	SAMANA-I	1433	1756	3189	1105	1252	2357
315	SAMANA-II	827	927	1754	438	451	889
316	SAMANA-III	977	1080	2057	643	707	1350
	TOTAL	8957	10292	19249	5029	5616	10645

District-Patiala							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
301	PATIALA-I	3552	3149	6701	1786	1606	3392
302	PATIALA-II	4067	3433	7500	1590	1248	2838
303	PATIALA-III	2477	2102	4579	1080	909	1989
304	BHUNERHERI-I	2928	2607	5535	1009	928	1937
305	BHUNERHERI-II	3227	2856	6083	1191	1106	2297
306	DERA BASSI-I	4126	3721	7847	1505	1327	2832
307	DERA BASSI-II	3067	2865	5932	1385	1348	2733
308	RAJPURA-I	2751	2573	5324	1430	1347	2777
309	RAJPURA-II	3421	3095	6516	1086	1004	2090
310	BANUR	2833	2538	5371	1235	1175	2410
311	GHANOUR	3668	3355	7023	1586	1431	3017
312	BHADSON-I	6087	5142	11229	2414	2049	4463
313	BHADSON-II	4211	3656	7867	2296	2036	4332
314	SAMANA-I	4032	3383	7415	2232	1789	4021
315	SAMANA-II	2388	2037	4425	1111	934	2045
316	SAMANA-III	2642	2319	4961	1527	1319	2846
	TOTAL	55477	48831	104308	24463	21556	46019

District-Patiala							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
301	PATIALA-I	1927	1622	3549	727	608	1335
302	PATIALA-II	2513	2073	4586	593	563	1156
303	PATIALA-III	1289	1203	2492	401	347	748
304	BHUNERHERI-I	1512	1225	2737	380	265	645
305	BHUNERHERI-II	1917	1656	3573	535	487	1022
306	DERA BASSI-I	2072	1804	3876	583	496	1079
307	DERA BASSI-II	1584	1412	2996	618	582	1200
308	RAJPURA-I	1661	1456	3117	734	682	1416
309	RAJPURA-II	1953	1887	3840	462	483	945
310	BANUR	1766	1515	3281	604	538	1142
311	GHANOUR	2030	1867	3897	732	670	1402
312	BHADSON-I	2728	2342	5070	1038	821	1859
313	BHADSON-II	2372	2234	4606	926	815	1741
314	SAMANA-I	1844	1436	3280	755	594	1349
315	SAMANA-II	1161	944	2105	468	308	776
316	SAMANA-III	1451	1172	2623	580	440	1020
TOTAL		29780	25848	55628	10136	8699	18835

District - PATIALA

Blockwise Enrollment in (Primary) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
301	PATIALA-I	6701	3351	2674	12726
302	PATIALA-II	7500	11510	4293	23303
303	PATIALA-III	4579	2007	564	7150
304	BHUNERHERI-I	5535	4107	513	10155
305	BHUNERHERI-II	6083	1281	3692	11056
306	DERA BASSI-I	7860	3213	2633	13706
307	DERA BASSI-II	5932	884	2401	9217
308	RAJPURA-I	5324	2255	2429	10008
309	RAJPURA-II	6516	5166	2705	14387
310	BANUR	5371	417	4211	9999
311	GHANOUR	7018	2215	1972	11205
312	BHADSON-I	11229	3296	2603	17128
313	BHADSON-II	7867	2355	4206	14428
314	SAMANA-I	7415	3554	3332	14301
315	SAMANA-II	4417	1669	2419	8505
316	SAMANA-III	4961	3688	3747	12396
Grand Total		104308	50968	44394	199670

Source : Family Survey 2002

District - PATIALA

Blockwise Enrollment in (Middle) Schools

Block	State Govt.	Non-State Govt.	Unrecognised	Grand Total
	Total	Total	Total	
PATIALA-I	3549	1380	912	5841
PATIALA-II	4586	5848	2283	12717
PATIALA-III	2492	564	174	3230
BHUNERHERI-I	2737	1389	101	4227
BHUNERHERI-II	3573	434	1183	5190
DERA BASSI-I	3894	1182	811	5887
DERA BASSI-II	2996	350	816	4162
RAJPURA-I	3117	998	923	5038
RAJPURA-II	3840	2117	1129	7086
BANUR	3281	174	965	4420
GHANOUR	3897	764	702	5363
BHADSON-I	5070	868	558	6496
BHADSON-II	4606	1030	1500	7136
SAMANA-I	3280	1635	1396	6311
SAMANA-II	2105	569	730	3404
SAMANA-III	2605	1824	1721	6150
Grand Total	55628	21126	15904	92658

Source : Family Survey 2002

Blockwise Handicapped Children

District : Patiala - 6-14 Years (Total)

PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
PATIALA-I	4	21	4	40	25	19	113
PATIALA-II	15	18	13	44	39	6	135
PATIALA-III	1	14	5	31	18	28	97
BHUNERHERI-I	8	18	12	71	41	55	205
BHUNERHERI-II	7	22	13	68	42	7	159
DERA BASSI-I	17	12	12	48	31	25	145
DERA BASSI-II	9	17	8	42	39	2	117
RAJPURA-I	2	19	7	65	36	14	143
RAJPURA-II	19	21	6	63	41	13	163
BANUR	12	9	12	47	28	6	114
GHANOUR	7	21	14	56	27	11	136
BHADSON-I	7	26	6	71	39	3	152
BHADSON-II	14	20	14	63	49	12	172
SAMANA-I	0	9	9	103	25	2	148
SAMANA-II	7	25	5	43	24	8	112
SAMANA-III	8	13	5	59	25	12	122
Total	137	285	145	914	529	223	2233

Blockwise Handicapped Children

District : Patiala - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
PATIALA-I	17	22	39	2	20	22
PATIALA-II	12	21	33	15	21	36
PATIALA-III	20	16	36	16	10	26
BHUNERHERI-I	24	29	53	25	41	66
BHUNERHERI-II	25	21	46	30	42	72
DERA BASSI-I	23	16	39	8	7	15
DERA BASSI-II	16	19	35	13	15	28
RAJPURA-I	27	18	45	17	24	41
RAJPURA-II	18	23	41	12	11	23
BANUR	20	16	36	11	7	18
GHANOUR	23	24	47	17	11	28
BHADSON-I	32	37	69	9	12	21
BHADSON-II	44	31	75	12	15	27
SAMANA-I	28	41	69	15	22	37
SAMANA-II	52	34	86	8	9	17
SAMANA-III	28	30	58	11	13	24
Total	409	398	807	221	280	501

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - PATIALA							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	398.736	20.74	149.100	25.04	547.836	21.76
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	66.636	3.47	105.168	17.66	171.804	6.82
6.0	Civil Works	635.232	33.04	53.950	9.06	689.182	27.37
7.0	Maintenance and repair of school buildings	79.950	4.16	0.000	0.00	79.950	3.17
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	21.300	3.58	21.300	0.85
9.0	TLE for upper-primary and quality improvement	0.000	0.00	176.000	29.56	176.000	6.99
10.0	School grant	31.980	1.66	0.000	0.00	31.980	1.27
11.0	TLM grant	31.780	1.65	9.240	1.55	41.020	1.63
12.0	Teacher training	88.984	4.63	0.000	0.00	88.984	3.53
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	7.675	0.40	0.000	0.00	7.675	0.30
15.0	Provision for disabled children (IED)	26.820	1.39	10.948	1.84	37.768	1.50
16.0	Research, evaluation, supervision and monitoring	22.430	1.17	0.100	0.02	22.530	0.89
17.0	Management cost	114.996	5.98	11.300	1.90	126.296	5.02
18.0	Innovative activities	50.000	2.60	29.167	4.90	79.167	3.14
18.1	Computer Education	- 15.000					
18.2	Girls child education	- 10.000					
18.3	ECCE	- 15.000					
18.4	SC/ST	- 10.000					
19.0	Block resource centres	151.875	7.90	16.000	2.69	167.875	6.67
19.1	Cluster resource centres	7.788	0.41	13.099	2.20	20.887	0.83
20.0	Intervention for out of school children	207.900	10.81	0.000	0.00	207.900	8.26
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	1922.782	100.00	595.372	100.00	2518.154	100.00

Annual Work Plan 2002-03, District Patiala, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Teacher				(in lacs)
1.0	Salary for primary teachers 426 x 12	0.078	5112	398.736
	Subtotal			398.736
Intervention Name : Free textbooks				(in lacs)
5.0	Free text books for Non SC girls (27275+17149)	0.0015	44424	66.636
	Subtotal			66.636
Intervention Name : Civil works				(in lacs)
6.0	Buildings for building less school	2.910		0.000
6.0	Block Resource centre buildings	5.820	1	5.82
6.0	New Primary school buildings Branch Schools	2.910		
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	480	163.20
6.0	Buildings for schools having unsafe buildings	2.910		0.00
6.0	Cluster Resource Centres	1.940	16	31.04
6.0	Additional Class rooms for primary schools	1.160	120	139.20
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	160	185.60
6.0	Headmaster's room for upper primary sections	1.160	90	104.4
6.0	Compound Wall	1.160		
6.0	Verandah	1.160		
6.0	Development and distribution work training manual for VEDCs 4 x 1211	0.00032	4844	1.55
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (160)	0.00068	680	0.46
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.54
6.0	Development and distribution of architectural plans and layouts 2 x 1599 schools	0.00047	3198	1.500
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.72
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
	Subtotal			635.232
Intervention Name : Maintenance and repair of school buildings				(in lacs)
7.0	Repairs and maintenance of school Primary and upper primary sections (1188+411)	0.050	1599	79.950
	Subtotal			79.950

Annual Work Plan 2002-03, District Patiala, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : TLE				(in lacs)
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000
	Subtotal			0.000
Intervention Name : TLE for upper-primary				(in lacs)
9.0	TLE for Upper Primary Schools	0.500		0.000
	Subtotal			0.000
Intervention Name : School Grant				(in lacs)
10.0	School grants for existing schools (1188 primary + 411 upper primary)	0.020	1599	31.980
	Subtotal			31.980
Intervention Name : Teacher Grant				(in lacs)
11.0	TLM grant for teachers of primary and upper primary schools (4054+2302)	0.005	6356	31.780
	Subtotal			31.780
Intervention Name : Teacher Training				(in lacs)
12.0	Teachers training for primary and upper primary=6356 x 20 days The details of trainings and training schedule have been given in the chapter of Training Programme	0.0140	6356	88.984
	Subtotal			88.984
Intervention Name : Training of Community Leaders				(in lacs)
14.0	Orientation to VEDC Members 1599 x 8 members x 2	0.0003	25584	7.675
	Subtotal			7.675
Intervention Name : Provision for disabled children(IED)				(in lacs)
15.0	IED Training to BRC staff 9 x10 x 5	0.0007	450	0.32
15.0	IED assessment camps 2 x 9	0.020	18	0.36
15.0	one Resource person honorarium 9 Blocks x 12 months	0.050	108	5.40
15.0	Manual for disability in Indian content A Teacher's Role for 1599 schools	0.00022	1599	0.35
15.0	Manual for teachers about physically challenged children for 1599 schools	0.00032	1599	0.51
15.0	Manual for Teachers about visually impaired children for 1599 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 1599 schools	0.00028	1599	0.45
15.0	Manual for Teachers about mentally challenged children for 1599 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 1599 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 2233	0.0087	2233	19.43
	Subtotal			26.82

Annual Work Plan 2002-03, District Patiala, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)				
16.0	Annual School, Block and district planning for 1599 Primary and Upper Primary schools @ Rs. 30/-	0.0003	1599	0.48
16.0	Annual School Gradation and Evaluation process for 1599 Primary & Upper primary schools @ Rs.30/-	0.0003	1599	0.48
16.0	Conduct of Pupil Achievement Survey 5% of schools@ Rs.2000/-	0.02	80	1.60
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2x12 @ 1000/	0.01	24	0.24
16.0	Academic supervision by BRCs 9 x 5 units @ Rs.1000/-	0.01	45	0.45
16.0	Hiring of Vehicles for Academic supervision 5 (by dpo/spd) visits x 12 months @ Rs. 1000/-	0.01	60	0.60
16.0	Annual Household survey @Rs.3/- per household for 312343 households	0.00003	312343	9.37
16.0	MIS Data collection and processing of data for 1188 primary schools at State/District office	0.0017	1188	2.02
16.0	MIS Data collection and processing of data for 411 upper primary schools/sections at State/District office	0.0018	411	0.74
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for 1599 schools	0.001	1599	1.60
16.0	Development and supply of material for Diagnostic-prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 1599 primary and upper primary schools	0.00031x3	1599	1.49
16.0	Development and supply of material for evaluation of Instructional improvement in 1599 primary and upper primary schools			
16.0	Development and supply of material for evaluation of learning in 411 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies			

Annual Work Plan 2002-03, District Patiala, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
16.0	Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030×7	1599	3.36
	Subtotal			22.43
Intervention Name : Management Cost		(in lacs)		
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.40
17.0	DPO/state consumables	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	84	5.880
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800
17.0	Jan Samparak Abhiyan (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office	0.030	18	0.54
17.0	Development and printing of modules on planning and management by State/District office	0.00036	1599	0.57
17.0	Hiring of expets for pedagogy, research evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management Training District 8×12 @ Rs.8000 Block 3×12 @ Rs. 8000	0.18 0.08	96 324	7.68 25.92
17.0	Circulatic of material prepared by the experts Of school/VEDC level			30.080
17.0	New letter	0.00025	1599	0.39
17.0	Media Activity			12.85
	Subtotal			114.996

Annual Work Plan 2002-03, District Patiala, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer (in lacs)				
a) Girl Child Education				
18.1	Remedial coaching for girls students for two months in 1188 primary schools	0.003	396	1.19
18.1	Remedial coaching for girls students for two months in 411 upper primary schools	0.003	137	0.41
18.1	Development of supplement reading material and item Bank for 48831 girl student of primary students for use in remedial coaching	0.00038	12550	4.77
18.1	Development of supplement reading material and item Bank for 6365 girl student of upper primary students for use in remedial coaching	0.00057	6365	3.63
Subtotal				10.00
b) ECCE				
18.2	School readiness kits for 3-5 age children in ICDS Centres for 5480 Centres x 3	0.00075	16440	12.33
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 1188 schools x 3	0.00075	3564	2.67
Subtotal				15.00
c) SC/ST				
18.3	Remedial coaching for 3 months in 800 schools	0.0030	800	2.40
18.3	Supplementary reading material for remedial coaching in primary school SC children 46019	0.0005	9120	4.56
18.3	Question Bank for SC children of 30443 upper primary classes for remedial coaching	0.0006	5067	3.04
Subtotal				10.00
d) Computer Education				
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000
Subtotal				15.000
Intervention Name: Block Resource Centres (in lacs)				
19.0	BRC Contingency grant for 9 CD Blocks @ Rs.12500/- P.A.	0.125	9	1.125
19.0	TLM grant for 9 CD Blocks @ Rs.5000/- P.A.	0.050	9	0.450
19.0	Meetings, Travel allowance for 9 CD Blocks @Rs.500 x 12 P.A.	0.005	108	0.540

Annual Work Plan 2002-03, District Patiala, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 7 Blocks @ Rs.7800/- x 12 P.A.	0.078	1680	131.040
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 2 Block @ 7800/- x12 P.A.	0.078	240	18.720
	Subtotal			151.875
Intervention Name: Cluster Resource Centres		(in lacs)		
19.1	CRC Contingency grant for 132 CRCs Blocks @ Rs.2500/- P.A.	0.025	132	3.300
19.1	TLM grant for 132 CRCs @ Rs.1000/- P.A.	0.010	132	1.320
19.1	Meetings, Travel allowance for 132 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1584	3.168
	Subtotal			7.788
Intervention Name: Out of School children		(in lacs)		
20.0	Cost of running of EGS centres for 6503 out of school children of 6-11 age group	0.00845	6503	54.950
20.0	Cost of running of EGS centres for 7781 out of school children of 11-13 age group	0.012	7781	93.372
20.0	Cost of running of EGS centres of 4965 out of 4965 out of school children of 14 age	0.012	4965	59.58
	Subtotal			207.90
Intervention Name: Preparatory activities for micro-planning, household surveys studies		(in lacs)		
21.0				
	Subtotal			0.00

PART - V

District : Patiala
Perspective 2002-2007

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	9
1.1	No. of B.R. & D.R. Personnels (7x20+2x10)+10	170
2	No. of P E Blocks	16
3	No. of CRC's	132
4	No. of Villages	1090
4.1	No. of VEDC's	1722
4.2	No. of VEDC's Members	13776
5	No. of Habitations/Wards (Unservd)	796
5.1	No. of S.C. Bastis	175
6	No. of House Holds	312343
	No. of Schools	
7	No. of Primary Schools (State Govt.)	1188
7.1	Non State Govt. Primary Schools	34
7.2	Unrecognised Primary Schools	384
8	No. of Middle Schools/Sections (State Govt.)	534
8.1	Non State Govt. Middle Schools/Sections	276
8.2	Unrecognised Middle Schools/Sections	649
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	4055
9.1	No. of JBT Teachers + New	3289
9.2	No. of HT	634
9.3	No. of CHT's	132
10	No. of Teachers Middle Schools/Sections	2672
	Primary (State Govt.)	
11	Total No. of Students	166894
11.1	Male Students	88764
11.2	Female Students	78130
11.3	Total No. of S.C. Students	73632
11.4	Male S.C. Students	39142
11.5	Female S.C. Students	34490
	Upper Primary (State Govt.)	
12	Total No. of Students	89005
12.1	Male Students	47648
12.2	Female Students	41357
12.3	Total No. of S.C. Students	30136
12.4	Male S.C. Students	16218
12.5	Female S.C. Students	13918
	Out of School Children	
13	No. of Out of School Children Total	0
13.1	No. of Out of School Children Male	0
13.2	No. of Out of School Children Female	0
13.3	No. of EGS Centres (Proposed)	0
	No. of Handicapped Children	
14	Total No. of Handicapped Children	2233
14.1	Male Handicapped Children	1449
14.2	Female Handicapped Children	784

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

PEBlock Code & Name		CRC	BRC
301	PATIALA-I	11	
302	PATIALA-II	10	
303	PATIALA-III	7	1
304	BHUNERHERI-I	10	
305	BHUNERHERI-II	8	1
306	DERA BASSI-I	10	
307	DERA BASSI-II	7	1
308	RAJPURA-I	7	
309	RAJPURA-II	9	1
310	BANUR	7	1
311	GHANOUR	9	1
312	BHADSON-I	9	
313	BHADSON-II	9	1
314	SAMANA-I	7	
315	SAMANA-II	6	1
316	SAMANA-III	6	1
Total		132	9

Disrtictwise list of Peblock	
PATIALA	
PEBLOCK NAME	CODE
PATIALA-I	301
PATIALA-II	302
PATIALA-III	303
BHUNERHERI-I	304
BHUNERHERI-II	305
DERA BASSI-I	306
DERA BASSI-II	307
RAJPURA-I	308
RAJPURA-II	309
BANUR	310
GHANOUR	311
BHADSON-I	312
BHADSON-II	313
SAMANA-I	314
SAMANA-II	315
SAMANA-III	316

Blockwise count of Villages
Perspective 2002-2007

PEBlock Code & Name		Villages
<i>District - Patiala</i>		
301	PATIALA-I	72
302	PATIALA-II	34
303	PATIALA-III	57
304	BHUNERHERI-I	100
305	BHUNERHERI-II	87
306	DERA BASSI-I	73
307	DERA BASSI-II	61
308	RAJPURA-I	70
309	RAJPURA-II	71
310	BANUR	57
311	GHANOUR	78
312	BHADSON-I	103
313	BHADSON-II	69
314	SAMANA-I	55
315	SAMANA-II	60
316	SAMANA-III	43
Total		1090

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

Perspective 2002-2007

DISTRICT - PATIALA

E Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PATIALA-I	83	0	0	0	83	0	0	2	0	0	32	34	117
PATIALA-II	79	0	0	0	79	0	0	4	0	0	30	34	113
PATIALA-III	66	0	0	0	66	0	0	3	0	0	21	24	90
BHUNERHERI-I	100	0	0	0	100	0	0	0	0	0	16	16	116
BHUNERHERI-II	80	0	0	0	80	1	0	4	0	0	21	26	106
DERA BASSI-I	79	0	0	0	79	0	1	3	1	0	23	28	107
DERA BASSI-II	64	0	0	0	64	0	0	1	0	0	9	10	74
RAJPURA-I	77	0	0	0	77	0	0	2	0	0	16	18	95
RAJPURA-II	72	0	0	0	72	0	0	1	0	0	37	38	110
BANUR	54	0	0	0	54	0	0	1	0	0	29	30	84
GHANOUR	77	0	0	0	77	0	0	1	0	0	25	26	103
BHADSON-I	103	0	0	0	103	0	0	1	0	0	23	24	127
BHADSON-II	85	0	0	0	85	0	1	4	0	0	31	36	121
SAMANA-I	62	0	0	0	62	0	0	1	0	0	26	27	89
SAMANA-II	55	0	0	0	55	1	0	0	0	0	27	28	83
SAMANA-III	52	0	0	0	52	0	0	1	0	0	18	19	71
TOTAL	1188	0	0	0	1188	2	2	29	1	0	384	418	1606

LEGEND:-

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B

P4 AFFILIATED WITH C.B.S.E.

P5 AFFILIATED WITH I.C.S.E.

P6 ANY OTHER

District-Patiala														
Perspective 2002-2007														
Blockwise count of - Middle - (Middle Sections)														
PE Block Code &	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
301	PATIALA-I	30	0	0	0	30	3	4	25	3	0	80	115	145
302	PATIALA-II	39	0	0	0	39	21	2	30	8	0	90	151	190
303	PATIALA-III	30	4	0	0	34	0	0	5	0	0	39	44	78
304	BHUNERHERI-I	30	0	0	0	30	0	0	2	0	0	37	39	69
305	BHUNERHERI-II	30	3	3	0	36	2	0	10	4	0	39	55	91
306	DERA BASSI-I	38	2	0	0	40	4	0	12	2	0	26	44	84
307	DERA BASSI-II	32	0	0	0	32	0	0	3	2	0	20	25	57
308	RAJPURA-I	34	0	0	0	34	4	0	16	3	2	34	59	93
309	RAJPURA-II	30	0	0	0	30	1	0	17	2	0	42	62	92
310	BANUR	33	0	0	0	33	0	2	3	4	0	36	45	78
311	GHANOUR	36	0	0	0	36	0	0	10	0	0	30	40	76
312	BHADSON-I	51	0	0	0	51	0	0	3	3	0	14	20	71
313	BHADSON-II	32	2	0	0	34	9	2	6	4	0	42	63	97
314	SAMANA-I	31	0	0	0	31	0	0	4	4	0	40	48	79
315	SAMANA-II	32	0	0	0	32	0	0	4	2	0	32	38	70
316	SAMANA-III	26	0	0	0	26	3	0	10	2	0	48	63	89
TOTAL		534	11	3	0	548	47	10	160	43	2	649	911	1459

LEGEND:-

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

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

	PEBlock Code & Name	JBT	HT	CHT	Total
301	PATIALA-I	225	48	11	284
302	PATIALA-II	224	41	10	275
303	PATIALA-III	183	34	7	224
304	BHUNERHERI-I	167	37	10	214
305	BHUNERHERI-II	169	38	8	215
306	DERA BASSI-I	215	41	10	266
307	DERA BASSI-II	160	38	7	205
308	RAJPURA-I	169	40	7	216
309	RAJPURA-II	179	38	9	226
310	BANUR	152	33	7	192
311	GHANOUR	193	45	9	247
312	BHADSON-I	208	56	9	273
313	BHADSON-II	185	45	9	239
314	SAMANA-I	147	38	6	191
315	SAMANA-II	123	30	6	159
316	SAMANA-III	131	32	6	169
	Total	2830	634	131	3595
	Unadjusted Teachers in Peblocks	33	0	1	34
	New Teachers				426
	Grand Total	2863	634	132	4055

District-Patiala							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
301	PATIALA-I	3083	2595	5678	1163	973	2136
302	PATIALA-II	4021	3317	7338	949	901	1850
303	PATIALA-III	2062	1925	3987	642	555	1197
304	BHUNERHERI-I	2419	1960	4379	608	424	1032
305	BHUNERHERI-II	3067	2650	5717	856	779	1635
306	DERA BASSI-I	3315	2886	6202	933	794	1726
307	DERA BASSI-II	2534	2259	4794	989	931	1920
308	RAJPURA-I	2658	2330	4987	1174	1091	2266
309	RAJPURA-II	3125	3019	6144	739	773	1512
310	BANUR	2826	2424	5250	966	861	1827
311	GHANOUR	3248	2987	6235	1171	1072	2243
312	BHADSON-I	4365	3747	8112	1661	1314	2974
313	BHADSON-II	3795	3574	7370	1482	1304	2786
314	SAMANA-I	2950	2298	5248	1208	950	2158
315	SAMANA-II	1858	1510	3368	749	493	1242
316	SAMANA-III	2322	1875	4197	928	704	1632
TOTAL		47648	41357	89005	16218	13918	30136

District-Patiala					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
301	PATIALA-I	10722	5362	4278	20362
302	PATIALA-II	12000	18416	6869	37285
303	PATIALA-III	7326	3211	902	11440
304	BHUNERHERI-I	8856	6571	821	16248
305	BHUNERHERI-II	9733	2050	5907	17690
306	DERA BASSI-I	12576	5141	4213	21930
307	DERA BASSI-II	9491	1414	3842	14747
308	RAJPURA-I	8518	3608	3886	16013
309	RAJPURA-II	10426	8266	4328	23019
310	BANUR	8594	667	6738	15998
311	GHANOUR	11229	3544	3155	17928
312	BHADSON-I	17966	5274	4165	27405
313	BHADSON-II	12587	3768	6730	23085
314	SAMANA-I	11864	5686	5331	22882
315	SAMANA-II	7067	2670	3870	13608
316	SAMANA-III	7938	5901	3747	17585
Grand Total		166893	81549	68782	317224

Blockwise Handicapped Children

Perspective 2002-2007

District : Patiala - 6-14 Years (Total)

PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
PATIALA-I	4	21	4	40	25	19	113
PATIALA-II	15	18	13	44	39	6	135
PATIALA-III	1	14	5	31	18	28	97
BHUNERHERI-I	8	18	12	71	41	55	205
BHUNERHERI-II	7	22	13	68	42	7	159
DERA BASSI-I	17	12	12	48	31	25	145
DERA BASSI-II	9	17	8	42	39	2	117
RAJPURA-I	2	19	7	65	36	14	143
RAJPURA-II	19	21	6	63	41	13	163
BANUR	12	9	12	47	28	6	114
GHANOUR	7	21	14	56	27	11	136
BHADSON-I	7	26	6	71	39	3	152
BHADSON-II	14	20	14	63	49	12	172
SAMANA-I	0	9	9	103	25	2	148
SAMANA-II	7	25	5	43	24	8	112
SAMANA-III	8	13	5	59	25	12	122
Total	137	285	145	914	529	223	2233

Blockwise Handicapped Children						
Perspective 2002-2007						
District : Patiala - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
PATIALA-I	17	22	39	2	20	22
PATIALA-II	12	21	33	15	21	36
PATIALA-III	20	16	36	16	10	26
BHUNERHERI-I	24	29	53	25	41	66
BHUNERHERI-II	25	21	46	30	42	72
DERA BASSI-I	23	16	39	8	7	15
DERA BASSI-II	16	19	35	13	15	28
RAJPURA-I	27	18	45	17	24	41
RAJPURA-II	18	23	41	12	11	23
BANUR	20	16	36	11	7	18
GHANOUR	23	24	47	17	11	28
BHADSON-I	32	37	69	9	12	21
BHADSON-II	44	31	75	12	15	27
SAMANA-I	28	41	69	15	22	37
SAMANA-II	52	34	86	8	9	17
SAMANA-III	28	30	58	11	13	24
Total	409	398	807	221	280	501

Summary

District Patiala

S.No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Teacher Salary	398.736	20.74	414.072	21.30	429.408	22.35	444.744	23.42	460.080	24.53	2147.040	22.45
2	School/Alternative schooling facility		0.00		0.00		0.00		0.00		0.00	0.000	0.00
3	Upper Primary schools/sections		0.00		0.00		0.00		0.00		0.00	0.000	0.00
4	Classrooms		0.00		0.00		0.00		0.00		0.00	0.000	0.00
5	Free textbooks	66.636	3.47	76.632	3.94	86.628	4.51	96.624	5.09	106.620	5.69	433.140	4.53
6	Civil Works	635.232	33.04	641.617	33.00	634.033	33.00	626.752	33.01	618.731	32.99	3156.366	33.01
7	Maintenance and repair of school buildings	79.950	4.16	83.050	4.27	84.050	4.38	85.100	4.48	86.100	4.59	418.250	4.37
8	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
9	TLE for upper-primary and quality improvement	0.000	0.00	31.000	1.59	41.000	2.13	51.500	2.71	61.500	3.28	185.000	1.93
10	School grant	31.980	1.66	33.220	1.71	33.620	1.75	34.040	1.79	34.440	1.84	167.300	1.75
11	TLM grant	31.780	1.65	32.710	1.68	33.010	1.72	33.325	1.76	33.625	1.79	164.450	1.72
12	Teacher training	88.984	4.63	91.588	4.71	92.428	4.81	93.310	4.91	94.150	5.02	460.460	4.82
13	State Institute of Educational Management and Training (SIEMAT)		0.00		0.00		0.00		0.00		0.00	0.000	0.00
14	Training for community leaders	7.675	0.40	7.973	0.41	8.069	0.42	8.170	0.43	8.266	0.44	40.152	0.42
15	Provision for disabled children (IED)	26.818	1.39	26.883	1.38	26.834	1.40	26.837	1.41	26.837	1.43	134.209	1.40
16	Research, evaluation, supervision and monitoring	22.426	1.17	23.339	1.20	23.140	1.20	22.720	1.20	22.848	1.22	114.473	1.20
17	Management cost	114.996	5.98	116.661	6.00	115.260	6.00	113.904	6.00	112.538	6.00	573.359	6.00
18	Innovative activities	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
18.1	Girls child education	10.000	0.52	10.000	0.51	10.000	0.52	10.000	0.53	10.000	0.53	50.000	0.52
18.2	ECCE	15.000	0.78	15.000	0.77	15.000	0.78	15.000	0.79	15.000	0.80	75.000	0.78
18.3	SC/ST	10.000	0.52	10.000	0.51	10.000	0.52	10.000	0.53	10.000	0.53	50.000	0.52
18.4	Computer Education	15.000	0.78	15.000	0.77	15.000	0.78	15.000	0.79	15.000	0.80	75.000	0.78
19	Block resource centres	151.875	7.90	151.875	7.81	151.875	7.91	151.875	8.00	151.875	8.10	759.375	7.94
19.1	Cluster resource centres	7.788	0.41	7.788	0.40	7.788	0.41	7.788	0.41	7.788	0.42	38.940	0.41
20	Intervention for out of school children	207.902	10.81	155.931	8.02	103.959	5.41	51.987	2.74	0.000	0.00	519.779	5.44
21	Preparatory activities for micro-planning, household surveys studies	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
TOTAL		1922.780	100.00	1944.338	100.00	1921.101	100.00	1898.676	100.00	1875.398	100.00	9562.293	100.00

Perspective Work Plan 2002-07, District Patiala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
Intervention Name : Teacher (in lacs)																
1.0	Salary for primary teachers 426 x 12	0.078	5112	398.736	0.081	5112	414.072	0.084	5112	429.408	0.087	5112	444.744	0.090	5112	460.080
	Subtotal			398.736			414.072			429.408			444.744			460.080
Intervention Name : Free textbooks (in lacs)																
5.0	Free text books for Non SC girls	0.0015	44424	66.636	0.0015	51088	76.632	0.0015	57752	86.628	0.0015	64416	96.624	0.0015	71080	106.620
	Subtotal			66.636			76.632			86.628			96.624			106.620
Intervention Name : Civil works (in lacs)																
6.0	Buildings for building less school	2.910		0.000	2.910			2.910		0.000	2.910		0.000	2.910		
6.0	Block Resource centre buildings	5.820	1	5.82	5.820	1	5.82	5.820	1	5.820	5.820	1	5.82	5.820		5.820
6.0	New Primary school buildings Branch Schools	2.910			2.910		0.000	2.910		0.000	2.910			2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	480	163.20	0.340	513	174.164	0.340	524	178.160	0.340	523	177.820	0.340	513	174.420
6.0	Buildings for schools having unsafe buildings	2.910		0.00	2.910		0.000	2.910			2.910		0.000	2.910		0.000
6.0	Cluster Resource Centres	1.940	16	31.04	1.940	16	31.04	1.940	16	31.040	1.940	16	31.040	1.940	16	31.040
6.0	Additional Class rooms for primary schools	1.160	120	139.20	1.160	125	145.000	1.160	120	139.200	1.160	120	139.200	1.160	120	139.200
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	160	185.60	1.160	165	191.400	1.160	160	185.600	1.160	160	185.600	1.160	160	185.600
6.0	Headmaster's room for upper primary sections	1.160	90	104.4	1.160	76	88.160	1.160	76	88.160	1.160	70	81.200	1.160	66	76.560
6.0	Compound Wall	1.160			1.160		0.000	1.160		0.000	1.160			1.160		0.000
6.0	Verandah	1.160			1.160		0.000	1.160		0.000	1.160			1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 1211	0.00032	4844	1.55	0.00032	4844	1.550	0.00032	4844	1.550	0.00032	4844	1.550	0.00032	4844	1.550
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (160)	0.00068	680	0.46	0.00068	680	0.462	0.00068	680	0.462	0.00068	680	0.462	0.00068	680	0.462
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.54	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540

Perspective Work Plan 2002-07, District Patiala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
6.0	Development and distribution of architectural plans and layouts 2 x no. of primary & upper primary schools	0.00047	3198	1.500	0.00047	3322	1.561	0.00047	3362	1.580	0.00047	3404	1.600	0.00047	3444	1.619
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.72	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
	Subtotal			635.232			641.617			634.033			626.752			618.731
Intervention Name : Maintenance and repair of school buildings															(in lacs)	
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	1599	79.950	0.050	1661	83.050	0.050	1681	84.050	0.050	1702	85.100	0.050	1722	86.100
	Subtotal			79.950			83.050			84.050			85.100			86.100
Intervention Name : TLE															(in lacs)	
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000
	Subtotal			0.000			0.000			0.000			0.000			0.000
Intervention Name : TLE for upper-primary															(in lacs)	
9.0	TLE for Upper Primary Schools	0.500		0.000	0.500	62	31.000	0.500	82	41.000	0.500	103	51.500	0.500	123	61.500
	Subtotal			0.000			31.000			41.000			51.500			61.500
Intervention Name : School Grant															(in lacs)	
10.0	School grants for existing schools (primary + upper primary)	0.020	1599	31.980	0.020	1661	33.220	0.020	1681	33.620	0.020	1702	34.040	0.020	1722	34.440
	Subtotal			31.980			33.220			33.620			34.040			34.440

Perspective Work Plan 2002-07, District Patiala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
(in lacs)																
Intervention Name : Teacher Grant																
11.0	TLM grant for teachers of primary and upper primary schools	0.005	6356	31.780	0.005	6542	32.710	0.005	6602	33.010	0.005	6665	33.325	0.005	6725	33.625
Subtotal				31.780			32.710			33.010			33.325			33.625
(in lacs)																
Intervention Name : Teacher Training																
12.0	Teachers training for primary and upper primary for 20 days The details of trainings and training schedule have been given in the chapter of Training Programme	0.0140	6356	88.984	0.0140	6542	91.588	0.0140	6602	92.428	0.0140	6665	93.310	0.0140	6725	94.150
Subtotal				88.984			91.588			92.428			93.310			94.150
(in lacs)																
Intervention Name : Training of Community Leaders																
14.0	Orientation to VEDC Members no. of primary & upper primary x 8 members x 2	0.0003	25584	7.675	0.0003	26576	7.973	0.0003	26896	8.069	0.0003	27232	8.170	0.0003	27552	8.266
Subtotal				7.675			7.973			8.069			8.170			8.266
(in lacs)																
Intervention Name : Provision for disabled children(IED)																
15.0	IED Training to BRC staff 9 x10 x 5	0.0007	450	0.32	0.0007	450	0.31	0.0007	450	0.32	0.0007	450	0.31	0.0007	450	0.31
15.0	IED assessment camps 2 x 9	0.020	18	0.36	0.020	18	0.36	0.020	18	0.36	0.020	18	0.36	0.020	18	0.36
15.0	one Resource person honorarium 9 Blocks x 12 months	0.050	108	5.40	0.050	108	5.40	0.050	108	5.40	0.050	108	5.40	0.050	108	5.40
15.0	Manual for disability in Indian content A Teacher's Role for 1599 schools	0.00022	1599	0.35	0.00022		0.000	0.00022		0.000	0.00022		0.000	0.00022		0.000
15.0	Manual for teachers about physically challenged children for 1599 schools	0.00032	1599	0.51	0.00032		0.000	0.00032		0.000	0.00032		0.000	0.00032		0.000
15.0	Manual for Teachers about visually impaired children for no. of primary & upper primary schools	0.00034		0.000	0.00034	1661	0.56	0.00034		0.000	0.00034		0.000	0.00034		0.000

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
15.0	Manual for Teachers about hearing impaired children for no. of primary & upper primary schools	0.00028	1599	0.45	0.00028		0.000	0.00028		0.000	0.00028		0.000	0.00028		0.000	
15.0	Manual for Teachers about mentally challenged children for no. of primary & upper primary schools	0.00036		0.000	0.00036	1661	0.60	0.00036		0.000	0.00036		0.000	0.00036		0.000	
15.0	Manual for Teachers for children with multiple Disability for no. of primary & upper primary schools	0.00038		0.000	0.00038		0.000	0.00038	1681	0.64	0.00038		0.000	0.00038		0.000	
15.0	Special assistance and TLM to disabled children 2233	0.0087	2233	19.43	0.0088	2233	19.65	0.00901	2233	20.12	0.0093	2233	20.77	0.0093	2233	20.77	
	Subtotal			26.82			26.88			26.83			26.84			26.84	
Intervention Name : Research, Evaluation, supervision and monitoring															(in lacs)		
15.0	Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	1599	0.48	0.0003	1661	0.50	0.0003	1681	0.50	0.0003	1702	0.51	0.0003	1722	0.52	
16.0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs.30/-	0.0003	1599	0.48	0.0003	1661	0.50	0.0003	1681	0.50	0.0003	1702	0.51	0.0003	1722	0.52	
16.0	Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs.2000/-	0.02	80	1.60	0.02	166	3.32	0.02	168	3.36	0.02	170	3.40	0.02	172	3.44	
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2x12 @ 1000/-	0.01	24	0.24	0.01	48	0.480	0.01	48	0.480	0.01	48	0.480	0.01	48	0.480	
16.0	Academic supervision by BRCs 9 x 5 units @ Rs. 1000/-	0.01	45	0.45	0.01	90	0.900	0.01	90	0.900	0.01	90	0.900	0.01	90	0.900	
16.0	Hiring of Vehicles for Academic supervision 5 (by dpo/spd) visits x 12 months @ Rs. 1000/-	0.01	60	0.60	0.01	120	1.20	0.01	120	1.20	0.01	120	1.20	0.01	120	1.20	
16.0	Annual Household survey @Rs.3/- per household for 312343 households	0.00003	312343	9.37	0.00003	312343	9.37	0.00003	312343	9.37	0.00003	312343	9.370	0.00003	312343	9.370	

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	MIS Data collection and processing of data for 1188 primary schools at State/District office	0.0017	1188	2.02	0.0017	1188	2.02	0.0017	1188	2.02	0.0017	1188	2.02	0.0017	1188	2.02
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	411	0.74	0.0018	473	0.85	0.0018	493	0.89	0.0018	514	0.93	0.0018	534	0.96
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for primary & upper primary schools	0.001	1599	1.60	0.0020	1661	3.32	0.0020	1681	3.36	0.0020	1702	3.40	0.0020	1722	3.44
16.0	Development and supply of material for Diagnostic-prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 1599 primary and upper primary schools	0.00031 ×3	1599	1.49			0.00			0.00			0.00			0.00
16.0	Development and supply of material for evaluation of Instructional improvement in primary and upper primary schools				0.00029	1661	0.48			0.00			0.00			0.00
16.0	Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies				0.00028× 3	473	0.397	0.00028 ×4	493	0.552			0.00			0.00

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	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	0.00030 x7	1599	3.36			0.00			0.00			0.00			0.00
	Subtotal			22.43			23.34			23.14			22.72			22.85
Intervention Name : Management Cost											(In lacs)					
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.40	0.015	360	5.40	0.015	360	5.40	0.015	360	5.40	0.015	360	5.40
17.0	DPO/state consumables	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.84
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.20
17.0	TA & DA of District and State etc.	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.60
17.0	Consultants (12 Months x 7) for District and State	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.88
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.20
17.0	Documentation at DPO/State	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.00
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800	1.500	12	18.000	1.550	12	18.600	1.600	12	19.200	1.650	12	19.80

Perspective Work Plan 2002-07, District Patiala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
17.0	Jan Samparak Abhiyan (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office	0.030	18	0.54	0.0320	18	0.58	0.032	18	0.58	0.032	18	0.580	0.035	18	0.63
17.0	Development and printing of modules on planning and management by State/District office	0.00036	1599	0.57	0.00036	1661	0.598	0.00036	1681	0.605	0.00036	1702	0.613	0.00036	1722	0.620
17.0	Hiring of expets for pedagogy, research evaluation, community mobilization, gender sensitisation, altemative schooling, planning and management Training District 8*12 @ Rs.8000 Block 3*12 @ Rs. 8000	0.08 0.08	96 324	7.68 25.92	0.08 0.08	96 324	7.68 25.92	0.08 0.08	96 324	7.68 25.92	0.08 0.08	96 324	7.68 25.92	0.08 0.08	96 324	7.68 25.92
17.0	Circulatic of material prepared by the expects Of school/VEDC level			30.086			30.371			29.368			28.410			27.411
17.0	New letter	0.00025	1599	0.39	0.00025	1661	0.415	0.00025	1681	0.420	0.00025	1702	0.425	0.00025	1722	0.430
17.0	Media Activity			12.89			13.015			12.586			12.176			9.927
	Subtotal			114.996			116.66			115.26			113.90			112.54

Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer Education

(in lacs)

a) Girl Child Education

18.1	Remedial coaching for girls students for two months in primary schools in parts	0.003	396	1.19	0.003	396	1.19	0.003	396	1.19	0.003	396	1.19	0.003	396	1.19
18.1	Remedial coaching for girls students for two months in upper primary schools in parts	0.003	137	0.41	0.003	137	0.41	0.003	137	0.41	0.003	137	0.41	0.003	137	0.41
18.1	Development of supplement reading material and item Bank for 48831 girl student of primary students for use in remedial coaching in parts	0.00038	12550	4.77	0.00038	12550	4.77	0.00038	12550	4.77	0.00038	12550	4.77	0.00038	12550	4.77

Perspective Work Plan 2002-07, District Patiala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
18.1	Development of supplement reading material and item Bank for 6365 girl student of upper primary students for use in remedial coaching	0.00057	6365	3.63	0.00057	6365	3.63	0.00057	6365	3.63	0.00057	6365	3.63	0.00057	6365	3.63
	Subtotal			10.00			10.00			10.00			10.00			10.00
b) ECCE																
18.2	School readiness kits for 3-5 age children in ICDS Centres for 5480 Centres x 3	0.00075	16440	12.33	0.00075	16440	12.33	0.00075	16440	12.33	0.00075	16440	12.33	0.00075	16440	12.33
18.2	School readiness kits for first generation learners in primary schools of 5 year age for no. of primary schools x 3	0.00075	3564	2.67	0.00075	3564	2.67	0.00075	3564	2.67	0.00075	3564	2.67	0.00075	3564	2.67
	Subtotal			15.00			15.00			15.00			15.00			15.00
c) SC/ST																
18.3	Remedial coaching for 3 months in primary & upper primary schools in parts	0.0030	800	2.40	0.0030	800	2.40	0.0030	800	2.40	0.0030	800	2.40	0.0030	800	2.40
18.3	Supplementary reading material for remedial coaching in primary school SC children 46019 in parts	0.0005	9120	4.56	0.0005	9120	4.56	0.0005	9120	4.56	0.0005	9120	4.56	0.0005	9120	4.56
18.3	Question Bank for SC children of 30443 upper primary classes for remedial coaching in parts	0.0006	5067	3.04	0.0006	5067	3.04	0.0006	5067	3.04	0.0006	5067	3.04	0.0006	5067	3.04
	Subtotal			10.00			10.00			10.00			10.00			10.00
d) Computer Education																
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000
	Subtotal			15.000			15.000			15.000			15.000			15.000
Intervention Name: Block Resource Centres (in lacs)																
19.0	BRC Contingency grant for 9 CD Blocks @ Rs.12500/- P.A.	0.125	9	1.125	0.125	9	1.125	0.125	9	1.125	0.125	9	1.125	0.125	9	1.125

Perspective Work Plan 2002-07, District Patiala, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
19.0	TLM grant for 9 CD Blocks @ Rs.5000/- P.A.	0.050	9	0.450	0.050	9	0.450	0.050	9	0.450	0.050	9	0.450	0.050	9	0.450
19.0	Meetings, Travel allowance for 9 CD Blocks @Rs.500 x 12 P.A.	0.005	108	0.540	0.005	108	0.540	0.005	108	0.540	0.005	108	0.540	0.005	108	0.540
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 7 Blocks @ Rs.7800/- x 12 P.A.	0.078	1680	131.040	0.078	1680	131.040	0.078	1680	131.040	0.078	1680	131.040	0.078	1680	131.040
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 2 Block @ 7800/- x12 P.A.	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720
	Subtotal			151.875			151.875			151.875			151.875			151.875
Intervention Name: Cluster Resource Centres (in lacs)																
19.1	CRC Contingency grant for 132 CRCs Blocks @ Rs.2500/- P.A.	0.025	132	3.300	0.025	132	3.300	0.025	132	3.300	0.025	132	3.300	0.025	132	3.300
19.1	TLM grant for 132 CRCs @ Rs.1000/- P.A.	0.010	132	1.320	0.010	132	1.320	0.010	132	1.320	0.010	132	1.320	0.010	132	1.320
19.1	Meetings, Travel allowance for 132 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1584	3.168	0.002	1584	3.168	0.002	1584	3.168	0.002	1584	3.168	0.002	1584	3.168
	Subtotal			7.788			7.788			7.788			7.788			7.788
Intervention Name: Out of School children (in lacs)																
20.0	Cost of running of EGS centres for 6503 out of school children of 6-11 age group declining by 25%	0.00845	6503	54.950	0.00845	4877	41.211	0.00845	3251	27.471	0.00845	1625	13.731	0.00845	0	0.0
20.0	Cost of running of EGS centres for 7781 out of school children of 11-13 age group declining by 25%	0.012	7781	93.372	0.012	5836	70.032	0.012	3891	46.692	0.012	1946	23.352	0.012	0	0.0
20.0	Cost of running of EGS centres of 4965 out of 4965 out of school children of 14 age declining by 25%	0.012	4965	59.58	0.012	3724	44.688	0.012	2483	29.796	0.012	1242	14.904	0.012	0	0.0
	Subtotal			207.90			155.93			103.96			51.99			0.00

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name: Preparatory activities for micro-planning, household surveys studies															(in lacs)		
21.0																	
	Subtotal			0.00			0.00			0.00			0.00		0.00		

Government of Punjab
Education- 7 Branch
Education Department
ORDER

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

1. The Need

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

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

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

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

2. Two Levels of School Education

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

3. Rechristening of School Directorates

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

4. Heads of the Department

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

5. Implementation

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

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

- 5.2 **New Nomenclature of Directorates, subordinate offices, schools, officers and staff**
 - 5.2.1 Directorate of 'School' education will henceforth be called Directorate of Secondary Education
 - 5.2.2 Directorate of Primary Education will henceforth be called Directorate of Elementary Education.
 - 5.2.3 Director Public Instruction (Schools) will henceforth be designated as Director Public Instruction (Secondary Education)
 - 5.2.4 Director Public Instruction (Primary) will henceforth be designated as Director Public Instruction (Elementary Education)
 - 5.2.5 All Primary and Middle Schools under the control of Government of Punjab will henceforth be called Government Elementary Schools.
 - 5.2.6 All High and Senior Secondary Schools under the control of Government of Punjab will henceforth be called Government Secondary

Schools.

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

3 Staff Salaries

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

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

5.4 Two Levels of Schools

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

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

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

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

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

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

5.5 Redeployment of Staff

5.5.1 Teaching cadre presently working in the Directorate of Primary Education will in entirety become the part of Directorate of Elementary Education.

5.5.2 JBT teachers presently working in the Directorate of School Education will become part of the Directorate of Elementary Education but for the time being they will remain under the administrative control of DPI(SE).

5.5.3 All C&V teachers and Master cadre and other teachers working against Middle section posts under Directorate of Schools will nominally become part of the Directorate of Elementary Education, even while their salary will continue to be drawn as at present till an alternative arrangement comes in to existence. All administrative work and control of these teachers for the time being will remain under DPI (Secondary Education) except their transfers which will continue to be done by DPI (Secondary Education) in consultation with DPI(Elementary Education). Administrative control of these teachers, in due course, will pass on to DPI(EE).

5.5.4 All Master cadre and other teacher's posts sanctioned against High

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

5.5.5. Any vocational or technical teacher's posts specifically sanctioned for any trade or vocational course being run in High schools will remain as such.

5.5.6. All ministerial and class four posts against High school posts will be apportioned to Elementary Schools on need basis, in due course.

5.5.7. A committee will be set up by Principal Secretary School Education to permanently apportion ministerial staff among all the directorates which is presently under the administrative control of DPI(S.E). However, the present arrangement will continue without change unless otherwise ordered specifically for by the Government.

5.6 School Heads

5.6.1 Secondary Schools will remain under the control of Headmaster/ Principals as at present.

5.6.2 Seniors most teacher (length of service in teaching cadre) in Elementary school will work as Headmaster of the Elementary school (without any extra allowance or pay) till regular arrangement for appointment of Headmaster in Elementary Schools comes into existence.

5.6.3 Head Teachers working in Primary Schools will continue working as at present without any change except now they will be working under the composite Elementary School and under the control of Headmaster of Elementary School as laid in clause 5.6.2.

5.6.4. Centre Head Teachers working in Primary Schools will continue working as at present except that now they will work in the composite Elementary Schools. They will work under Headmaster of Elementary Schools as given in clause 5.6.2.